

District Level Improvement Planning Process

Introduction

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

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

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

The School Improvement Framework **Rubrics for Districts** assess the level of implementation of the MSIF at the benchmark level, and provide a continuum of practice that allows districts to identify gaps that exist between where they are in their current practice in relationship to where they want to be.

The **District Comprehensive Needs Assessment (DCNA)** is another tool that has been developed for a district to use as a part of the **Action Portfolio**. This process will examine district demographics, instructional program, and disaggregated student academic achievement data. This process will also use the rubrics to assess current levels of implementation of best practices, so that you will be able to answer the following questions:

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

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

The **District Improvement Plan template (DIP)** has been designed to provide districts with a common planning template that addresses the student learning and system needs that have been identified through their District Comprehensive Needs Assessment.

The DIP has also been designed to address any federal, state, and locally required elements that must be contained in a District Improvement Plan.

To integrate required district professional development plans and technology plans into this planning document, districts must provide a detailed description of how professional learning and technology will be used to support the student achievement goals. Technology strategies must reflect the district expectations of how technology will be utilized within the district to support teaching and learning. Space for these strategy descriptions has been provided on the template.

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

Copies of these documents can be obtained on the web at:

www.michigan.gov/schoolimprovement

FORMCHECKBOX

District Resource Integration

While PA25 does not require districts to develop a district improvement plan, those districts who receive, or will be applying for, any of the federal grant resources contained in the No Child Left Behind (NCLB) legislation (see appendix A) will have to develop a district plan. These plans should be based on a "comprehensive needs assessment" that analyzes student achievement data and system process and practices that support student achievement. All four content areas must be considered in this analysis. School and District goals must be based on identified student academic achievement needs, and the focus of available resources should be on attaining the goals. The district must also demonstrate that they are coordinating resources they receive under this legislation to address their goals.

Section 1112 - Local Educational Plan (as stated in NCLB) General Requirements

PLANS REQUIRED-

- (1) SUBGRANTS- A local educational agency may receive a sub grant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.
- (2) CONSOLIDATED APPLICATION- The plan may be submitted as part of a consolidated application under section 9305.

- (E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as —
 - (i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and
 - (ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

The following chart lists the major grant/programs available - Check all that apply in the district

<p>FORMCHECKBOX Title I Part A FORMCHECKBOX Title I Schoolwide FORMCHECKBOX Title I Part C FORMCHECKBOX Title I Part D</p>	<p>FORMCHECKBOX Title I School Improvement (ISI) Phase: ____</p>	<p>FORMCHECKBOX Title II Part A FORMCHECKBOX Title II Part D FORMCHECKBOX USAC - Technology</p>	<p>FORMCHECKBOX Title III</p>
--	--	---	-----------------------------------

FORMCHECKBOX Title IV Part A FORMCHECKBOX Title V Parts A-C	FORMCHECKBOX Section 31 a FORMCHECKBOX Section 32 e FORMCHECKBOX Section 41	FORMCHECKBOX Head Start FORMCHECKBOX Even Start FORMCHECKBOX Early Reading First	FORMCHECKBOX Special Education FORMCHECKBOX General Funds
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available on the school improvement website: www.michigan.gov/schoolimprovement .)			

Instructions for Completion

The development of a District Improvement Plan is required by No Child Left Behind under Sec. 1112 - Local Educational Agency Plan. A copy of the required elements for a district plan as required by Sec. 1112 follows these instructions. Districts are encouraged to review these requirements and insure that each item is addressed within the plan that is developed.

Section I - Comprehensive Analysis Report on Student Achievement was developed during the completion of the District Comprehensive Needs Assessment (DCNA). This section of the plan will address those requirements that speak to establishing academic content area goals based on identified student academic needs, contributing causes for identified gaps in achievement, and a description of the multiple academic assessments that will be used to identify student learning needs. List only one goal area per sheet.

Section II - Comprehensive Analysis Report on System Processes and Practices of the District Improvement Plan template identifies district processes and practices that were self-assessed using the DCNA and identified as challenges that supported specific content area goals. These challenges should be developed into strategies and/or action steps within Section III of this plan.

Section III - Plan to Accomplish Student Achievement Goals and Objectives of the template is the actual plan that will describe what objectives, strategies, and actions a district will take to accomplish its stated student academic goals. This section will ask you to list:

Measurable Objective Statement to Support Goal: Specific measurable objectives that you will implement to achieve your stated goal. While you can have multiple objectives per goal (no more than 3-5 are recommend) you should use one sheet for each objective. Objective statements should describe who, will do what, by when, as measured by what.

