

# School Improvement Plan

School Year: 2009

School District: Chatfield School

Intermediate School District: Lapeer ISD

School Name: Chatfield School

Grades Served: null

Principal: John McCauley

Building Code: 08451

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

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

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

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

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

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

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

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

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

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

## School Information

School:	<b>Chatfield School</b>
District:	<b>Chatfield School</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>null</b>
School Code Number:	<b>08451</b>
City:	<b>Lapeer</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

*A statement that describes what the institution hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.*

The Chatfield School is dedicated to building a partnership between parents and school staff to assure each child the best educational environment, the best teaching practices and the highest expectations for mastering skills and acquiring the knowledge to be successful in today's world.

## **Mission Statement**

*A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the institution with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.*

The Chatfield tradition is a family atmosphere where everyone feels secure and welcomed; where high academic standards are combined with enriching activities, fun, and friends.

## **Beliefs Statement**

*Beliefs are core values or guiding principles that drive an institution's every day actions. They are powerful determinants of the quality of an institution. State fundamental bedrock convictions, values of the institution, guide the fundamental decision-making.*

Partners in the Chatfield School believe that children learn best and that all children can be successful in a community of caring, support, and encouragement.

## Goals

ID	Name	Development Status	Progress Status
5158	ELA Improvement	Approved	Open
5359	Science Progress	Approved	In Progress
5360	Social Studies Success	Approved	Open
5361	Math Success	Approved	In Progress

### Goal 1: ELA Improvement

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students in Grades 3 through 8 will achieve Level 2 in each category of the MEAP ELA Assessment

**Gap Statement :** Five percent of students in Grades 3-8 did not achieve Level 2 in reading;

**Cause for Gap :** Students would benefit from spending more time reading. Students lack a solid foundation in phonetic and comprehension skills and strategies.

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

Gates-MacGinitie Reading Assessments

MLPP Profiles

Houghton-Mifflin Reading Series Assessemnts

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** The criteria for success is stated in the Goal--all students achieve proficiency on the MEAP, MI-MEAP, or MI-Acess

**Contact Name :** Kim Kobylik

#### List of Objectives:

ID	Objective
6066	By grade 6, all students will achieve a 5 in all 6+1 traits as defined by the 6+1 rating scale.
6071	All students identified as At-Risk will receive supportive services to achieve a goal of one years g

**ci Challenges :** None

## 1.1. Objective: ELA Improvement

**Measurable Objective Statement to Support Goal :** By grade 6, all students will achieve a 5 in all 6+1 traits as defined by the 6+1 rating scale.

### List of Strategies:

ID	Strategy	Locked By
0	Teachers will consistently use the 6+1 Traits School Wide Scale, collect three written samples of student work throughout the school year as a means of assessment, and use recorded information to determine individual and class needs.	

### 1.1.1. Strategy: ELA Improvement

**Strategy Statement:** Teachers will consistently use the 6+1 Traits School Wide Scale, collect three written samples of student work throughout the school year as a means of assessment, and use recorded information to determine individual and class needs.

#### Selected Target Areas

CNA I.2.A.3 Reflection and Refinement: 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.

CNA I.3.A.1 Alignment/Content Validity: Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

#### Other Required Information for Strategy

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

6+1 Traits of Writing by Ruth Culham

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create and adopt school wide 6+1 scale	6/22/2009	9/8/2009	ELA Committee
Create and expand library of resources for 6+1 writing traits and writing resources to meet school wide needs.	9/8/2009	6/18/2010	Teachers and Directors

### 1.1.1.1. Activity: ELA Improvement

**Activity Description:** Create and adopt school wide 6+1 scale

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** ELA Committee

**Actual staff responsible for implementing activity:** ELA Committee

**Planned Timeline:** Begin Date - 6/22/2009, End Date - 9/8/2009

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional development day to work on 6 1 scale, Professional development Day for new staff on 6 1 Writing Traits, Resources for library	General Funds	1,000.00	

### 1.1.1.2. Activity: ELA Improvement II

**Activity Description:** Create and expand library of resources for 6+1 writing traits and writing resources to meet school wide needs.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Teachers and Directors

**Actual staff responsible for implementing activity:** Teachers, Directors and Writing Committee

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Day to work on 6 1 scale, Professional development day for new staff on 6 1	General Funds	100.00	

## 1.2. Objective: ELA Success

**Measurable Objective Statement to Support Goal :** All students identified as At-Risk will receive supportive services to achieve a goal of one years g

**List of Strategies:**

ID	Strategy	Locked By
0	Teachers will identify At-Risk students, supervise and monitor their growth and achievement.	

