School Improvement Plan
Title I - Schoolwide

School Year: 2011 - 2012

School District: Coloma Community Schools

ISD/RESA: Berrien RESA

School Name: Coloma Middle School

Grades Served: 5,6,7

Principal: Mr. Scott Pauley

Building Code: 04733

District Approval of Plan:

_____
Authorized Official Signature and Date

Board of Education Approval of Plan:

_____
Authorized Official Signature and Date

School Improvement Plan

Contents

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:	**Coloma Middle School**
District:	**Coloma Community Schools**
Public/Non-Public:	**Public**
Grades:	**5,6,7**
School Code Number:	**04733**
City:	**COLOMA**
State/Province:	**Michigan**
Country:	**United States**

Vision, Mission and Beliefs

Vision Statement

All students can achieve their potential through consistent expectations, modeling of appropriate behavior, and adult mentoring. The actions of the faculty in pursuing these beliefs will determine the integrity of the school.

Mission Statement

Coloma Middle School fosters a safe and respectful school environment while challenging students to reach their full academic and social potential.

Beliefs Statement

I feel connected to the school when you care about me and my learning.

Goals

Name	Development Status	Progress Status
ELA - 2011	Complete	Open
Mathematics - 2011	Complete	Open
Science -2011	Complete	Open
Social Studies - 2011	Complete	Open

Goal 1: ELA - 2011

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: Student will be proficient in reading comprehension on the state assessment or at least 60% proficient in comprehension skills through local common assessments.

Gap Statement: Our most recent MEAP scores indicate a gap between successful students and our white students, male students, and students with disabilities.

Cause for Gap: The gap may be due to a lack of male teachers and a lack of resources oriented toward males.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, classroom 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? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric cross-curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrator

List of Objectives:

Name	Objective
ELA - 2011	The majority (>80%) of students will achieve proficiency in reading comprehension on the MEAP, state assessment, or demonstrate at least 605 proficiency on local common assessments.

1.1. Objective: ELA - 2011

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve proficiency in reading comprehension on the MEAP, state assessment, or demonstrate at least 605 proficiency

on local common assessments.

List of Strategies:

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.
Formative and Summative Assessments	Staff will collaborate to create common assessments.
Instructional Strategies	Instructional Strategies (Research based) will be given and added to the classroom curriculum to increase student reading scores.

1.1.1. Strategy: Curriculum Maps

Strategy Statement: Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Other Required Information for Strategy

Mapping the Big Picture, Heidi Hayes Jacobs
Master Instruction Strategies Michael L Lujan

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrator Curriculum Content Team Curriculum Director
Curriculum Maps	2011-08-	2015-06-	Building Administrator Curriculum Content Teams Curriculum

	22	05	Director	

1.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons as well as curriculum maps.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Team
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Content Team Meetings	Title I Part A		

1.1.1.2. Activity: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc)

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.2. Strategy: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments.

Selected Target Areas

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

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.)

I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

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

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrator Curriculum Director
Dissemination of data derived from common assessments	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrator Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrator Curriculum Director

1.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will collaborate to create common assessments.

Planned staff responsible for implementing activity: ELA Curriculum Content Team
Building Administrator
Curriculum Director

Actual staff responsible for implementing activity: ELA Curriculum Content Team
Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.2.2. Activity: Dissemination of data derived from common assessments

Activity Type: Professional Development

Activity Description: Staff will disseminate data derived from common assessments.

Planned staff responsible for implementing activity: ELA Curriculum Content Team
Building Administrator
Curriculum Director

Actual staff responsible for implementing activity: ELA Curriculum Content Team
Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.2.3. Activity: Professional Development in the use of DataDirector for

online/paper test

Activity Type: Professional Development

Activity Description: Development in the use of DataDirector for online/paper testing.

Planned staff responsible for implementing activity: ELA Curriculum Content Team
Building Administrator
Curriculum Director

Actual staff responsible for implementing activity: ELA Curriculum Content Team
Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.3. Strategy: Instructional Strategies

Strategy Statement: Instructional Strategies (Research based) will be given and added to the classroom curriculum to increase student reading scores.

Selected Target Areas

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

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

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.B.2 School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.