Multiple Measures of Assessments that you will use to measure success of the stated objectives. List the multiple types of assessments you will use to measure achievement of the objective statement. Assessments used should:
be high-quality student academic assessments that are in addition to the MEAP/MME academic assessments,
determine the success of student academic achievement,
provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards,

assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served to meet State student achievement academic standards and do well in the local curriculum, determine what revisions are needed to objectives and strategies so that students meet the State student academic achievement standards, and identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional assessments.

Strategy Statement: This will be a statement of what the district will do in order to implement the stated objective. Districts should review the list of General Plan Requirements listed on pages 7-13 to ensure that for each goal area, the planned activities also address any of the required strategies listed in the General Plan Requirements section.

Activity: For each of the strategies you list:
describe the activities to implement the strategy,
person who will be responsible for implementing the activity,
the timeline for the strategy,
resources needed,
source of funding for resources,
the cost for the resource,
the data you will collect to monitor the activities, and
the criteria to be used to evaluate the effectiveness of the activity.

Other Required Information: These will be additional statements that relate to the objective and strategy listed under the goal and objective statements.

Monitoring and Evaluation: Districts are required to monitor and annually evaluate their improvement plans to determine the level of success in accomplishing their goals, reporting to all stakeholders, and modifying their plans based on this review.

Assurances: The second page of the template lists all of the assurances required by NCLB. A narrative description of how the district will demonstrate and document compliance with these requirements is required for each assurance listed.

Stakeholder Involvement: Involvement of all stakeholder groups in the planning, development and evaluation of the plan is required. This page allows you to document that involvement and describe the decision-making process that was used to develop the district improvement plan.

Statement of Non-Discrimination: All plans must be published/distributed to all interested stakeholders, and will require a statement of assurance of compliance with federal Office of Civil Rights regulations prohibiting discrimination. This page has been provided to satisfy that requirement. Be sure to fill in the designated contact information.

Copies of the Framework, Rubric, District Comprehensive Needs Assessment (DCNA), and this template are available on the web at:

HYPERLINK "http://www.michigan.gov/schoolimprovement" www.michigan.gov/

[schoolimprovement](#)

The following elements are required by the current (1/8/2002) NCLB act of 2001. If your district receives any of the federal grants contained in the NCLB act of 2001, your district plan will need to address each of the items listed. Items that are highlighted in "italic" are elements that have been built into the template design. Those items that are listed in "bold" are items that you will need to develop strategy statements for and include in your improvement plan.

SEC. 1112 - LOCAL EDUCATIONAL AGENCY PLANS – General Plan Requirements (January 8, 2002)

(a) PLANS REQUIRED-

(1) SUBGRANTS- A local educational agency may receive a sub grant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

(2) CONSOLIDATED APPLICATION- The plan may be submitted as part of a consolidated application under section 9305.

(b) PLAN PROVISIONS-

(1) IN GENERAL- In order to help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include —

(A) a description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), (MEAP/MME in Michigan) that the local educational agency and schools served under this part will use —

(i) to determine the success of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);

(ii) to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum;

(iii) to determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

(iv) to identify effectively students who may

be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;

(B) at the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section;

(C) description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;

(D) a description of the strategy the local educational agency will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 (Parent Involvement) and 1119 (Teacher Qualifications);

(E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as —

(i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and

(ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

(F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;

(G) a description of the poverty criteria that will be used to select school attendance areas under section 1113 (Eligible Attendance Areas);

(H) a description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115 (Targeted Assistance Programs), will identify the eligible children most in need of services under this part;

(I) a general description of the nature of the programs to be conducted by such agency's schools under sections

1114 (Schoolwide) and 1115 (Targeted Assistance) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;

(J) a description of how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

(K) if appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;

(L) a description of the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 (School Improvement) as in need of improvement;

(M) a description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of section 1116 (School Improvement);

(N) a description of how the local educational agency will meet the requirements of section 1119 (Teacher Qualifications);

(O) a description of the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)

(A) (Eligible Attendance Areas);

(P) a description of the strategy the local educational agency will use to implement effective parental involvement under section 1118 (Parent Involvement);

and

(Q) where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

(2) EXCEPTION- The academic assessments and indicators described in subparagraphs (A) and (B) of paragraph (1) shall not be used

(A) in lieu of the academic assessments required under section 1111(b)(3) and other State academic indicators under section 1111(b)(2); or

(B) to reduce the number of, or change which, schools would otherwise be subject to school improvement, corrective action,

or restructuring under section 1116 (School Improvement), if such additional assessments or indicators described in such subparagraphs were not used, but such assessments and indicators may be used to identify additional schools for school improvement or in need of corrective action or restructuring.