### 1.2.1. Strategy: ELA Success

**Strategy Statement:** Teachers will identify At-Risk students, supervise and monitor their growth and achievement.

**Selected Target Areas**

CNA I.2.A.2 Developmental Appropriateness: 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.
CNA I.2.B.2 Best Practice: 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.
CNA I.3.B.1 Reporting: The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

**Other Required Information for Strategy**

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

DIBELS training, Fountas and Pinnell

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Identify materials to be used to improve 4-8 reading comprehension skills.	6/17/2009	8/31/2009	ELA Committee
Train and implement the comprehension program	9/8/2009	12/21/2009	ELA Committee, Teachers and Directors

6-8 students will be enrolled in a remedial literacy on-line course to improve reading comprehension.	9/8/2009	6/14/2010	Teachers and Directors
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**1.2.1.1. Activity: ELA Success**

**Activity Description:** Identify materials to be used to improve 4-8 reading comprehension skills.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** ELA Committee

**Actual staff responsible for implementing activity:** ELA Committee and Directors

**Planned Timeline:** Begin Date - 6/17/2009, End Date - 8/31/2009

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Purchase 4-8 Supplementary Reading Materials	General Funds	100.00	

**1.2.1.2. Activity: ELA Success II**

**Activity Description:** Train and implement the comprehension program

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** ELA Committee, Teachers and Directors

**Actual staff responsible for implementing activity:** ELA Committee, Teachers and Directors

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 12/21/2009

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Purchase 4-8 Reading Comprehension Program	General Funds	100.00	

### 1.2.1.3. Activity: ELA Success III

**Activity Description:** 6-8 students will be enrolled in a remedial literacy on-line course to improve reading comprehension.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Teachers and Directors

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

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/14/2010

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
On-line Course	General Funds	100.00	

## Goal 2: Science Progress

**Content Area :** Science

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All Fifth and Eighth Grade students will achieve a Level 1 on the Science MEAP

**Gap Statement :** Only 42 % achieved Level 1 in 2008 in the eighth grade; 97 % scored a Level 1 or 2 in the eighth grade.

Only 62.5 achieved a Level 1 in 2008 in the fifth grade. 94% scored a Level 1 or Level 2 in the fifth grade.

**Cause for Gap :** Need to do reteaching with students who are not achieving at least 75% on benchmark tests. New students to Chatfield, weak in the area of physical science and constructed response (tools and investigations).

**Multiple measures/sources of data you used to identify this gap in student achievement :** Percent of students achieving Level 1 on Science MEAP

Staff created unit assessments based on the benchmarks assigned to the unit.

**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?** 100 % at Level 1 on the MEAP and progress toward passing all benchmark tests will be used as assessments to be measured.

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**Contact Name :** Jean Block

**List of Objectives:**

ID	Objective
5761	Students will be able to observe, investigate and scientifically reason by the end of the 2009/2010 school year.
5806	Students will be able to observe, investigate and scientifically reason by the end of the 2009/10 school year as measured by the 2010 fall science MEAP.
5808	Students will master science grade level content expectations through differentiated instruction.

**ci Challenges :** None

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## 2.1. Objective: Scientific Reasoning

**Measurable Objective Statement to Support Goal :** Students will be able to observe, investigate and scientifically reason by the end of the 2009/2010 school year.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
0	The teacher will provide inquiry based experiments where students will be able to identify the most appropriate investigation tools needed such as measurement tools, units of measurement and the understanding of the scientific process.	

### 2.1.1. Strategy: Scientific Reasoning

**Strategy Statement:** The teacher will provide inquiry based experiments where students will be able to identify the most appropriate investigation tools needed such as measurement tools, units of measurement and the understanding of the scientific process.

#### Selected Target Areas

CNA V.2.B.1 Dissemination: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.

