

School Improvement Plan

Title I - Targeted Assistance

Single Building District

School Year: 2011 - 2012

ISD/RESA: Lapeer ISD

School Name: Chatfield School

Grades Served: K,1,2,3,4,5,6,7,8

Mr. Matt Young

Building Code: 08451

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

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:	Chatfield School
District:	Chatfield School
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8
School Code Number:	08451
City:	LAPEER
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

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

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

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

Name	Development Status	Progress Status
ELA Improvement	Complete	Open
Math Success	Complete	Open
Science Progress	Complete	Open
Social Studies Success	Complete	Open

Goal 1: ELA Improvement

Content Area: English Language Arts

Development Status: Complete

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

Gap Statement: 6.6% 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

DIBELS

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.

Contact Name: Kim Kobylik

List of Objectives:

Name	Objective
ELA Success	All students identified as At-Risk will receive supportive services to achieve a goal of one years growth.
Writing Improvement	By grade 6, all students will achieve a 5 in all 6+1 traits as defined by the 6+1 rating scale.

1.1. 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 growth.

List of Strategies:

Name	Strategy
ELA Success	Teachers will identify At-Risk students, supervise and monitor their growth and achievement.

1.1.1. Strategy: ELA Success

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

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.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.1 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.

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
ELA Success	2011-09-07	2012-09-01	ELA Committee, 4-8 Classroom teachers
ELA Success II	2011-09-06	2012-06-14	Teachers and Directors

1.1.1.1. Activity: ELA Success

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

Planned staff responsible for implementing activity: ELA Committee, 4-8 Classroom teachers

Actual staff responsible for implementing activity: All staff

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-09-01

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	

1.1.1.2. Activity: ELA Success II

Activity Description: Identified below level 6-8 students will be enrolled in a remedial literacy course to improve reading comprehension.

Planned staff responsible for implementing activity: Teachers and Directors

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-14

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	

1.2. Objective: Writing 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:

Name	Strategy
Writing Improvement	Teachers will consistently use a holistic, MEAP like rubric to score three written samples of student prompted writing throughout the school year as a means of assessment, and use recorded information to determine individual and class needs.

1.2.1. Strategy: Writing Improvement

Strategy Statement: Teachers will consistently use a holistic, MEAP like rubric to score three written samples of student prompted writing throughout the school year as a means of assessment, and use recorded information to determine individual and class needs.

Selected Target Areas

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.3.A.1 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.)

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
Progress Monitoring - Writing	2011-08-29	2012-06-15	ELA Committee
Staff Expectations of 6+1	2011-08-29	2012-09-07	ELA committee
Writing Improvement	2011-09-07	2012-06-15	ELA Committee members and SI Committee Coordinator

1.2.1.1. Activity: Progress Monitoring - Writing

Activity Description: Team levels meet to score and discuss writing pieces and scores.

Planned staff responsible for implementing activity: ELA Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.2.1.2. Activity: Staff Expectations of 6+1

Activity Type: Professional Development

Activity Description: Staff will participate in a professional development session led by ELA committee on use and expectations of school wide 6+1 scales.

Planned staff responsible for implementing activity: ELA committee

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-09-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.2.1.3. Activity: Writing Improvement

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

Planned staff responsible for implementing activity: ELA Committee members and SI Committee Coordinator

Actual staff responsible for implementing activity: Teachers, ELA Committee

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Goal 2: Math Success

Content Area: Math

Development Status: Complete

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

Gap Statement: At every grade level we have a small percentage of students not achieving proficiency. We are trying to achieve 100% proficiency by 2014.

Cause for Gap: Data analysis suggests students lack understanding of vocabulary for 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	John McCauley	In Progress	Progress Status changed from Open to In Progress

Contact Name: Tracy Logan

List of Objectives:

Name	Objective
Math Vocabulary	Students will practice and review key vocabulary pertinent to their understanding of mathematic for their current level of instruction.
Math: Prevention	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.
Math: Problem Solving	Students of all grade levels will use problem solving strategies to think as mathmeticians as measured quarterly by grade level performance tasks.