(c) ASSURANCES- (space has been provided for each of these assurances to be addressed on page 15 of the DIP template).

(1) IN GENERAL- Each local educational agency plan shall provide assurances that the local educational agency will —

(A) inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;

(B) provide technical assistance and support to schoolwide programs;

(C) work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 (schoolwide programs) and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 (Targeted Assistance) so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;

(D) fulfill such agency's school improvement responsibilities under section 1116 (School Improvement), including taking actions under paragraphs (7) and (8) of section 1116(b);

(E) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120 (Private Schools), and timely and meaningful consultation with private school officials regarding such services;

(F) take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;

(G) in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;

(H) work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 (Parent Involvement) and 1119 (Teacher Qualifications);

(I) comply with the requirements of section 1119 (Teacher Qualifications) regarding the qualifications of teachers and paraprofessionals and professional development;

(J) inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;

(K) coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing

services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 (School Improvement) if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;

(L) ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;

(M) use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;

(N) ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(O) assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

(2) SPECIAL RULE- In carrying out subparagraph (G) of paragraph (1), the Secretary —

(A) shall consult with the Secretary of Health and Human Services and shall establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subparagraph; and

(B) shall disseminate to local educational agencies the Head Start performance standards as in effect under section 641A(a) of the Head Start Act, and such agencies affected by such subparagraph shall plan for the implementation of such subparagraph (taking into consideration existing State and local laws, and local teacher contracts), including pursuing the availability of other Federal, State, and local funding sources to assist in compliance with such subparagraph.

(3) INAPPLICABILITY- Paragraph (1)(G) of this subsection shall not apply to preschool programs using the Even Start model or to Even Start programs that are expanded through the use of funds under this part.

(d) PLAN DEVELOPMENT AND DURATION-

(1) CONSULTATION- Each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of

children in schools served under this part.

(2) DURATION- Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of the No Child Left Behind Act of 2001 and shall remain in effect for the duration of the agency's participation under this part.

(3) REVIEW- *Each local educational agency shall periodically review and, as necessary, revise its plan.*

(e) STATE APPROVAL-

(1) IN GENERAL- Each local educational agency plan shall be filed according to a schedule established by the State educational agency. *(Michigan has established a three year cycle for District Improvement Plans)*

(2) APPROVAL- The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan —

'A) enables schools served under this part to substantially help children served under this part meet the academic standards expected of all children described in section 1111(b)(1); and

(B) meets the requirements of this section.

(3) REVIEW- The State educational agency shall review the local educational agency's plan to determine if such agencies activities are in accordance with sections 1118 (Parent Involvement) and 1119 (Teacher Qualifications).

(f) PROGRAM RESPONSIBILITY- *The local educational agency plan shall reflect the shared responsibility of schools, teachers, and the local educational agency in making decisions regarding activities under sections 1114 (Schoolwide) and 1115 (Targeted Assistance).*

(g) PARENTAL NOTIFICATION-

(1) IN GENERAL-

(A) NOTICE- Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of —

(i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;

(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

(iii) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

(iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;

(v) how such program will specifically help their

child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;

(vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools;

(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

(viii) information pertaining to parental rights that includes written guidance —

(I) detailing —

(aa) the right that parents have to have their child immediately removed from such program upon their request; and

(bb) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(II) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

(B) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

(2) NOTICE- The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR- For those children who have not been identified as limited English proficient prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).

(4) PARENTAL PARTICIPATION- Each local educational agency

receiving funds under this part shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part.

(5) BASIS FOR ADMISSION OR EXCLUSION- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

Districts identified for Improvement - Required Plan Strategies

Sec. 1116 (3) IDENTIFICATION OF LOCAL EDUCATIONAL AGENCY FOR IMPROVEMENT- A State shall identify for improvement any local educational agency that, for 2 consecutive years, including the period immediately prior to the date of enactment of the No Child Left Behind Act of 2001, failed to make adequate yearly progress as defined in the State'.

