

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: Vestaburg Community Schools

ISD/RESA: Montcalm Area ISD

School Name: Vestaburg Community Elem. School

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

Principal: Mrs. Darby R. Weaver

Building Code: 05833

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:	Vestaburg Community Elem. School
District:	Vestaburg Community Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6
School Code Number:	05833
City:	Vestaburg
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Vestaburg Community Schools: A community with high expectations for every child every time.

Mission Statement

Vestaburg Community Schools together with the community will build a foundation for lifelong learning, by providing an educational and caring environment, which embraces all.

Beliefs Statement

- *All students, staff, and community members will work to promote an attitude of community.
- *All stakeholders will respond to each other's needs in a considerate manner.
- *All stakeholders will enhance and support the individual development of student's character.
- *The learning community will foster an environment that encourages and retains creative, quality, staff.
- *All stakeholders will provide academic support to meet students' diverse learning needs.
- *All stakeholders will provide support for students to make grade level transitions and to post-secondary education/ work place

Goals

Name	Development Status	Progress Status
Nothing found to display		

Resource Profile

Funding Source	Planned Amount	Actual Amount
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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 a Schoolwide Reform Model, 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 CNA was created as a school improvement team conducting research and analyzing data to respond to certain areas. The needs were determined from the data

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

The CNA has told us that there are great needs in English Language Art and Math in some grades. Our school programs need to include an extended day/year program. The perception is good but has a few areas of improvement. The mobility of students are increasing and our economically disadvantaged students are the majority of our population

Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

The main concept is to encourage the love of reading and writing in our students. Also, we will have two coaches-one for reading/writing and one for math that will help the teachers learn strategies the increase the academic achievement of all students.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

All stakeholders were involved starting at the building level and continuing to the district level

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.

The curriculum is aligned to the State Standards and we are starting to align with the common core. The review of the curriculum happens on a rotation that we follow the ISD. This year was math. The curriculum has been reviewed and we have discussed the need to have more collaborative learning which led us to professional development with our math coach, Linda Fawcett.

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

VES curriculum is designed to meet State requirements, to be student-engaging, and to enhance student knowledge. Administration and staff work on curriculum development and research of best practices for instruction and interventions. Student progress and staff input will be used to determine the effectiveness of the programming.

Instruction by Highly Qualified Professional Staff

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

All Title Paraprofessionals meet the NCLB requirements and all Title Teachers are Highly Qualified/certified.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

We have a mostly veteran staff with significant training in reading and writing. We are in the process of professional development for math interventions.

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

We have a comprehensive new teacher induction program, mentor/mentee program, and professional development.

3. Describe the rate of teacher turnover for the school.

We do not have much of a turnover unless having to lay off due to budget restraints.

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

not applicable

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, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide 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.

Communication between parents and teachers should be two-way, frequent, and meaningful. Communication should also invite parents to share ideas, help form school goals and clarify institutional expectations. When communication is frequent and high-quality, parents' evaluation of their child's teacher, level of comfort with their child's school, and involvement in school-based activities are all substantially higher. We have our Title I Fall meeting, frequent parent contact, parent-staff meetings, parent access to grades online, and several activities to bring parents and families into the building, such as conferences, open house, carnival, family fun nights, etc.

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

2a. Design

Like volunteering, parent and caregiver involvement in school decision-making impacts student achievement largely because it builds relationships between caregivers and schools that encourage adults to become involved in student learning. Involved parents and caregivers in decisions about the educational process and progress of their child reinforce the idea that instruction and learning are done jointly between the school and home. Parents will be involved and invited to SAT, IEP, BEP, Progress and other related meetings. Parents will be invited to join the Building Advisory Team and the School Improvement Team.

We will build a Parent library (resources for parents), Counselor-led parent groups.

2b. Implementation

Parent involvement will be strongly encouraged with our Title Meeting scheduled in September, Counselor-led parent group meeting dates set in the fall and published (some parents specifically are called and invited if we need the need for them), Open House and parent-teacher conferences, invitations to join building and district improvement teams, invitations to attend meetings, parent listserv email, school website.

2c. Evaluation

Surveys will be given to parents at the end of the school year regarding communication, involvement and opportunities. Data and responses will be used to structure parent involvement strategies and process for the subsequent school year.