2.1. Objective: Math Vocabulary

Measurable Objective Statement to Support Goal: Students will practice and review key vocabulary pertinent to their understanding of mathematic for their current level of instruction.

List of Strategies:

Name	Strategy
Math Vocabulary	Grade level teams will determine the most important vocabulary for their level and provide instruction, review, and assessment of the terms with a goal of 80% mastery.

2.1.1. Strategy: Math Vocabulary

Strategy Statement: Grade level teams will determine the most important vocabulary for their level and provide instruction, review, and assessment of the terms with a goal of 80% mastery.

Selected Target Areas

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

National Council of Teachers of Mathematics and The Reading Teacher

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Vocabulary	2011-09-01	2012-06-14	Teachers

2.1.1.1. Activity: Vocabulary

Activity Type: Professional Development

Activity Description: Teachers will identify pertinent vocabulary to their grade/math book level and provide instruction, practice, review and assessment.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.2. 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	John McCauley	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Math: Prevention	Teachers and Directors shall implement Response to Intervention steps to insure student success.

2.2.1. Strategy: Math: Prevention

Strategy Statement: Teachers and Directors shall implement Response to Intervention steps to insure student success.

Selected Target Areas

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

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

Response to Intervention training

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	John McCauley	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math: Prevention I	2011-09-07	2012-06-14	Teachers
Math: Prevention II	2011-09-07	2012-06-14	Math Committee

2.2.1.1. Activity: Math: Prevention I

Activity Description: Identify Students, notify parents, and begin to carry out RTI procedures.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MEAP Results	No Funds Required	0.00	
Star Math Assessments	General Funds	2,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	John McCauley	In Progress	Progress Status changed from Open to In Progress

2.2.1.2. Activity: Math: Prevention II

Activity Description: Develop after school tutoring program

Planned staff responsible for implementing activity: Math Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
After school tutoring program	General Funds	1,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	John McCauley	In Progress	Progress Status changed from Open to In Progress

2.3. 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	John McCauley	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Math: Problem Solving	Monthly problem solving session using ProSolve, MEAP released items, Saxon materials.

2.3.1. Strategy: Math: Problem Solving

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

Selected Target Areas

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

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.

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	John McCauley	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math: Problem Solving	2011-11-01	2012-03-31	Teachers

2.3.1.1. Activity: Math: Problem Solving

Activity Description: Monthly Pro-Solve Sessions

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-11-01, End Date - 2012-03-31

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

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	John McCauley	In Progress	Progress Status changed from Open to In Progress

Goal 3: Science Progress**Content Area:** Science**Development Status:** Complete**Student Goal Statement:** All Fifth and Eighth Grade students will achieve a Level 1 on the Science MEAP.**Gap Statement:** Only 34 % achieved Level 1 in 2010 in the eighth grade; 90 % scored a Level 1 or 2 in the eighth grade.

Only 52% achieved a Level 1 in 2009 in the fifth grade. 85% 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. Weak in the area of science processes (tools and investigations) and earth science (weather and solar system).**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 GLCE 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 GLCE tests will be used as assessments to be measured.**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	John McCauley	In Progress	Progress Status changed from Open to In Progress

Contact Name: Jean Block

List of Objectives:

Name	Objective
Differentiated Instruction	Students will master science grade level content expectations through differentiated instruction.
Phenology	Through phenology, students will be able to observe, investigate and scientifically reason by the end of the 2010/2011 school year as measured by the 2011 fall science MEAP.
Scientific Reasoning	Students will be able to accurately organize and analyze data and information by reading, creating and using charts and graphs.

3.1. 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	John McCauley	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Differentiated Instruction	Teachers will evaluate each student's learning and create differentiated learning and remediation groups.

3.1.1. Strategy: Differentiated Instruction

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

Selected Target Areas

V.2.B.1 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.

