School Improvement Plan

School Year: 2010

School District: Clinton County RESA

Intermediate School District:

School Name: Clinton County Education Center

Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Principal: Leslie Bragdon

Building Code: 06889

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

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

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

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

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

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

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

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

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

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School:	**Clinton County Education Center**
District:	**Clinton County RESA**
Public/Non-Public:	**Public**
Grades:	**K,1,2,3,4,5,6,7,8,9,10,11,12**
School Code Number:	**06889**
City:	**SAINT JOHNS**
State/Province:	**Michigan**
Country:	**United States**

Vision

Vision Statement

To create a collaborative environment that encourages all learners to successfully achieve their full potential.

Mission Statement

It is the Mission of the CCRESA Ed Center to provide a quality education for all learners regardless of age, cognitive or physical abilities; to help all learners reach their highest possible functioning levels, Clinton County Educational Center encourages parent participation and community involvement in teaching learners functional skills so they may become productive and participating members of their community.

Beliefs Statement

Curriculum

Curriculum consists of a structured series of intended performance expectations that are taught and learned. Curriculum development is the process by which intended performance expectations are selected and organized.

We believe that:

Curriculum must serve three purposes:

(1) Translate the District's and school's mission and beliefs into intended student performance expectations for adult life roles.

(2) Enable learners to develop their knowledge base and to refine their value system; and

(3) Support learners' abilities to think critically and creatively and to solve problems. (i.e., to be active learners).

Curriculum must be established on high expectations -if more is expected, more is achieved.

Curriculum must facilitate a learner's ability to collaborate and cooperate.

The inclusion of problem-solving skills in a curriculum provides one avenue to the integration of basic and higher order knowledge and skills in a student's repertoire.

Curriculum must address issues and content that are true to life, true to the discipline and true to the way meaningful learning takes place.

Curriculum must include both structured and unstructured opportunities to learn.

Curriculum must be developed, revised and improved on the basis of feedback from internal and external customers (i.e., schools, learners, parents and the community).

Instruction

Instruction is the provision of experiences for learners through a process of deliberate teacher decision-making and action linked to Grade Level Content Expectations and Extended Grade Level Content Expectations.

We believe that:

There is a cause-effect relationship between specific strategies and learning: as quality and variety of instruction increases, student learning increases.

Effective instruction involves planning, monitoring, evaluating progress and adjusting strategies to match student response.

Teaming (when appropriate) serves the purpose of building on the strengths of all involved; at the instructional level, teaming provides a model for cooperation.

Instructional strategies must enable learners to establish and achieve personal goals.

Instructional strategies must assist learners to monitor and guide their own learning and thinking.
Teachers can make an important difference in student learning.
Teachers feel and accept responsibility for teaching and learning.

Assessment
The overall effectiveness of the curriculum and the instruction is measured by the extent to which learners achieve intended performance expectations.

We believe that:
A systematic method of internal and external program evaluation must be in place.
Individual learner attainment of performance expectations must be measured and reported to learners, their parents and their teachers.
Assessment must be congruent with goals, outcomes, objectives and activities.
Ongoing assessment of learner progress permits the teacher to monitor and adjust the instruction.
Feedback on achievement and behavior must be provided to learners, permitting learners to monitor and adjust their performance; frequent constructive feedback that is given proactively builds the learner's self-esteem.
Learners must be frequently advised of their progress through a variety of means, including but not limited to:
standardized tests
criterion-referenced test
teacher evaluation
peer evaluation
self-assessment
authentic assessment (simulates a real task)
performance assessment
attitude appraisal

Goals

ID	Name	Development Status	Progress Status
9073	Increase Proficiency in the area of English Language Arts	Approved	Open
18125	All students will increase their ability to choose and engage in appropriat	Approved	Open
18135	Students will show progress/engage in age appropriate community-based exper	Approved	Open

Goal 1: Increase Proficiency in the area of English Language Arts

Content Area : English Language Arts
Goal Source : cna
Development Status : Approved

Student Goal Statement : All students will demonstrate progress in the ELA curriculum.