7) LOCAL EDUCATIONAL AGENCY REVISIONS-

- (A) PLAN-** Each local educational agency identified under paragraph (3) shall, not later than 3 months after being so identified, develop or revise a local educational agency plan, in consultation with parents, school staff, and others. Such plan shall—
- (i) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency;**
 - (ii) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards;**
 - (iii) address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119 (Teacher Qualifications);**
 - (iv) include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2);*
 - (v) address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement;**
 - (vi) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;**
 - (vii) specify the responsibilities of the State educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the State educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A (Fiscal Requirements); and**
 - (viii) include strategies to promote effective parental involvement in the school.**
- (B) IMPLEMENTATION-**The local educational agency shall implement the plan (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the agency was identified for improvement.

A listing of all programs covered by NCLB is attached to this document

District Improvement Plan

School Year: FORMTEXT 2008-2009
District: FORMTEXT Kelloggsville Public Schools
Grades Served: FORMTEXT 1st - 5th
Enrollment: FORMTEXT 2180
Superintendent: FORMTEXT Samuel L. Wright

District Code: FORMTEXT 41140
Intermediate School District Code: FORMTEXT

District Administrative Approval of Plan: FORMTEXT

Signature and Date Superintendent

Board of Education Approval of Plan: FORMTEXT

Signature and Date Authorized Official

District Vision Statement: FORMTEXT All students at Kelloggsville Public Schools will work in collaboration with each other and staff to become highly prepared for the next level of their education.

District Mission Statement: FORMTEXT The Kelloggsville community will provide all students with a solid foundation for lifelong success.

District Belief Statements: FORMTEXT • All students can learn and that they do so at different rates and in different ways.

- All students will benefit from flexible learning experiences, acquiring necessary skills.
- Staff development contributes to high student achievement.
- Collaboration, communication and problem solving are vital parts of a successful educational experience.

- High expectations encourage positive results.
- A climate that promotes caring, respect and safety fosters student success.
- Diversity of experiences and culture enriches everyone.
- Basic skills are critical to all learning.
- Our goal is to develop independent life-long learners.

URL location for this plan on the web: FORMTEXT <http://www.kvilleps.org/education/district/district.php?sectionid=1>

State of Michigan				
District Improvement Planning Template				
Activity to Implement the Strategy District: FORMTEXT Kelloggsville Public Schools		School Year: FORMTEXT 2008-2009		
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)				
Content Area: FORMTEXT ELL		FORMCHECKBOX Active Goal FORMCHECKBOX Maintenance Goal FORMCHECKBOX Revised Goal		
Student Goal Statement: FORMTEXT Acclimate our ELL students as quickly as possible through targeted support and classroom accomodation.				
Statement of gap in student achievement (Need Statement): FORMTEXT Absent supplemental support from ELL instructors, our ELL students would fall behind academically in all content areas. Moreover, this population has grown significantly over the past five years.				
Contributing cause for the gap in student achievement: FORMTEXT ELL students struggle with core academic subject areas due to language barriers. They need specific instructional accomodations and outside support.				
List multiple sources of data used to identify this gap in student achievement: FORMTEXT MEAP, Measures of Academic Progress (NWEA), ELPA screening and assessments.				
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)				
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports that were aligned with this content area Goal to be included in this District Improvement Plan. (These should be addressed as strategies/activities in your SIP in Section III.)				
FORMTEXT Rising ELL population	FORMTEXT Assessments showing below grade level skill	FORMTEXT Often the home language is other than English	FORMTEXT	FORMTEXT
FORMTEXT	FORMTEXT	FORMTEXT	FORMTEXT	FORMTEXT
Section III: Plan to Accomplish Student Achievement Goals and Objectives				
Review the School Improvement Framework - key characteristic statements to get ideas for strategies to support goal and objectives				
Measurable Objective Statement to support Goal: FORMTEXT 100% of our ELL students will increase their reading and writing skills on the ELPA by 3 points per academic year.				
For this objective, list the multiple measures of assessment to be used that will provide authentic assessment of pupils' achievements, skills, and competencies: FORMTEXT MEAP, MAP reading, common writing assessments.				
Strategy Statement: FORMTEXT Students identified by ELPA screening assessment and teacher recommendation will receive supplemental instruction, focused primarily on literacy.				