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	John McCauley	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-09-06	2012-06-07	Science Committee
Differentiated Instruction	2011-09-07	2012-06-16	Each Grade Level

3.1.1.1. Activity: Differentiated Instruction

Activity Description: Develop differentiate Instruction (reteach and explore) for each unit.

Planned staff responsible for implementing activity: Science Committee

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	John McCauley	In Progress	Progress Status changed from Open to In Progress

3.1.1.2. Activity: Differentiated Instruction

Activity Description: Teachers will review vocabulary from the previous year's science curriculum by using the companion document.

Planned staff responsible for implementing activity: Each Grade Level

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-16

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Companion Document	No Funds Required	0.00	0.00

3.2. Objective: Phenology

Measurable Objective Statement to Support Goal: Through phenology, students will be able to observe, investigate and scientifically reason by the end of the 2010/2011 school year as measured by the 2011 fall science MEAP.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	John McCauley	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

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

3.2.1. 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

I.1.B.1 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.

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

Staff reviewed and uses Journey North and National Phenology Network. Staff toured and partnered with Goodwill Environmental School and West Michigan Academy.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	John McCauley	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Phenology	2011-09-08	2012-06-18	Science Committee, Jean Block

3.2.1.1. Activity: Phenology

Activity Description: Levels submit a plan and will review plan according to timeline submitted to the Science Committee on use of phenology.

Planned staff responsible for implementing activity: Science Committee, Jean Block

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-18

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
purchase books regarding phenology in classroom	General Funds	200.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	John McCauley	In Progress	Progress Status changed from Open to In Progress

3.3. Objective: Scientific Reasoning

Measurable Objective Statement to Support Goal: Students will be able to accurately organize and analyze data and information by reading, creating and using charts and graphs.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	John McCauley	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Scientific Reasoning	Teachers will instruct students to observe and investigate science topics and require students to gather, organize, and analyze data into a graph or chart.

3.3.1. Strategy: Scientific Reasoning

Strategy Statement: Teachers will instruct students to observe and investigate science topics and require students to gather, organize, and analyze data into a graph or chart.

Selected Target Areas

V.2.B.1 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.

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	John McCauley	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science Intensive Study	2012-03-01	2012-03-08	All teachers, science coordinator, Ecology Director
Scientific Reasoning	2011-09-07	2012-06-17	Science committee
Scientific Reasoning	2011-09-08	2012-06-18	Science Committee
Scientific Reasoning	2011-09-07	2012-06-17	Grade Level Teams

3.3.1.1. Activity: Science Intensive Study

Activity Description: Intensive study week focusing on Earth Science Topics and the scientific process.

Planned staff responsible for implementing activity: All teachers, science coordinator, Ecology Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-03-01, End Date - 2012-03-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.3.1.2. 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.

Planned staff responsible for implementing activity: Science committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/07/2009	John McCauley	In Progress	Progress Status changed from Open to In Progress

3.3.1.3. Activity: Scientific Reasoning

Activity Description: All teachers will plan a field study based on science curriculum and real world experiences.

Planned staff responsible for implementing activity: Science Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-18

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	John McCauley	In Progress	Progress Status changed from Open to In Progress

3.3.1.4. Activity: Scientific Reasoning

Activity Description: Teachers shall integrate science and math measurement GLCE in a hands on lesson.

Planned staff responsible for implementing activity: Grade Level Teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
BrainPop Subscription for Grades 3-8	General Funds	500.00	
Math and Science Committee	No Funds Required	30.00	0.00

Goal 4: Social Studies Success

Content Area: Social Studies

Development Status: Complete

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

Gap Statement: 39% of 6th graders in 2010 did not achieve a Level 1.

Cause for Gap: Data analysis suggests more attention to Economic and Geography GLCEs are needed.

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: Jennifer Bierbusse

List of Objectives:

Name	Objective
Social Studies Application	Students will participate in real-world, hands-on activities as measured by follow-up assessments.
Social Studies Mastery	Students will display mastery learning on objectives in social studies units.