Gap Statement : Fifty percent of the students currently have an ELA goal on their Individualized Educational Plan, and 75 percent of students tested in the ELA assessment did not demonstrate proficiency based on state performance data

Cause for Gap : 98 percent of the students tested have a cognitive impairment and 25 percent of the students tested within the ELA assessment are severely cognitively impaired and currently functioning in the range of 3-6 months of age.
Furthermore, students not tested with the state assessment are currently functioning within the mild and moderate cognitively impaired range(kindergarten-4th grade academic levels).

Multiple measures/sources of data you used to identify this gap in student achievement : Assessment of student skills from the beginning and ending of the year was reviewed for the demonstration of progress. Students' IEP goals were reviewed on a weekly basis. Students' work samples were also used as a source of data to monitor ELA progress. Participation/Supported Independence assessments were used to monitor the progress for the center-based students in relation to the extended GLCEs. End of unit assessments, progress reports on goals and objectives and grades will be utilized. By the end of the year 2010-2011 school year, all students will make progress in the Content Area: English Language Arts based on the GLCEs/Extended GLCEs by an increase of 5 percent.

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? Participation/Supported Independence assessments will be used four times a year to determine progress. We will review progress on IEP goals. MI-Access/MEAP testing scores will be reviewed. Increased Assessment scores, mastery of IEP goals and objectives, proficiency on end of unit assessments and passing grades will be used to determine mastery in the area of ELA.
Criteria will be determined by an increase of 5 percent increase in progress for students' achievement in relation to ELA scores on the MI-Access state assessment and assessment testing within the classroom.

Contact Name : Caryn Coyle

List of Objectives:

ID	Objective
9139	75 percent of students will demonstrate proficiency on the state assessment in the area of ELA.
20850	ELA goals will be included in each student's IEP, appropriate to the level of assessment they will be given (Participation;Supported Independence). Each students progress on those goals will be measured and reported to parents as well as reviewed in teacher meetings to inform data-based decisions re: the curriculum and student response.

SPR (90) Challenges : None

1.1. Objective: ELA

Measurable Objective Statement to Support Goal : 75 percent of students will demonstrate proficiency on the state assessment in the area of ELA.

List of Strategies:

ID	Strategy	Locked By
9139	Implementation of reading curriculum specific to the learning style of students with significant disabilities in the MiCI and MoCI classrooms will occur. Review of student response and discussion of success of implementation with possible adjustment of teaching strategies based on that review will occur after each quarterly assessment. Weekly Reader will be used to expand curriculum use of ELA materials, and to provide high interest material with which to practice reading skills.	

1.1.1. Strategy: Implementation of ELA research-based curriculum for Center-based programs

Strategy Statement: Implementation of reading curriculum specific to the learning style of students with significant disabilities in the MiCI and MoCI classrooms will occur. Review of student response and discussion of success of implementation with possible adjustment of teaching strategies based on that review will occur after each quarterly assessment.

Weekly Reader will be used to expand curriculum use of ELA materials, and to provide high interest material with which to practice reading skills.

Selected Target Areas

SPR (90) IV.2.B.4 Collaboration: The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.
SPR (90) V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
Van Bysterveldt, A.K., Gillon, G.T., & Moran, C. (2006). Enhancing phonological awareness and letter knowledge in preschool children with Down syndrome. International Journal of Disability, Development, and Education 53.
Stan Deno
University of Minnesota

Curriculum-Based Measurement (CBM) is an approach for assessing the growth of students in basic skills that originated uniquely in special education. A substantial research literature has developed to demonstrate that CBM can be used effectively to gather student performance data to support a wide range of educational decisions. Those decisions include screening to identify, evaluating pre referral interventions, determining eligibility for and placement in remedial and special education programs. Illustrations of the successful uses of CBM to improve educational decision making are provided.