II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director

1.1.3.1. Activity: Professional development in Best practice instructional strategies

Activity Type: Professional Development

Activity Description: Professional development in Best practice instructional strategies

Planned staff responsible for implementing activity: Curriculum Content Team
Building Administrator
Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.3.2. Activity: Research Based Strategies

Activity Type: Professional Development

Activity Description: Best Practice Instruction strategies will be incorporated into lesson plans.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 2: Mathematics - 2011

Content Area: Math
Development Status: Complete

Student Goal Statement: Students will be proficient in fractions, decimals, and equations on the state assessment or at least 60% proficient through local common assessments.

Gap Statement: Students with disabilities, white students, Hispanic students, gender equity issues

Cause for Gap: Vocabulary, not enough inclusion classes, not enough support, if given inclusion for LA make sure they get help in math, low basic skills, teacher, female/male staff.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, common 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? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric cross-curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrator

List of Objectives:

Name	Objective
Mathematics - 2011	The majority (>80%) of students will achieve proficiency in the area of fractions, decimals, and equations on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessments.

2.1. Objective: Mathematics - 2011

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve proficiency in the area of fractions, decimals, and equations on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessments.

List of Strategies:

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.
Formative and Summative Assessments	Staff will collaborate to create common assessments.
Instructional Strategies	Instructional strategies (research based) will be given and added to the classroom curriculum to increase student math scores.

2.1.1. Strategy: Curriculum Maps

Strategy Statement: Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,

Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director

2.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.1.2. Activity: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc.)

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2. Strategy: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments.

Selected Target Areas

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.)
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director
Dissemination of data derived from common assessments	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director

2.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will collaborate to create common assessments.

Planned staff responsible for implementing activity: Curriculum Content Team
Building Administrator
Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2.2. Activity: Dissemination of data derived from common assessments

Activity Type: Professional Development

Activity Description: Staff will disseminate data derived from common assessments.

Planned staff responsible for implementing activity: Curriculum Content Team
Building Administrator
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2.3. Activity: Professional Development in the use of DataDirector for online/paper test

Activity Type: Professional Development

Activity Description: Professional Development in the use of DataDirector for online/paper testing.

Planned staff responsible for implementing activity: Curriculum Content Team
Building Administrator
Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.3. Strategy: Instructional Strategies

Strategy Statement: Instructional strategies (research based) will be given and added to the classroom curriculum to increase student math scores.

Selected Target Areas

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

II.2.A.3 Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes

to whole-school improvement, including teacher development and student outcomes.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director

2.1.3.1. Activity: Professional development in Best practice instructional strategies

Activity Type: Professional Development

Activity Description: Professional development in Best Practice instructional strategies.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 3: Science -2011

Content Area: Science
Development Status: Complete

Student Goal Statement: The students will be proficient in physical science proficiency on the state assessment or at least 60% proficient through local common assessments.

Gap Statement: Students with disabilities

Cause for Gap: Lack of curriculum alignment

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, common 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? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric cross-curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrator

List of Objectives:

Name	Objective
Science - 2011	The majority (>80%) of students will achieve proficiency in the physical science strand on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessment.

3.1. Objective: Science -2011

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve proficiency in the physical science strand on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessment.

List of Strategies:

Name	Strategy
Curriculum Maps	Teachers will increase learning through common assessments, training, and vertical articulation
Formative and Summative Assessments	Staff will collaborate to create common assessments
Instructional Strategies	Instructional strategies (research based) will be given and added to the classroom curriculum to increase scores.

3.1.1. Strategy: Curriculum Maps

Strategy Statement: Teachers will increase learning through common assessments, training, and vertical articulation

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director

3.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.1.2. Activity: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc.)

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.2. Strategy: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments

Selected Target Areas

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

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.)

I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director
Dissemination of data derived from common assessments	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director

3.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will collaborate to create common assessments

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.2.2. Activity: Dissemination of data derived from common assessments

Activity Type: Professional Development

Activity Description: Staff will disseminate data derived from common assessments

Planned staff responsible for implementing activity: Curriculum Content Team
Building Administrator
Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.2.3. Activity: Professional Development in the use of DataDirector for online/paper test

Activity Type: Professional Development

Activity Description: Professional Development in the use of DataDirector for online/paper test

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.3. Strategy: Instructional Strategies

Strategy Statement: Instructional strategies (research based) will be given and added to the classroom curriculum to increase scores.

Selected Target Areas

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

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.6 School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school's improvement vision.