4.1. 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:

Name	Strategy
Social Studies Application	Classroom teachers and ecology instructor will plan real-world, hands-on activities that align with GLCEs.

4.1.1. Strategy: Social Studies Application

Strategy Statement: Classroom teachers and ecology instructor will plan real-world, hands-on activities that align with GLCEs.

Selected Target Areas

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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
MI Citizenship Units	2011-07-28	2012-05-31	Social Studies Committee and Directors
Social Studies Application II	2011-10-26	2012-11-15	Teacher Teams, Ecology program and leader, & Directors
Social Studies Application III	2011-09-08	2012-06-17	Teacher Teams and Ecology teacher

4.1.1.1. Activity: MI Citizenship Units

Activity Type: Professional Development

Activity Description: Revise current Social Studies units to adapt to MI Citizenship Units.

Planned staff responsible for implementing activity: Social Studies Committee and Directors

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 2011-07-28, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MI Citizenship Course	General Funds	500.00	

4.1.1.2. Activity: Social Studies Application II

Activity Description: Building wide week long intensive study with a focus on economics and geography.

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-26, End Date - 2012-11-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.1.3. Activity: Social Studies Application III

Activity Description: Teachers and ecology director will collaborate to identify curriculum that can be enriched through the ecology director's expertise and real-world, hands on activities.

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Planning day for teacher teams to align grade level GLCEs and revise units	General Funds	100.00	0.00

4.2. Objective: Social Studies Mastery

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

List of Strategies:

Name	Strategy
Social Studies Mastery	Students who do not master objectives will receive additional support until reaching 75% mastery of content.

4.2.1. 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

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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
Social Studies Mastery	2011-09-07	2012-06-17	Teachers
Social Studies Mastery II	2011-09-08	2012-05-17	Teachers
Social Studies Mastery III	2011-09-08	2012-06-14	Instructional Teams for grades 3-5 and Directors

4.2.1.1. Activity: Social Studies Mastery

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

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.2.1.2. Activity: Social Studies Mastery II

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

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-05-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.2.1.3. Activity: Social Studies Mastery III

Activity Description: Create a cumulative end-of-year assessment to identify mastery of content for each unit taught. Instructional teams will report the percentage of students who have mastered each units' objectives. The Social Studies Committee will analyze the data.

Planned staff responsible for implementing activity: Instructional Teams for grades 3-5 and Directors

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-14

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; release time to create assessments	General Funds	100.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$5,700.00	\$0.00
No Funds Required	\$30.00	\$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?

The School Improvement Committee consisting of teachers and administrators reviewed the comprehensive needs assessment.

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.

The needs assessment process is a continuous process with an annual cycle that begins with the MEAP results and incorporates data collected from Gates-MacGinitie testing, Star Math, and teacher assessments including MLPP and DIBELS.

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.

The first tier of criteria is performance on the MEAP with students not achieving Level 2 Proficiency designated as at Risk; in addition students not at Grade Level in basic reading skills per Gates-MacGinitie are reviewed; unit assessments from the math text program are used to identify students who may be eligible for math support.

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.

The school has a structured system in place to identify at risk students. This includes assessing the students using MLPP and DIBELS, teacher-parent conferences, and classroom observation.

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.

Each teacher on the staff works on a core curriculum committee supervised by the School Improvement committee; through the committees and the weekly meetings of all teaching staff the school improvement and special needs plans are developed and implemented. the process incorporates all staff.

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).

At Chatfield School all teachers at all grade levels are involved in planning and implementing instructional prorams so there is no need for identifying special coordination. The goals are the same for all students and the evaluations are based on these common goals.

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.

Subject area committees meet on a quarterly basis to review curriculum maps and state standards and to insure curriculum maps and pacing guides are being followed.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, 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.

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.

All the teachers at Chatfield are Highly Qualified for the teaching assignment they have. Any paraprofessionals used are also Highly Qualified.

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.

Chatfield School is by its Mission a parent-partnership school and has an exceptional number of parent volunteers and observers in the building at all times. Through the website and newsletters parents are invited to attend and participate in school activities. Parent conferences are held every year, but parents are encouraged to come to school at any time.