#### Other Required Information for Strategy

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

Science Companion Document, Inquiry-Based Instruction Videos, MEAP analysis

#### Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers shall, over the course of the year, instruct six unique science experiment lessons in a science lab setting using the scientific process.	9/7/2009	6/14/2010	Science committee
Upper El teachers shall instruct at least one experiment in the Mott Lab. Middle School teachers will instruct at least two experiments at the Mott Lab.	9/8/2009	6/18/2010	Science Committee

#### 2.1.1.1. Activity: Scientific Reasoning

**Activity Description:** Teachers shall, over the course of the year, instruct six unique science experiment lessons in a science lab setting using the scientific process.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Science committee

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 9/7/2009, End Date - 6/14/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Appropriate Science equipment	General Funds	1,000.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**2.1.1.2. Activity: Scientific Reasoning**

**Activity Description:** Upper El teachers shall instruct at least one experiment in the Mott Lab. Middle School teachers will instruct at least two experiments at the Mott Lab.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Science Committee

**Actual staff responsible for implementing activity:** Grade Level Teams

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Meeting with Mott staff	No Funds Required	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In	Progress Status changed from Open to In

	Progress	Progress
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## 2.2. Objective: Phenology

**Measurable Objective Statement to Support Goal :** Students will be able to observe, investigate and scientifically reason by the end of the 2009/10 school year as measured by the 2010 fall science MEAP.

### Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

### List of Strategies:

ID	Strategy	Locked By
0	Teachers will effectively implement phenology as a means of investigations, data-collection and observational skills including descriptive writing.	

### 2.2.1. Strategy: Phenology

**Strategy Statement:** Teachers will effectively implement phenology as a means of investigations, data-collection and observational skills including descriptive writing.

#### Selected Target Areas

CNA I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

#### Other Required Information for Strategy

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

Staff reviewed websites Journey North and National Phenology Network and staff trip to Goodwille Environmental School

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Levels submit a plan to the Science Committee on use of phenology	9/8/2009	12/18/2009	Science Committee
School wide, student will collect temperature data over many decades to show climate change	9/8/2009	6/18/2010	Science committee

**2.2.1.1. Activity: Phenology**

**Activity Description:** Levels submit a plan to the Science Committee on use of phenology

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Science Committee

**Actual staff responsible for implementing activity:** Grade Level Teams

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 12/18/2009

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Goodwillie Representative for professional development	General Funds	200.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

### 2.2.1.2. Activity: Phenology

**Activity Description:** School wide, student will collect temperature data over many decades to show climate change

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Science committee

**Actual staff responsible for implementing activity:** All staff

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Web site: Farmer's Almanac	General Funds	100.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

### 2.3. Objective: Differentiated Instruction

**Measurable Objective Statement to Support Goal :** Students will master science grade level content expectations through differentiated instruction.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
0	Teachers will evaluate each student's learning and create differentiated learning and remediation groups	

### 2.3.1. Strategy: Differentiated Instruction

**Strategy Statement:** Teachers will evaluate each student's learning and create differentiated learning and remediation groups

**Selected Target Areas**

CNA V.2.B.1 Dissemination: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.

**Other Required Information for Strategy**

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

Staff participated in differentiated instruction conferences and developed units based on resource guides. Other resources: Integrating differentiated Instruction by Carol Ann tomlinson and Understanding Design by J. McTighe

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Develop differentiate Instruction (reteach and explore) for each unit. Complete a reflective log upon completion of each unit.	9/8/2009	6/18/2010	Science Committee

#### 2.3.1.1. Activity: Phenology

**Activity Description:** Develop differentiate Instruction (reteach and explore) for each unit. Complete a reflective log upon completion of each unit.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Science Committee

**Actual staff responsible for implementing activity:** Grade Level Teams

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Teacher created log	General Funds	100.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

### Goal 3: Social Studies Success

**Content Area :** Social Studies

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All 6th and 9th grade students shall score at Level 1 on the Social Studies MEAP.

**Gap Statement :** 29% of 6th graders in 2008 did not acheive a Level 1

**Cause for Gap :** Reading ability

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP, Unit assessments, Gates, Projects, Informal assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Unit assessments, Gates, Projects, Informal assessments, Informal observations

**Contact Name :** Aimee Wolinski

**List of Objectives:**

ID	Objective
6055	Students will display mastery learning on objectives in social studies units.
6058	Students will participate in real-world, hands-on activities as measured by follow-up assessments.