II.2.A.3 Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.

II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director

3.1.3.1. Activity: Professional development in Best practice instructional strategies

Activity Type: Professional Development

Activity Description: Instructional strategies (research based) will be given and added to the classroom curriculum to increase student science scores.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.3.2. Activity: Research Based Strategies

Activity Type: Professional Development

Activity Description: Best practice instructional strategies will be incorporated into lesson plans.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 4: Social Studies - 2011

Content Area: Social Studies
Development Status: Complete

Student Goal Statement: Students will be proficient in problem solving and make decisions based on historical context, patterns, and evidence from a given time period on the state assessment or at least 60% proficient through local common assessments.

Gap Statement: Ethnic issue and Students with disabilities
Caucasian students score higher than African American students, but are generally lower than the ISD and state average.

Cause for Gap: Lack of curriculum alignment

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, common 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? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric cross-curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrator

List of Objectives:

Name	Objective
Social Studies - 2011	The majority (>80%) of students will achieve proficiency in historical perspective on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessments.

4.1. Objective: Social Studies - 2011

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve proficiency in historical perspective on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessments.

List of Strategies:

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

Formative and Summative Assessments	Staff will collaborate to create common assessments
Instructional Strategies	Instructional Strategies (researched based) will be given and added to the classroom curriculum to increase student scores.

4.1.1. Strategy: Curriculum Maps

Strategy Statement: Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

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

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

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director

4.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.1.2. Activity: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc.)

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.2. Strategy: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments

Selected Target Areas

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
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.)
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director
Dissemination of data derived from common assessments	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams

4.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will collaborate to create common assessments.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.2.2. Activity: Dissemination of data derived from common assessments

Activity Type: Professional Development

Activity Description: Staff will disseminate data derived from common assessments.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.2.3. Activity: Professional Development in the use of DataDirector for online/paper test

Activity Type: Professional Development

Activity Description: Professional Development in the use of DataDirector for online/paper test

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.3. Strategy: Instructional Strategies

Strategy Statement: Instructional Strategies (researched based) will be given and added to the classroom curriculum to increase student scores.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.
II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director

4.1.3.1. Activity: Professional development in Best practice instructional strategies

Activity Type: Professional Development

Activity Description: Professional development in various best practice instructional strategies.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.3.2. Activity: Research Based Strategies

Activity Type: Professional Development

Activity Description: Best practice instructional strategies will be incorporated into lesson plans.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	$0.00	$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 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?

   Spent time as groups, analyzing data, stated strengths and proposed improvements

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.

   Targeted sub-groups are in need of additional support/educational opportunities for increasing learning.

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.

   Academic Attack
   Middle School concept- building relationships

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

   Professional Learning Community- school visits, speakers, book study

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.

We are in the process of aligning our curriculum. The process is in place.

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

The staff at Coloma Middle School is increasingly aware of the changes that are taking place at an accelerated rate in today's world. The research indicates that bureaucracies do not, and most likely will not, change quickly enough to respond to these changes.
After adopting the Middle School Philosophy and altering our schedule in 2007-08, site based management has been embraced. These team-based decisions provide an opportunity to make quicker, more appropriate responses to change because:
- People who work in school have the skills and expertise to make good decisions that impact the quality of work life and student outcomes;
- Empowered people make and act upon decisions that advance the mission of our school and district; and
- Empowered schools respond to change more quickly and appropriately in the interest of students and the system.

Coloma Community Schools encourages the use of the Decision Making Model. The steps in using the model are:
- Clearly identify the problem based upon reliable data.
- Clearly state the decision to be made for all stakeholders.
- Clearly identify the choices (identify research if necessary) and alternatives to be considered, including expected results.
- Clearly identify any new problems that may arise, costs and timeline for implementation, and evaluation.
- Have stakeholders discuss and weigh the alternatives and criteria and then make a decision based on their quantification.
- Reach consensus, but not concerns.
- Plan the complete implementation and evaluation.

Coloma Community Schools support the Decision-Making Process by providing funds and time, but more importantly encouraging and expecting the process to be used. Each building has a School Improvement Team that develops or updates the school's plan for improvement. The teams have discretionary funds to research and implement improvement strategies focused on reaching their goals and may present rationale at the district level for additional funding or support

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 paraprofessionals meet the NCLB requirements and all teachers are Highly Qualified.