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

2a. Design

Parent involvement is solicited for committee meetings, at the annual curriculum night meetings, and parent-teacher association meetings.

2b. Implementation

Parents are not directly involved in implementation, but many persons employed and volunteering are parents and do impact the implementation.

2c. Evaluation

Chatfield School is a charter school that depends upon continuous parent involvement and positive responses to have them continue at the school. Parent surveys have been used in the past and are planned for the future.

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

The school provides a quarterly report card that is very useful to parents for understanding student achievement. The MEAP Parent Report is provided to all parents. At conferences the student's Individual Student Plan containing all assessment information is shared with parents. When necessary a parents' spoken language is accommodated and all written and spoken language is translated into the appropriate language.

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".

Chatfield School has a multi-facet approach to assistance. The first is parent communication, information, support materials, and meetings with the teacher and parent curriculum meetings. Specific instructional support is provided both within and after the school day by specialized staff and the homeroom teachers. Finally, for those students who may have some non-academic barriers to learning, a guidance program is available.

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

An annual meeting is held with parents and teachers involved in the targeted plan. Parents participate in a survey and are invited to share their opinions, student progress, and areas of concern to the parents.

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

In general the program is supported by parents. Parents support the need for extra instruction in student's area of weakness. 100% of parents said they would have their child attend before or after school programs. 90% of parents felt they would have their child attend a summer program. Most parents are interested in providing reading support for their child.

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".

Teachers write letters to the students throughout the summer. Families are invited to tour the program prior to enrolling. Parents and students are invited to attend an orientation prior to the start of the school year.

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.

Summative formal assessments are given and recorded. Standardized assessments are given at every grade level including MEAP, Gates McGinitie Reading, MLPP, DIBELS, Star Math and Star Reading. Writing portfolios are kept for every student.

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.

Chatfield School is a K-8 school that partners with the Lapeer County Intermediate School District and all local agencies to assure that eligible students and their families are aware of and connected with community services.

Ongoing Review of Eligible Student Progress

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

The assessment tools for monitoring the progress of eligible students are incorporated into each grade level's continuous progress plans and identified eligible students are reviewed quarterly on a building-wide basis; some students are specifically identified for RTI team review.

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

Teachers working cooperatively and meeting regularly share data, discuss challenges, and share strategies for working with students. Teachers have all participated in conferences/workshops on using data to adjust instruction.

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

When data results are available and can be collected with other data, the staff will participate in a review of individual and collective progress and, if necessary, adjust services.

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.

The School Improvement Committee and the core subject committees are involved in identifying needs and planning professional development opportunities on an on-going basis.

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.

Technology applications is an ongoing process involving the the math/Tech committee, the Tech Equipment Committee, staff consultant, and the entire teaching team. Technology is used for assessment (Star Math and Star Reading). At the middle school level students participate in online learning opportunities in their Explorations and Fine Arts classes.

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.

The school improvement plan is continually reviewed throughout the school year. Content area committees review and implement the plan. They continue and or revise strategies based on the student data.

2. Describe how school 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.

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.

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.

Assurances

EdYES!

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

Response: *Yes*

Comments: *Students are individually assessed by teachers multiple times per year using standardized benchmark assessments like MLPP, DIBELS, Star Reading. For Math students are assessed multiple times per year using standardized benchmark assessments like Saxon cumulative tests, basic fact tests, and placement tests.*

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: *<http://www.chatfieldschool.org/Info/AnnualEducationReport.aspx>*

Educational Development Plan (EDP)

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

Response: *Yes*

Comments: *The EDPs are created in the Careers course which is a required course for all middle school students.*

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

Response: *Yes*

Comments:

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 Chatfield School is committed to providing a healthy school environment that enhances learning.*

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

Response: *Yes*

Comments: *As part of the Smart Character Choices Grant teachers participated in numerous professional development sessions geared to classroom management.*