From "Developments in Curriculum-Based Measurement" by S.L. Deno, 2003, The Journal of Special Education, 37. 3., 184-192. Copyright (2003) by PRO-ED, Inc. Reprinted with permission.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of curriculum materials in the content area of ELA will occur with monitoring of student progress in that curriculum. Professional development in the area of ELA strategies with populations demonstrating significant disabilities. Purchase of weekly readers for Center-based classrooms to expand skills learned and provide high-interest material for practicing skills learned. Review of students' state assessment scores in the area of ELA will occur with teachers at the first teacher meeting of the school year.	09/13/2010	06/03/2011	teachers paraprofessionals building principal

1.1.1.1. Activity: Implementation of ELA curriculum

Activity Description: Implementation of curriculum materials in the content area of ELA will occur with monitoring of student progress in that curriculum.

Professional development in the area of ELA strategies with populations demonstrating significant

disabilities.

Purchase of weekly readers for Center-based classrooms to expand skills learned and provide high-interest material for practicing skills learned.

Review of students' state assessment scores in the area of ELA will occur with teachers at the first teacher meeting of the school year.

Activity Type: Maintenance

Planned staff responsible for implementing activity: teachers
paraprofessionals
building principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/13/2010, End Date - 06/03/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
curriculum materials	Special Education	700.00	0.00

1.2. Objective: Improve functional reading skills

Measurable Objective Statement to Support Goal : ELA goals will be included in each student's IEP, appropriate to the level of assessment they will be given (Participation;Supported Independence). Each students progress on those goals will be measured and reported to parents as well as reviewed in teacher meetings to inform data-based decisions re: the curriculum and student response.

List of Strategies:

ID	Strategy	Locked By
20850	Teachers will learn about and implement a variety of differentiated strategies for reading instruction including (but not limited to): *Ability grouping to work on specific strategies *Teacher-led direct instruction of specific skills to small groups of students with similar needs *Teachers will implement a literacy block in classrooms that will be designated daily and will work toward the research-supported 90 minutes of core instruction in ELA.	

1.2.1. Strategy: Improve differentiated instruction for reading

Strategy Statement: Teachers will learn about and implement a variety of differentiated strategies for reading instruction including (but not limited to):

*Ability grouping to work on specific strategies
*Teacher-led direct instruction of specific skills to small groups of students with similar needs
*Teachers will implement a literacy block in classrooms that will be designated daily and will work toward the research-supported 90 minutes of core instruction in ELA.

Selected Target Areas

SPR (90) IV.2.B.4 Collaboration: The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.
SPR (90) V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
Van Bysterveldt, A.K., Gillon, G.T., & Moran, C. (2006). Enhancing phonological awareness and letter knowledge in preschool children with Down syndrome. International Journal of Disability, Development, and Education 53
(Kennedy & Flynn, 2002).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of reading program designed for students with cognitive disabilities pilot curriculum for all academic areas with the extended GLCE	09/13/2010	06/03/2011	teacher/paraprofessionals

1.2.1.1. Activity: Implementation of reading program for MOCI students

Activity Description: Implementation of reading program designed for students with cognitive disabilities
pilot curriculum for all academic areas with the extended GLCE

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: teacher/paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/13/2010, End Date - 06/03/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
enhanced learning	Special Education	700.00	0.00

Goal 2: All students will increase their ability to choose and engage in appropriat

Content Area : Other
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : All students will increase their ability to choose and engage in appropriate leisure activities.

Gap Statement : School Improvement team reviewed literature that indicated leisure curriculum and instruction is critical for students who recieve Special Education services.

The literature further indicated that teaching leisure skills to students with disabilities while facilitating interactions with peers without disabilities facilitated the generalization of skills across persons and setting. Both students with disabilities and students without disabilities drew benefit from the planned activities.

Based on this evidence, it appears that there can be mutually beneficial result from planning an instructional program geared toward learning leisure skills. Additionally, doing so provides an opportunity for students with disabilities to have a higher quality of life.

Cause for Gap : Due to our students' various cognitive functioning levels there is need to teach students leisure skill activities in order to foster increased independence and experience an increase in quality of life.