**ci Challenges :** None

### 3.1. Objective: Social Studies Mastery

**Measurable Objective Statement to Support Goal :** Students will display mastery learning on objectives in social studies units.

**List of Strategies:**

ID	Strategy	Locked By
0	Students who do not master objectives will receive additional support until reaching 75% mastery of content.	

#### 3.1.1. Strategy: Social Studies Mastery

**Strategy Statement:** Students who do not master objectives will receive additional support until reaching 75% mastery of content.

**Selected Target Areas**

CNA I.1.A.4 Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

CNA I.1.B.2 Students: The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.

**Other Required Information for Strategy**

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

American History Learning from Smart Character Choices and Best Practice by Zemelman, Daniels, and Hyde

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Identify students not mastering social studies unit objectives.	9/8/2009	5/17/2010	Teachers
Develop a plan for reteaching social studies lessons to address student needs.	9/8/2009	5/17/2010	Teachers
Create or obtain published assessment materials that can be routinely administered to track the progress of Social Studies instruction after each unit of study is completed.	9/8/2009	6/14/2010	Instructional Teams and Directors

**3.1.1.1. Activity: Social Studies Mastery**

**Activity Description:** Identify students not mastering social studies unit objectives.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Teachers

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

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 5/17/2010

**Actual Timeline:** Begin Date - 9/8/2009, End Date - 5/17/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Mastery Learning Professional Development and Differentiated Instruction Professional Development	General Funds	100.00	

**3.1.1.2. Activity: Social Studies Mastery II**

**Activity Description:** Develop a plan for reteaching social studies lessons to address student needs.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Teachers

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

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 5/17/2010

**Actual Timeline:** Begin Date - 9/8/2009, End Date - 5/17/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Teaching Styles and Strategies by Silver, Hanson, Strong and Schwartz and Eric on-line document titl	General Funds	100.00	

### 3.1.1.3. Activity: Social Studies Mastery III

**Activity Description:** Create or obtain published assessment materials that can be routinely administered to track the progress of Social Studies instruction after each unit of study is completed.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Instructional Teams and Directors

**Actual staff responsible for implementing activity:** Instructional Teams and Directors and Social Studies Committee

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/14/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Completed curriculum maps indicating units for assessment; release time to create assessments and to	General Funds	100.00	

## 3.2. Objective: Social Studies Application

**Measurable Objective Statement to Support Goal :** Students will participate in real-world, hands-on activities as measured by follow-up assessments.

**List of Strategies:**

ID	Strategy	Locked By
0	Classroom teachers will plan real-world, hands-on activities with the ecology teacher.	

### 3.2.1. Strategy: Social Studies Application

**Strategy Statement:** Classroom teachers will plan real-world, hands-on activities with the ecology teacher.

#### Selected Target Areas

CNA I.1.B.2 Students: The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.

CNA III.2.B.1 Uses Best Practices: 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.

#### Other Required Information for Strategy

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

Best Practice by Zemelman, Daniels, and Hyde, Differentiating Instruction in the Regular Classroom by Diane Heacox

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Ecology teacher and teaching team, with unit maps and GLCEs will use backwards design to plan earth education lessons.	9/8/2009	5/17/2010	Ecology program and leader and Teacher teams at each level
Building wide week long intensive study	10/26/2009	10/30/2009	Teacher Teams, Ecology program and leader, & Directors
Revise Social Studies units to k-8 GLCEs	9/8/2009	5/17/2010	Teacher Teams and Ecology teacher

#### 3.2.1.1. Activity: Social Studies Application

**Activity Description:** Ecology teacher and teaching team, with unit maps and GLCEs will use backwards design to plan earth education lessons.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Ecology program and leader and Teacher teams at each level

**Actual staff responsible for implementing activity:** Team's social studies leaders, ecology teacher, and team members

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 5/17/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Existing items	No Funds Required	0.00	

**3.2.1.2. Activity: Social Studies Application II**

**Activity Description:** Building wide week long intensive study

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Teacher Teams, Ecology program and leader, & Directors