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: *Our school complies with the required number of emergency drills.*

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: *Yes*

Comments: *As part of the Smart Character Choices Grant students and parents participated in several assessments geared toward health, safety, and behavioral issues. The school annually submits a safety report and acts upon the cumulative information.*

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:

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

Response: *Yes*

Comments:

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

Response: *No, but use a health education curriculum*

Comments: *Our school follows the Michigan Dept of Ed GLCEs for Health and Physical Education.*

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

Response: *Yes*

Comments: *It involves locating in the health field. Communication is given that impacts health issues in the family and its relation to the community.*

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:

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

Response: *Yes*

Comments: *There are multiple P.E. workshops held each year in which P.E. teachers have an opportunity to attend.*

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

Response: *Other curriculum*

Comments: *The Chatfield School P.E. curriculum guide is based on content standards and benchmarks of the state of Michigan and the National Association of Sports and Physical Education.*

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

Response: *Yes*

Comments: *These include but are not limited to: Chatfield 5K, Jump Rope for Heart, Daddy Dodgeball, All-School Exercise Event, Chatfield Olympics.*

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:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Our menu supports good nutrition and daily exercise which align with our health education.*

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: *No*

Comments: *Our school does not currently participate in a federal lunch program.*

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

Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*

Comments:

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: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments: *Upon enrollment relevant student information is gathered. If a student has a chronic health issue, The Chatfield School creates a health plan. Health plans are reviewed by building directors and all adults who interact with this student.*

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

Response: *Adopted policy, fully implemented*

Comments: *The Chatfield School was recognized by the MDE as a 2010 State School of Character.*

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: *Yes*

Comments: *Staff meetings are held for teachers and administrators.*

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: *Yes*

Comments:

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: *Yes*

Comments: *Staff has implemented Smart Character Choices program which provides support for these issues.*

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

Response: *Yes*

Comments:

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

Response: *No*

Comments: *Our schools mission is focused on exemplary teaching and learning.*

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: *If food is provided, healthy choices are available.*

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: *The Chatfield School's mission is based on involving and partnering with parents and community to provide the best educational opportunities for students.*

31. Our school has a parent education program.

Response: *Yes*

Comments: *Our school has several community programs offered for interested parents including internet safety, Family Literacy, drug awareness.*

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

Response: *No*

Comments:

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 all indoor facilities*

Comments:

Special Education

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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: *Lapeer County Intermediate School District provides our firewall protection.*

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: *Yes*

Comments:

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: *Yes*

Comments: *Internet access is provided throughout the building. Professional development is provided on use of hardware and software. There is a plan for continuous updates and improvements to both the technology infrastructure and software components.*

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: *Technology for the purpose of assessment and Response to Intervention is implemented. Staff is provided professional development to integrate technology into their instruction. Staff also provides professional development of technology use to each other.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Content area committees incorporate technology literacy (ie. software applications) into instruction. Student course offerings have been altered to require students to take technology courses in areas of identified weakness.*

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@chatfieldschool.org
Mrs.	Tracy	Logan	Teacher	tlogan@chatfieldschool.org
Mrs.	Jean	Block	Teacher	jblock@chatfieldschool.org
Mr.	Bruce	Cady	School Board Trustee	bcady@lcbt.com
Mr.	Matthew	Young	Director	myoung@chatfieldschool.org
Mr.	William	Kraly	Director	bkraly@chatfieldschool.org
Mrs.	Jennifer	Bierbusse	Teacher	jbierbusse@chatfieldschool.org

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:	Mr. William Kraly, Director
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

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

Parents as Partners

Parents are expected to be Partners and to pursue their roles both to benefit the school and their own child, there **are no specific requirements**, but Parent Partners must recognize that the expectations for the School and their child cannot be fulfilled without their commitment to:

- ❖ Attend Chatfield School workshops and informational programs intended to help parents understand the curriculum, instructional practices, and philosophy of the school.
- ❖ Attend scheduled Parent-Teacher conferences, Partners in Education (P.I.E.) meetings, and school functions.
- ❖ Make classroom observations as necessary to be fully aware of the school's program and their child's progress.
- ❖ Meet with Staff Partners as necessary to monitor and support their child's progress.
- ❖ Maintain a study area in the home and equip and arrange it so their child's attention is concentrated on study and to establish a family quiet hour in the home to minimize disruptions to study.
- ❖ Provide intellectual stimulation in the home by encouraging reading, controlling television use, and participating in intellectually stimulating activities.
- ❖ Establish standards and responsibilities so that their child learns that he/she must complete tasks satisfactorily.