What professional learning activities will you need to provide to support the successful implementation of this strategy/activities? Implement the Strategy	Staff Responsible for Implementing Activity	Timeline for Activity	Resources Needed for Activity	Monitoring Plan for the Activity	Evidence of Activity Success
--	---	-----------------------	-------------------------------	----------------------------------	------------------------------

Begin End **Resource** **Source** **Amount** **Activity** FORMTEXT Focused support (pull out) on a weekly basis.

FORMTEXT ELL Teachers FORMTEXT Fall of school year FORMTEXT varies by student progress FORMTEXT ELL Teachers
 FORMTEXT Staffing plan FORMTEXT \$93,778 FORMTEXT Assessment of growth in student reading skill. FORMTEXT Growth in literacy and language skills as documented by assessments **Other Required Information**

What research did you review to support the use of this strategy and activity plan?
 FORMTEXT Anonymous English Language Learners. What Works Clearinghouse Topic Report Access ERIC: FullText 2007
 Alvarez, Laura, Corn, Jennifer. Exchanging Assessment for Accountability: The Implications of High-Stakes Reading Assessments for English Learners
 Amaral, Olga M., Garrison, Leslie. Developing Skills for English Learners through Social Sciences
 Denton, Carolyn A., Wexler, Jade, Vaughn, Sharon and Bryan, Deanna. Intervention Provided to Linguistically Diverse Middle School Students with Severe Reading Difficulties
 Gatbonton, Elizabeth. Looking beyond Teachers' Classroom Behaviour: Novice and Experienced ESL Teachers' Pedagogical Knowledge
 Institute of Education Sciences (ED), Washington, DC. Success for All. What Works Clearinghouse Intervention Report Access ERIC: FullText 2007
 Iwahori, Yurika. Developing Reading Fluency: A Study of Extensive Reading in EFL
 Kamps, Debra, Abbott, Mary, Greenwood, Charles, et al. Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention
 Llosa, Lorena. Validating a Standards-Based Classroom Assessment of English Proficiency: A Multitrait-Multimethod Approach
 Nesselrodt, Pamela S. Ramping up to Meet NCLB Mandates by Creating an ESL Program Reflecting Effective Schools Research
 Olson, Carol B., Land, Robert. Taking a Reading/Writing Intervention for Secondary English Language Learners on the Road: Lessons Learned from the Pathway Project
 Poulsen, Robert, Hastings, Peter and Allbritton, David. Tutoring Bilingual Students with an Automated Reading Tutor that Listens
 Walsleben, Linda. Signs of Success: District Gets Specific about the Needs of English Language Learners and Their Teachers
 York-Barr, Jennifer, Ghere, Gail and Sommers, Jennifer. Collaborative Teaching to Increase ELL Student Learning: A Three-Year Urban Elementary Case Study

<p>What professional learning activities will you need to provide to support the successful implementation of this strategy/activities? FORMTEXT We continue to support professional development of staff in the area of ELL instruction. We have brought in presenters on the topic, encouraged ELL certification through a joint venture with Aquinas college, and attended conferences at the KISD.</p>
<p>How has the district integrated its available fiscal resources to support this strategy and activities? FORMTEXT We have augmented Title III dollars from the general fund to support ELL staffing.</p>
<p>How has the district assessed the need for, and integrated the use of, telecommunications, and informational technology to support this strategy and activities? FORMTEXT Assessment results are compiled and shared electronically for ease and speed of communication. Phone conferences with parents and/or staff from different buildings support the ongoing communication.</p>
<p>Monitoring and Evaluation</p>
<p>What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? FORMTEXT Success for us is having 100% of our ELL students making progress specified above. We measure this with MEAP, Measures of Academic Progress (NWEA), ELPA assessments, and common classroom assessments.</p>
<p>Annually, provide an outcome statement, and evidence that describes the success in meeting this goal. FORMTEXT Central office requires reports on the ELL program and shares this information with the Board of Education. A positive outcome is having a large percentage, if not 100, of students in the program demonstrate consistent and regular growth.</p>

For each of the assurances listed below, provide a description of how the district will demonstrate and document compliance with each of the assurance statements.