The professional staff are all highly qualified and reflect the following qualifications

B.A. 3 teachers
B.A. + 15 credit hours 2 teachers

M.A. 12 teachers
M.A. + 20 credit hours 3 teachers
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School

Percentage of Teachers in the School who are Highly Qualified 100%
Percentage of Teachers in the School with Emergency Credentials 0%
*Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers * 0%*

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

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

   Highly Qualified Teachers and Attraction of Highly Qualified Teachers*
   NCLB requires highly qualified teachers in core subject content.

   B.A. B.A. + 15 credit hours M.A. M.A. + 20 credit hours
   Professional Qualifications of All Public Elementary and Secondary School Teachers in the School 2 6 9 4

   Percentage of Teachers in the School who are Highly Qualified 100%
   Percentage of Teachers in the School with Emergency Credentials 0%
   *Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers * 0%*

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.

   At this time, Coloma Community Schools and consequently Coloma Middle School have no posted teaching positions available. Since student enrollment has been in a steady rate of decline, the district has reassigned highly qualified staff to fill vacancies as they occur from staff retirements and staff moving out of the area.

   Strategies are in place to attract high quality teachers.
   These strategies include:
   -Coloma Middle School is always on the cutting edge with innovative programming, curriculum, and flexibility.
   -Offering a safe and civil working environment for all staff members.
   -Each team embraces new staff and provides informal guidance and support.
   -Extensive teaming and mentoring with master teachers
   -Providing a comprehensive orientation that facilitates a successful transition into teaching.
   -Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program offered through Berrien RESA.
   -On-line position postings and applications.
   -Advertisement in local newspapers

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

   Due to retirement incentive, we had a large turnover.

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.

Because it was a one-time occurrence, it is 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.

   We, the staff of Coloma Middle School, in partnership with parents and the community, believe that all children can learn. Research indicates that the leading predictor of the student success is parental involvement. Coloma Middle School fosters a safe and respectful school environment, while challenging students to reach their full academic and social potential.

   To assist in the achievement of our educational goals, Coloma Middle School has developed a Parent, Student and Teacher Compact. It is a declaration of intent by all parties involved to help each other achieve mutual academic and social objectives. Our Parent, Student, and Teacher Compact, while being clear and concise, details the shared responsibilities that each of us has, in order to ensure academic and social success for our students.

   The staff of Coloma Middle School knows that parents are the first educators of their children. We are committed to further developing school programs and activities that involve and equip our students, parent and or guardians, with needed skills and resources to assist their children in obtaining their highest potential.

   At Coloma Middle, we involve parents in every aspect, bridging the gap between home and school. We will strive together to empower each student to reach his or her potential as a lifelong learner and contributing citizen.

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

2a. Design

When What Who Estimated Cost Evaluation
6/15/2009 Parent Meeting Parents who are part of the school improvement team Shelly Mazigian, Sandy Parrigan, & Sherri Cullitan No cost No
6/25/09 SIP Meeting Parents who are part of the school improvement team, Janay Tavolacci and Jennifer Dillenbeck No cost
9/2/2009 Meat & Greet All parents, students, & staff food $1010 Yes
4:30 pm - 6:30 pm
10/28/2009 Evening Conferences All parents, students, & staff No cost Yes

10/29/2009 Afternoon & evening conferences All parents, students, & staff No cost Yes
1/28/2010 Evening Conferences Invited At-risk parents, students, & staff - All are welcomed to attend No cost Yes
11/24/2009 Turkey Trot Parents who will assist in supervision of this school wide event No

5/1/2010 Career Day Parents, community members, students, & staff food $250 Yes

3/24/2010 Reading Tea Parents, students, & L.A., Special Education, Title I staff food $610 Yes books $940
4 x per year Band & Choir Concert Parents, students, and staff No cost No

2 x per year Fun Night Parents who will assist in supervision of this school wide event No cost Yes

2b. Implementation

When What Who Estimated Cost Evaluation
6/15/2009 Parent Meeting Parents who are part of the school improvement team Shelly Mazigian, Sandy Parrigan, & Sherri Cullitan No cost No
6/25/09 SIP Meeting Parents who are part of the school improvement team, Janay Tavolacci and Jennifer Dillenbeck No cost
9/2/2009 Meat & Greet All parents, students, & staff food $1010 Yes
4:30 pm - 6:30 pm
10/28/2009 Evening Conferences All parents, students, & staff No cost Yes