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

Parents are allowed online access to student grades and attendance, as well as given hard copies of progress reports and report cards at regular intervals during the school year. Parents are contacted between those reports by various staff if academics and/or lack of progress are a concern.

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".

The school-parent compact will be discussed at least one time each year during elementary parent-teacher conferences.

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

The parent involvement will be evaluated with surveys and attendance records.

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

The evaluation will tell us if the program was worth having again which can change the school plan.

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) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Preschool staff will work with Kindergarten staff on the placement, assessment, and needs of those children moving from preschool to the Kindergarten classroom.

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

Through staff meetings, School Improvement and Building Advisory teams, teachers will be given the opportunity to share ideas and input and aide in decisions regarding school-based academic assessments.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

Teachers assess all students with Dibles, DRA, MLPP, Rigby Reads, Read Well, and Otter Creek Math to get data. That data is then used to determine best practices and strategic interventions to help students make progress as needed.

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.

The staff is working on common writing assessments along with looking at the data to improve their instruction.

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

Small group instruction within the general education setting, Title services (both pull out and push in) with three certified and highly qualified teachers. (The staff configuration for Title services will likely change for the 2010-11 school year due to less federal money for the program and school aide shortfalls.) For 2010-11,

we are planning for 1.5 Title teachers and 1.5 Title Paraprofessionals.

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

Classroom assessments and performance, MEAP data, Dibels (progress monitoring and benchmark testing), DRA, MLPP, grade level assessments, writing samples, and Otter Creek Math are all used to identify students experiencing difficulty in reading, writing and math.

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

*31 A
GSRP
Title*

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

Title teachers use teacher recommendations, classroom data, and assessment data to determine which students need extra intervention in learning and in which core area. The Title staff also determine the best method for delivery of the interventions and work with general education staff to produce a schedule that will allow for the student to get the intervention instruction and strategies, as well as get the most from their allotted time in the general education classroom.

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

Title I, part A funds and funds from other sources will be used to pay for teacher and paraprofessional salaries and fringe benefits, as well as for supplemental (not supplanted) materials to aide in intervention instruction and strategies.

4. 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.

Title IA funds will have set aside money for instructional support of students who are deemed as homeless, and for that population, we will also have the resources procured from the local ISD consortium for Homeless students.

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.

Our district is currently being renovated via a recent bond extension. This has allowed for new technology, such as smart boards, student response systems, document cameras, learning labs, projectors, laptops and more. The need will be in training our staff to fully use this new technology to the fullest extent to improve and promote student learning and progress.

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 plan is reviewed 1 time a month by building teams and monitored for progress. The district team monitors at each meeting. The goals and information for the next year is always changing based on data that is collected throughout the year.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

Analyzing the data will determine effectiveness. This is an ongoing process that takes place at grade level, school and district wide.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

The plan is an ongoing process. The plan is reviewed and changed as we need during district meetings.

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

The district newsletter, The Update, building newsletters, the district website, local press and an annual report will all be used to share information on student performance and teacher instruction to the public.

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.

Administrators, counselors, and teaching staff will be invited to regular meetings to plan, design and monitor, and evaluate the VES School Improvement Plan.

Assurances

EdYES!

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *<http://www.vcs-k12.net/elementary-school/aer/>*

Educational Development Plan (EDP)

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

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

Comments:

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

Response:

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:

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

Response: *Yes*

Comments:

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:

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:

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

Response: *Adopted policy, but not fully implemented*

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: *Yes*

Comments:

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

Response: *Yes*

Comments:

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:

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

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

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

Response: *No*

Comments:

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

Response: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments:

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

Response: *Adopted policy, but not fully implemented*

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:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

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: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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:

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.	Tracey	Bos	Title Teacher	trbos@vcs-k12.net
Ms.	Jody	Johnston	Teacher	jjohnston@vcs-k12.net
Mr.	Jeff	Beal	Parent	jebeal@vcs.k12-net
Mrs.	Tammy	Dickman	1st grade teacher	tdickman@vcs-k12.net
Mrs.	Darby	Weaver	Principal	dweaver@vcs-k12.net

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Principal Darby Weaver
Address:	7188 Avenue B
Telephone Number:	989-268-5284

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 Compact