<p>District: FORMTEXT Kelloggsville Public Schools</p>	<p>School Year: FORMTEXT 2008-2009</p>
<p>Sec. 1112-(c) - Assurances Required by No Child Left Behind</p>	
<p>(A) Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.</p>	
<p>(B) Provide technical assistance and support to schoolwide programs.</p>	
<p>(C) Work in consultation with schools as they develop the schools' plan pursuant to section 1114 (schoolwide programs) and assist schools as they implement such plans or undertake activities pursuant to section 1115 (Targeted Assistance) so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.</p>	
<p>(D) Fulfill such agency's school improvement responsibilities under section 1116 (School Improvement), including taking actions under paragraphs (7) and (8) of section 1116(b).</p>	
<p>(E) Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120 (Private Schools), and timely and meaningful consultation with private school officials regarding such services.</p>	
<p>(F) Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.</p>	
<p>(G) In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.</p>	

(H) Work in consultation with schools as they develop and implement their plans or activities under sections 1118 (Parent Involvement) and 1119 (Teacher Qualifications).

(I) Comply with the requirements of section 1119 (Teacher Qualifications) regarding the qualifications of teachers and paraprofessionals and professional development qualifications.

(J) Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.

(K) Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 (School Improvement) if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

(L) Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

(M) Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year.

(N) Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(O) Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

(Additional) An assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

Stakeholder Involvement

List the names and positions 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.

District Improvement Planning Team Members			
Name	Signature	Position	E-mail
FORMTEXT Katy Andreini		FORMTEXT ELA Teacher	FORMTEXT kandreini@kvilleps.org
FORMTEXT Scott Gunn		FORMTEXT HS Principal	FORMTEXT sgunn@kvilleps.org
FORMTEXT Kay Oppenhuizen		FORMTEXT Elem Counselor	FORMTEXT koppenhuizen@kvilleps.org
FORMTEXT Jeff Owen		FORMTEXT Elem Principal	FORMTEXT jowen@kvilleps.org
FORMTEXT Tim Reeves		FORMTEXT MS Principal	FORMTEXT treeves@kvilleps.org
FORMTEXT Tammy Savage		FORMTEXT District Lit and Media	FORMTEXT tsavage@kvilleps.org
FORMTEXT Judy Schmidt		FORMTEXT Paraprofessional	FORMTEXT jschmidt@kvilleps.org
FORMTEXT Kathy Stuby		FORMTEXT Director, Early Childhood	FORMTEXT kstuby@kvilleps.org
FORMTEXT Nora Wade		FORMTEXT HS Guidance Counselor	FORMTEXT nwade@kvilleps.org
FORMTEXT Julie Wieber		FORMTEXT Elem Teacher	FORMTEXT jwieber@kvilleps.org
FORMTEXT Greg Warsen		FORMTEXT Asst. Superintendent	FORMTEXT gwarsen@kvilleps.org
FORMTEXT Judy Bergsma		FORMTEXT parent	FORMTEXT jbergsma@kvilleps.org
FORMTEXT		FORMTEXT	FORMTEXT
FORMTEXT		FORMTEXT	FORMTEXT

FORMTEXT		FORMTEXT	FORMTEXT
FORMTEXT		FORMTEXT	FORMTEXT
FORMTEXT		FORMTEXT	FORMTEXT

Describe how all stakeholders are involved in the planning, design, monitoring, and evaluation of this school improvement plan. FORMTEXT
Vision, mission, and belief statements are designed and reviewed within this group. The plan is presented to this group in draft form and approved by them before it goes to the Board of Education.

Describe how decisions about curriculum, instruction, and assessment are made at this school, and how all stakeholders are involved in the process. FORMTEXT
This group also serves as the Instructional Policy Council and gives district approval on major instructional issues. These recommendations then go to the Board of education. Also, grade level and department teams report to this group on a regular basis on their progress on SMART goals which are student achievement measures based in assessment.

Describe how school and student information and progress will be shared with all stakeholders in a language they can understand. FORMTEXT
SMART goal presentations are done in person to allow for questions, dialogue, etc.

Statement of Non Discrimination

Federal Office Of Civil Rights

The district 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 district 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.

Title of District Contact: FORMTEXT Greg Warsen, Assistant Superintendent

Address: FORMTEXT 242 52nd street SE, Kentwood, MI 49548

Telephone Number: FORMTEXT 616/538-7460

References:

Title VI of the Civil Rights Act of 1964,
Title IX of the Education Amendments of 1972,
Section 504 of the Rehabilitation Act of 1973,
The Age Discrimination Act of 1975,
The Americans with Disabilities Act of 1990
Elliott-Larsen prohibits discrimination against religion.