10/29/2009 Afternoon & evening conferences All parents, students, & staff No cost Yes
1/28/2010 Evening Conferences Invited At-risk parents, students, & staff - All are welcomed to attend No cost Yes
11/24/2009 Turkey Trot Parents who will assist in supervision of this school wide event No

5/1/2010 Career Day Parents, community members, students, & staff food $250 Yes

3/24/2010 Reading Tea Parents, students, & L.A., Special Education, Title I staff food $610 Yes books $940
4 x per year Band & Choir Concert Parents, students, and staff No cost No

2 x per year Fun Night Parents who will assist in supervision of this school wide event No cost Yes

2c. Evaluation

Evaluation are conducted for the following activities; Meat & Greet, Evening Conferences, Career Day, Reading Tea, Fun Night, and 4th Grade Orientation. Parents, students, and staff will participate in the surveys.

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

The most frequently utilized method of Coloma Middle School providing individual student academic assessments results would be on-line grading. Parents/caregivers have immediate access all assessments scores in an easy to read format. Individual MEAP results are sent home with report cards attached. Support classes such as Fast ForWord, Math & Reading support can also provide data to pin point a student's progress. Support class staff are well versed in interpretation of data and are available daily for parents.

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 is reviewed during the spring of each year by a committee of parents and staff. The compact is discussed during the fall parent-teacher conferences.

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

Surveys, perception data

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

This was a good way to find out where our instructional gaps are and ways we can improve. Our school improvement plan addresses our needs and provides a plan for the upcoming school year.

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 transition strategies are not applicable.

4th grade orientation, Meet and Greet, and survey
7th grade counselor visit for scheduling

Teacher Participation in Making Assessment Decisions

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

   Teachers create summative assessments for all core academic subjects
   Staff reviews 5th, 6th, 7th, & 8th grade MEAP scores.
   Alternative Measures of Assessment

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

   Teachers at Coloma Middle School are involved in student achievement and local assessment scores to improve the academic achievement of all students.

   1. Staff is actively involved with the disaggregation of MEAP and local assessment scores in order to drive instruction.
   2. Staff meetings are held to analyze MEAP data.
   3. Staff reviews 5th, 6th, 7th, & 8th grade MEAP scores.

   Coloma Middle School has a 5th grade team of 2 mathematics and science teachers, 2 language arts and social studies teachers, and 1 self contained regular education teacher. The 6th & 7th grade each has a team of 2 language arts, 1 mathematic, 1 science, & 1 social studies teachers. We also have 2 special education teachers along with 4 part time/full time Title I teachers. Data Director training was given to a core group of teachers last year. The purpose of Data Director is to disaggregated data in a timely manner which will allow staff to quickly analyze and summarize data for instructional purposes. Coloma Community Schools is embracing the whole district training and implementing the program for school year 2009-2010. Training will continue through 2010-2011.

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.

   Data Director assessments

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.

   Coloma Middle School provides timely, effective, additional assistance to students experiencing difficulty mastering the State's achievement assessment standards at an advance or proficient level. This includes differentiated instruction in language arts and science classes.
   1. Co-teaching opportunities are provided in most core academic classes, with an intervention specialist, i.e. Title I or special education teacher
   2. All teachers lead an Advisory Class first period. The purpose is to build relationships with a smaller number of students than normal
   3. A reading and mathematics support class along with our reintroduced Guided Learning class is provided for students identified through MEAP scores, Star reading scores, Plato scores, grades, and common assessments
   4. Academic Attack, an after school extended opportunity learning support program, will be initiated during the fall of 2009
   5. Department meetings concentrate on Differentiated Instruction
   6. Title I paraprofessionals assist students in need
   7. Alternative to Off Campus Suspension program

   The staff will review students' progress in the reading and mathematics support classes once per marking period, 6 weeks. If a student's core academic progress has dramatically improved, the student/parent is given the choice to rejoin their elective class. As spaces become available, other students will be invited to participate in the support class with parent approval.

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

   Timely and Additional Assistance to Students
   Having Difficulty Mastering the Standards

   Coloma Middle School has a process in place to identify students experiencing difficulty mastering the State's achievement assessment standards at an advance or proficient level.