**Actual staff responsible for implementing activity:** Teacher Teams, Ecology program and leader, & Directors

**Planned Timeline:** Begin Date - 10/26/2009, End Date - 10/30/2009

**Actual Timeline:** Begin Date - 10/26/2009, End Date - 10/30/2009

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Existing items and resources for addressing curriculum during the week long study (not yet identified)	General Funds	100.00	

**3.2.1.3. Activity: Social Studies Application III**

**Activity Description:** Revise Social Studies units to k-8 GLCEs

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Teacher Teams and Ecology teacher

**Actual staff responsible for implementing activity:** Teacher teams, ecology teacher, and social studies committee

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 5/17/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Planning day with ecology teacher to revise units	General Funds	100.00	

## Goal 4: Math Success

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** No student in grades 3-9 shall score lower than level 2 on MEAP.

**Gap Statement :** 29% at fourth grade to 18% at eighth grade.

**Cause for Gap :** Students haven't mastered basic facts. There is a lack of practice materials through Saxon for key concepts. Key concepts such as geometry and measurement.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP, homework and test scores for grades 4-8, one-on-one assessments for grades K-2

**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?** Star Math Assessment, MEAP, Saxon Assessments

### Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**Contact Name :** Tracy Logan

### List of Objectives:

ID	Objective
5860	Students of all grade levels will use problem solving strategies to think as mathematicians as measured quarterly by grade level performance tasks.
5861	Students will master basic addition and subtraction facts by the end of second grade, and multiplication and division facts by the end of fourth grade as measured by 5 minute, 100 problem test.
5862	Students will reduce the gap between actual Saxon placement and expected grade-level placement by attending intensified math instruction as measured by Saxon benchmark tests.

ci Challenges : None

## 4.1. Objective: Math: Problem Solving

**Measurable Objective Statement to Support Goal :** Students of all grade levels will use problem solving strategies to think as mathematicians as measured quarterly by grade level performance tasks.

### Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

### List of Strategies:

ID	Strategy	Locked By
0	Monthly problem solving session using ProSolve, MEAP released items, Saxon materials	

### 4.1.1. Strategy: Math: Problem Solving

**Strategy Statement:** Monthly problem solving session using ProSolve, MEAP released items, Saxon materials

#### Selected Target Areas

CNA I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.

CNA I.2.A.2 Developmental Appropriateness: 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.

#### Other Required Information for Strategy

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

MEAP Analysis

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Monthly Pro-Solve Sessions	11/1/2009	3/31/2011	Teachers
Week long intensive mathematical study	10/26/2009	10/30/2009	Teachers and Directors

**4.1.1.1. Activity: Math: Problem Solving**

**Activity Description:** Monthly Pro-Solve Sessions

**Activity Type:** None

**Planned staff responsible for implementing activity:** Teachers

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

**Planned Timeline:** Begin Date - 11/1/2009, End Date - 3/31/2011

**Actual Timeline:** Begin Date - 11/2/2009, End Date - 3/31/2011

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pro-solve	General Funds	100.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**4.1.1.2. Activity: Math: Problem Solving II**

**Activity Description:** Week long intensive mathematical study

**Activity Type:** None

**Planned staff responsible for implementing activity:** Teachers and Directors

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

**Planned Timeline:** Begin Date - 10/26/2009, End Date - 10/30/2009

**Actual Timeline:** Begin Date - 10/26/2009, End Date - 10/30/2009

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Identify and create math focus and resources to use	No Funds Required	0.00	
Math Resources	General Funds	100.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

## 4.2. Objective: Math: Mastering Facts

**Measurable Objective Statement to Support Goal :** Students will master basic addition and subtraction facts by the end of second grade, and multiplication and division facts by the end of fourth grade as measured by 5 minute, 100 problem test.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
0	Students need to master basic facts to be successful in math.	

## 4.2.1. Strategy: Math: Mastering Facts

**Strategy Statement:** Students need to master basic facts to be successful in math.

### Selected Target Areas

CNA I.1.A.4 Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

CNA I.1.B.2 Students: The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.

### Other Required Information for Strategy

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

Professional development on how to help students with basic math facts.

### Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Fact Tests 3 times per week	9/8/2009	6/14/2010	Teachers

### 4.2.1.1. Activity: Math: Mastering Facts

**Activity Description:** Fact Tests 3 times per week

**Activity Type:** None

**Planned staff responsible for implementing activity:** Teachers

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

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/14/2010

**Actual Timeline:** Begin Date - 9/8/2009, End Date - 6/15/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Fact Tests	General Funds	100.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

### 4.3. Objective: Math: Prevention

**Measurable Objective Statement to Support Goal :** Students will reduce the gap between actual Saxon placement and expected grade-level placement by attending intensified math instruction as measured by Saxon benchmark tests.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
0	Teachers and Directors shall identify effective plans and resources that can be provided to students and parents to achieve the objective.	

#### 4.3.1. Strategy: Math: Prevention

**Strategy Statement:** Teachers and Directors shall identify effective plans and resources that can be provided to students and parents to achieve the objective.

**Selected Target Areas**

CNA I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.

CNA I.2.A.3 Reflection and Refinement: 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.

**Other Required Information for Strategy**

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

Michigan Department of Education's Mathematics Learning Sample Activities

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Identify Students	11/6/2009	6/14/2010	Teachers
Notify Parents	11/13/2009	6/14/2010	Teacher Teams
Develop prevention plan	11/13/2009	6/14/2010	Teachers and Directors

**4.3.1.1. Activity: Math: Prevention I**

**Activity Description:** Identify Students

**Activity Type:** None

**Planned staff responsible for implementing activity:** Teachers

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

**Planned Timeline:** Begin Date - 11/6/2009, End Date - 6/14/2010

**Actual Timeline:** Begin Date - 11/6/2009, End Date - 6/14/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
MEAP Results	No Funds Required	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**4.3.1.2. Activity: Math: Prevention II**

**Activity Description:** Notify Parents

**Activity Type:** None

**Planned staff responsible for implementing activity:** Teacher Teams

**Actual staff responsible for implementing activity:** Teacher Teams

**Planned Timeline:** Begin Date - 11/13/2009, End Date - 6/14/2010

**Actual Timeline:** Begin Date - 11/16/2009, End Date - 6/14/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Saxon Assessment Results	No Funds Required	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**4.3.1.3. Activity: Math: Prevention III**

**Activity Description:** Develop prevention plan

**Activity Type:** None

**Planned staff responsible for implementing activity:** Teachers and Directors

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

**Planned Timeline:** Begin Date - 11/13/2009, End Date - 6/14/2010

**Actual Timeline:** Begin Date - 11/13/2009, End Date - 6/14/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Saxon Assessments	General Funds	100.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	jmccauley@chatfield.spfs.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$3,700.00	\$0.00
No Funds Required	\$0.00	\$0.00

## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Kim	Kobylik	Teacher	kkobylik@chatfield.spfs.k12.mi.us
Mrs.	Tracy	Logan	Teacher	tlogan@chatfield.spfs.k12.mi.us
Mrs.	Jean	Block	Teacher	jblock@chatfield.spfs.k12.mi.us
Mrs.	Karen	Beatley	Parent	none
Mr.	Bruce	Cady	Bank President	bcady@lcbt.com
Mrs.	Betty	McCauley	Director	bmccauley@chatfield.spfs.k12.mi.us

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

Chatfield School is a collegial school with emphasis on continuous communication with and involvement of stakeholders. The instructional staff meets weekly and has a weekly staff wide planning time. Parents are treated as Partners in the school processes.

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

Curriculum, instruction, and the SI plan are on the agendas for meetings. Decisions are made through collective discussion and input from the appropriate partners--staff, parents, students, and community when appropriate.

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

The school directors meet regularly with the parent organization and these meetings are the primary source of information. In addition the weekly newsletters of the school and the homerooms and the website provide continuous information.

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# Statement of Non-Discrimination

## Statement of Non-Discrimination

### Federal Office for Civil Rights

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

### Contact Information

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

Position of Contact:

Betty McCauley

Address:

231 Lake Drive Lapeer

Telephone Number:

810-667-8970

### References

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

## Conclusion

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

Teachers will need professional learning opportunities for writing instruction, using technology effectively, and science lab procedures

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

General Funds, Title I and At risk funds are all used to their best and appropriate use.

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

Technology applications is an ongoing process involving the the math/Tech committee, the Tech Equipment Committee, staff consultant, and the entire teaching team.