Staff and Volunteer Adults as Partners

Teacher is a generic term that encompasses all of the adults who may be working and volunteering at Chatfield. Every adult is expected to be a role model for the children. Every adult models behavior that demonstrates and reinforces the educational goals for the students at Chatfield. Staff and adult Partners practice the etiquette use the listening and speaking skills, demonstrate the responsible behavior, and espouse the values that are basic to the school's mission.

PARTNERS IN EDUCATION (P.I.E)

All teachers and parents of The Chatfield School are encouraged to join P.I.E. The group exists to promote the school program and to help involve parents more closely with the school staff. The officers of the group attempt to assess the interests and concerns of the membership and plan activities accordingly. Interested parents are always welcome and encouraged to attend. Meeting days and times will be announced in the "Chat" and on Chatfield's Website (www.chatfieldschool.org) under Parent Partnership.

PARENT COMPACT

Chatfield School's Mission has always been to create a partnership between school and parents for the benefit of all the children at Chatfield. Federal regulations now require that a specific Parent Compact, approved by the Chatfield School Board, be provided to all parents. The school must maintain a parent-signed copy of that document and provide an annual notice. Parents sign a copy of the Compact when they enroll their children. The following is a copy of the Compact:

The Chatfield School Partner Compact

Chatfield School is a partnership endeavor that requires staff, volunteers, parents, and children to fulfill specific roles. Chatfield School Partners must be knowledgeable of the school philosophy and committed to fulfilling their individual roles. Chatfield Partners believe they are one team with one purpose.

Students as Partners

Children are Partners at Chatfield and have specific roles to fulfill:

- ❖ Each child is expected to be involved in planning goals, assessing progress, and accepting responsibility for his or her progress toward the educational goals.
- ❖ Each child is responsible for developing the values, the enthusiasm for learning, and the skills necessary for being a self-motivated, productive citizen.
- ❖ Each child is to become a teacher partner to his or her fellow students.

Parents as Partners

Parents are expected to be Partners and to pursue their roles both to benefit the school and their own child, there **are no specific requirements**, but Parent Partners must recognize that the expectations for the School and their child cannot be fulfilled without their commitment to:

- ❖ Attend Chatfield School workshops and informational programs intended to help parents understand the curriculum, instructional practices, and philosophy of the school.
- ❖ Attend scheduled Parent-Teacher conferences, Partners in Education (P.I.E.) meetings, and school functions.
- ❖ Make classroom observations as necessary to be fully aware of the school's program and their child's progress.
- ❖ Meet with Staff Partners as necessary to monitor and support their child's progress.
- ❖ Maintain a study area in the home and equip and arrange it so their child's attention is concentrated on study and to establish a family quiet hour in the home to minimize disruptions to study.

- ❖ Provide intellectual stimulation in the home by encouraging reading, controlling television use, and participating in intellectually stimulating activities.
- ❖ Establish standards and responsibilities so that their child learns that he/she must complete tasks satisfactorily.

Staff and Volunteer Adults as Partners

Teacher is a generic term that encompasses all of the adults who may be working and volunteering at Chatfield. Every adult is expected to be a role model for the children. Every adult models behavior that demonstrates and reinforces the educational goals for the students at Chatfield. Staff and adult Partners practice the etiquette use the listening and speaking skills, demonstrate the responsible behavior, and espouse the values that are basic to the school's mission.

Parent Signature _____ Child's Signature _____ Date _____