   1. Disaggregation of MEAP scores
   2. Intensive training before the beginning of the school year in language arts and math
   3. Monthly team meetings to discuss how to modify differentiate instruction to meet current needs
   4. On-line grading to monitor students grades, homework and attendance
   5. Intervention specialist work with students and identify difficult areas
   6. Counselor

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.

   Title 1 teachers are placed in classrooms to support struggling students
   Title II A funds are used for PD

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

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

   Coloma Middle School coordinates and integrates funds from Title I, Title II A, Safe & Drug Free Schools, 31a, and general funds to support a variety of programs such as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in the educational role.

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

   School Wide Component Funding Sources Programs

   1. Comprehensive Needs Assessment (General Fund) CMS schoolwide transition process
   2. Schoolwide Reform Strategies (General Fund) School Improvement Plan
   3. Instruction by H.Q. Pro. Staff (Title II A/General Fund) All teachers and paraprofessionals are currently highly qualified
   4. H.Q. & Ongoing Pro. Dev. (Title II A/General Fund) Data Director, Diff. Instruction, SoWeMi, MAMSE
   5. Strategies to Attract High Quality Qualified Teachers (General Fund & Title II A) New Teacher Orientation Program, Mentoring Program, District Prof. Dev., Professional Conferences.
   6. Strategies to Increase Parent Involvement (Title I/General Fund) Meat & Greet, Reading Tea, SoWeMi Conference, Career Day, Turkey Trot, Fun Night, Band/Choir Concerts
   7. Preschool Transition Strategies NA NA
   8.Teacher Participation in Making Assessment Decisions (General Fund/Title IIa) Department Meetings, Team Meetings, Data Director Training
   9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Title I/Title II A/31a/Safe and Drug Free Schools/General Fund) Guided Learning, Math & Reading Support, Advisory Class, Academic Attack!!, Fast ForWard, Paraprofessionals, Plato computer program, Accelerated Reader
   10. Coordination and Integration of Federal, State, and Local Programs and Resources General Fund Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and Central Office

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.

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

Coloma Middle School coordinates and integrates funds from Title I, Title II A, Safe & Drug Free Schools, 31a, and general funds to support a variety of programs such as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in the educational role.

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.

   Data director reports
   Mobi generated lessons/notes

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.

   Evaluations are on-going

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.

   Evaluations are on-going

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.

   Evaluations are on-going

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

   Parents have access to on-line marking period grades, on-line current grades, and parent MEAP reports. They also receive Fast ForWord progress updates and Star Reading reports if applicable. Parents of special education students also receive a copy of the IEP. When necessary, an on staff Spanish Translator facilitates Spanish speaking parental understanding.

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.

Coloma Middle School
Parent Involvement Policy

We, the staff of Coloma Middle School, in partnership with parents and the community, believe that all children can learn. Research indicates that the leading predictor of the student success is parental involvement. Coloma Middle School fosters a safe and respectful school environment, while challenging students to reach their full academic and social potential.

To assist in the achievement of our educational goals, Coloma Middle School has developed a Parent, Student and Teacher Compact. It is a declaration of intent by all parties involved to help each other achieve mutual academic and social objectives. Our Parent, Student, and Teacher Compact, while being clear and concise, details the shared responsibilities that each of us has, in order to ensure academic and social success for our students.

The staff of Coloma Middle School knows that parents are the first educators of their children. We are committed to further developing school programs and activities that involve and equip our students, parent and or guardians, with needed skills and resources to assist their children in obtaining their highest potential.

At Coloma Middle, we involve parents in every aspect, bridging the gap between home and school. We will strive together to empower each student to reach his or her potential as a lifelong learner and contributing citizen.

Coloma Middle School
2009-2010
Student/Teacher/Parent Contract

STUDENT AGREEMENT
It is important that I work to the best of my ability; therefore, I shall strive to do the following:
-Finish my schoolwork and participate in classroom activities.
-Follow all school rules.
-Respect others and their belongings.
-Help keep a school environment that is safe, friendly, productive, and clean.
-Set aside a regular time and place each night to complete homework.
-Act at all times in a manner that reflects pride in self, family, and the school.
Signature: _____

TEACHER AGREEMENT
It is important that students achieve, therefore, I shall strive to do the following:
-Provide a positive atmosphere for teaching and learning.
-Demonstrate care and concern for each student, by accepting them as important and worthwhile.
-Make efficient use of academic learning time.

-Provide an environment that allows for positive communication with parents.
-Encourage students and parents by providing information about student progress.
-Give students strategies to increase competence.
-Enforce the rules and policies of the school consistently and fairly.
Signature: _____

PARENT AGREEMENT
I want _____to achieve; therefore, I will encourage him/her by doing the following:
-Make sure that my child is punctual and attends school regularly.
-Support the school in its efforts to maintain proper discipline and provide a safe and orderly learning environment.
-Encouraging my child to do his/her best.
-Attending parent-teacher conferences and other school functions.
-Communicate and cooperate with teachers and other school personnel.
-Establishing a time for sharing daily school experience and completing homework.
Signature: _____

In working to involve parents in our plan, we met with our school improvement team which includes a variety of parents. These strategies apply to the entire school population and support our school wide goals. All parents are required to sign our Student-Parent-Teacher Contract.

Assurances

EdYES!

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

   Response: *Yes*
   Comments: *5-7 grade take Math MEAP and ELA MEAP*
   We plan on doing end of year assessments with the students.

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.ccs.coloma.org/colms/FullAnnualEducationReport[1]_cms_f09.pdf*

Educational Development Plan (EDP)

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

   Response: *Yes*
   Comments: *EDP's are required for our 7th grade students*

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

   Response: *No*
   Comments: *They are created at our level.*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment [(http://www.mihealthtools.org/hsat),](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, but not fully implemented*

Comments: *Included in our handbook*

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

   Response: *Yes*
   Comments: *New teacher academy is offered for new teachers.*

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: *The handbook or link is given out at the beginning of each year.*

   http://www.ccs.coloma.org/colms/Student_Handbook_10_online_final_F10.pdf

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: *Safe and Civil Schools survey was used to determine actions.*

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: *Training was provided at the RESA*

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

   Response: *Yes*
   Comments: *Training was provided at the RESA*

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

   Response: *Yes*
   Comments: *We need to obtain an updated version of the Health Curriculum*

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

Response: *Yes*

Comments: *Part of our health education is provided by Lakeland Health (PSI)*

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

   Response: *No action taken*

   Comments: *We are currently working on this.*

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: *Other curriculum*

    Comments: *Curriculum has been adapted.*

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: *Turkey Trot, Girls on Track, Archery*

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

    Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

    Comments: *260 minutes*

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: *Team attended conference*

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

Response: *Yes*

Comments: *Low-fat choices and requires representation from the food groups*

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: *Students participate in taste test and complete surveys*

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: *Silver award from USDA for our healthy food choices*

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: *Nurse Bonnie*

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: *Survey, handbook, safe and civil*

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

    Response: *Yes*

    Comments: *School secretaries*

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

    Response: *No action taken*

    Comments: *We will work implementing a Positive Behavior Support.*

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: *We will work to provide PD for staff.*

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

    Response: *Yes*

    Comments: *Counselor presented bullying curriculum.*

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: *Counselor informs teachers of students needs.*

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: *Counselor is qualified for making judgments.*

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

    Response: *No*

    Comments: *We will look into making updates to our mission statement.*

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: *We do not participate in health promotion programs or have a budget.*

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

    Response: *No*

    Comments: *Food is not supplied for staff meetings.*

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, but not fully implemented*

Comments: *There are opportunities for parent volunteers.*

31. Our school has a parent education program.

    Response: *No*
    Comments: *We would like to implement some parent education programs.*

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

    Response: *Yes*
    Comments: *Parents are invited to view the information*

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: *Church meets in the AC and basketball club*

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
Mr.	Scott	Pauley	principal	spauley@ccs.coloma.org
Mrs.	Peggy	Clore	ELA teacher	pclore@ccs.coloma.org
Mrs.	Natalie	Macerata	Title I teacher	ndelafor@remc11.k12.mi.us
Mrs.	Janay	Tavolacci	parent	tavo4@comcast.net
Mrs.	Jennifer	Dillenbeck	parent	alyssalukesmom@sbcglobal.net
Mrs.	Connie	Rodriguez	Math teacher	crodrigu@ccs.coloma.org
Ms.	Rebecca	Allen	Science	rjallen88@gmail.com
Mrs.	Sonya	Boven	paraprofessional	sboven@remc11.k12.mi.us
Mrs.	Jan	Sieber	Social Studies teacher	jsieber2@ccs.coloma.org
Mrs.	Tonya	Kimmerly	Teacher	tkimmerly@ccs.coloma.org
Mrs.	Laurie	Mantei	Teacher	lmantei@ccs.coloma.org
Mr.	Kevin	Oles	Teacher	koles@ccs.coloma.org
Mrs.	Melissa	Parker	Teacher	mparker@ccs.coloma.org
Ms.	Stephanie	Pevac	Teacher	spevac@ccs.coloma.org
Mrs.	Sharon	Ball	Teacher	sball@ccs.coloma.org
Mrs.	Trudy	Hammerschmidt	Teacher	thammerschmidt@ccs.coloma.org
Ms.	Paula	Reed	Teacher	preed@ccs.coloma.org
Ms.	Tonya	Thumm	Teacher	tthumm@ccs.coloma.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:	Rita Moore
Address:	2518 Boyer Road, Coloma, MI 49038
Telephone Number:	269-468-2424

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

Parent Involvement Policy

A   <u>Parent(s)/Guardian(s) Involvement Policy</u> (Cf. 7170)   LEBA-A

<u>State of Michigan Parent/Guardian Involvement Initiative</u>

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials: input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

<u>Title I Programs</u>

In accordance with the requirement of the No Child Left Behind Act, the Coloma Community Board of Education encourages parent(s)/guardian(s) participation in Title I programs. Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

The Board directs that the following actions be implemented by the administration to insure compliance with federal law and to invite parents to become involved highly in the education of their children:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;

- Invitations to parent(s)/guardian(s) to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;

- Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/guardian(s) if practicable;

- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;

- Information regarding child's achievement and progress;

- A provision for input by Title I staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the Title I staff or parent(s)/guardian(s);

- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;

- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;

- Ongoing communication between school and parent(s)/guardian(s); and

- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc.)

<u>Written Plans/Policies</u>

The Coloma Community School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;

- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;

- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;

- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;

- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;

- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and

- To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Approved: MASB Rec.
LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of 2004)

Revised 12/20/2004

Coloma Middle School
2009-2010
Student/Teacher/Parent Contract

STUDENT AGREEMENT

It is important that I work to the best of my ability; therefore, I shall strive to do the following:

> ➢ Come to school ready to learn.
> ➢ Finish my schoolwork and participate in classroom activities.
> ➢ Follow all school rules.
> ➢ Respect others and their belongings.
> ➢ Help keep a school environment that is safe, friendly, productive, and clean.
> ➢ Set aside a regular time and place each night to complete homework.
> ➢ Act at all times in a manner that reflects pride in self, family, and the school.

Signature: _____

TEACHER AGREEMENT

It is important that students achieve, therefore, I shall strive to do the following:

> ➢ Provide a positive atmosphere for teaching and learning.
> ➢ Demonstrate care and concern for each student, by accepting them as important and worthwhile.
> ➢ Make efficient use of academic learning time.
> ➢ Provide an environment that allows for positive communication with parents.
> ➢ Encourage students and parents by providing information about student progress.
> ➢ Give students strategies to increase competence.
> ➢ Enforce the rules and policies of the school consistently and fairly.

Signature: _____

PARENT AGREEMENT

I want _____to achieve; therefore, I will encourage him/her by doing the following:

> ➢ Make sure that my child is punctual and attends school regularly.
> ➢ Support the school in its efforts to maintain proper discipline and provide a safe and orderly learning environment.
> ➢ Encouraging my child to do his/her best.
> ➢ Attending parent-teacher conferences and other school functions.
> ➢ Communicate and cooperate with teachers and other school personnel.
> ➢ Establishing a time for sharing daily school experience and completing homework.

Signature: _____

PRINCIPAL AGREEMENT

I support this form of parental involvement. Therefore, I will:

> ➢ Provide a positive and safe atmosphere for learning.
> ➢ Provide an environment that allows for communication among the teacher, parent and student.
> ➢ Support and attend school functions.

Signature: _____

Coloma Middle School fosters a safe and respectful school environment
while challenging students to reach their full academic and social potential. ed. 9-09

Coloma Middle School

2009-2010

Student/Teacher/Parent Contract

*Coloma Middle School fosters a safe and respectful school environment
while challenging students to reach their full academic and social potential.* ed. 9-09