Multiple measures/sources of data you used to identify this gap in student achievement : Walking program students tracking progress of number of miles walked each week
IEP goals and objectives
Supported Independence/Participation Assessment
Review of the IEPs
Review and update the transition plan for all students
Include statement collect pre/post assessment data as a means to measure gain in the skill set

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? Walking program students tracking progress of number of miles walked each week
Progress of the IEP goals and objectives of all students for making choices within the leisure curriculum.
Implement a pre/post assessment with a target of improved outcomes of 50 percent or higher

Contact Name : Caryn Coyle

List of Objectives:

ID	Objective
20784	Students will have IEP goals/objectives in the area of leisure skills/activities (using the Participation or Supported Independence assessment booklets to assess for and select appropriate goals/objectives); progress on these goals/objectives will be tracked; 100% of students will choose and engage in the selected activity when presented with 2-3 options.

2.1. Objective: Students will choose/participate in a variety of leisure activities

Measurable Objective Statement to Support Goal : Students will have IEP goals/objectives in the area of leisure skills/activities (using the Participation or Supported Independence assessment booklets to assess for and select appropriate goals/objectives); progress on these goals/objectives will be tracked; 100% of students will choose and engage in the selected activity when presented with 2-3 options.

List of Strategies:

ID	Strategy	Locked By
20784	The Supported Independence or Participation assessment booklet will be used to assess students' leisure skills and will document student response to the instruction of selected leisure skills using the following coding system: 3. Physical prompts 4. Verbal/gestures/visual prompts 5. Independently a. Independently w/ accomdations b. Independently with supervision c. Independently w/o supports Progress will be tracked and reported based on the goals and objectives of the students' Individualized Educational Program.	
20784	Teachers will use a variety of strategies when engaging in direct instruction of leisure/recreational skills, including (but not limited to): *Visual supports/prompts (including gestures, pictures cues, written word cues, etc.) *Physical prompts *Physical Assistance	

2.1.1. Strategy: Implementation of teaching instruction for leisure activities

Strategy Statement: The Supported Independence or Participation assessment booklet will be used to assess students' leisure skills and will document student response to the instruction of selected leisure skills using the following coding system:

3. Physical prompts
4. Verbal/gestures/visual prompts

5. Independently
a. Independently w/ accomdations
b. Independently with supervision
c. Independently w/o supports

Progress will be tracked and reported based on the goals and objectives of the students' Individualized Educational Program.

Selected Target Areas

SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
SPR (90) I.2.B.3 Student Engagement: 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.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
Terri Vandercook, Institute on Community Integration, 13 Pattee Hall, 150 Pillsbury Dr. S.E., Minneapolis, MN 55455.

Bedini, L.A., & Bullock, C.C. (1988). Leisure education in the public schools: A model of cooperation in transition programming for mentally handicapped youth. Journal of Expanding Horizons in Therapeutic Recreation, 3, 5 Studies show that utilization of mentor learning situations can enhance development of appropriate social skills along with academic progress for special needs students.

Teaching severely handicapped persons to provide leisure activities to peers*

Rodney E. Realon, Judith E. Favell, Sandra C. Stirewalt and James F. Phillips

Western Carolina Center, USA

Summerall Center, USA

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will continue to engage in our walking program, which earns them tokens to spend at the school store (increases physical activity and provides practice completing a transaction). Teachers will plan and carry out a variety of leisure/recreational opportunities embedded in classroom activities (e.g. community outings; all-school activities)	09/21/2010	06/03/2011	Classroom staff

Student progress will be tracked and reported per their IEP goals/objectives			

2.1.1.1. Activity: Leisure activities embedded in the classroom curriculum

Activity Description: Students will continue to engage in our walking program, which earns them tokens to spend at the school store (increases physical activity and provides practice completing a transaction).

Teachers will plan and carry out a variety of leisure/recreational opportunities embedded in classroom activities (e.g. community outings; all-school activities)

Student progress will be tracked and reported per their IEP goals/objectives

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: Classroom staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/21/2010, End Date - 06/03/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
equipment for the various leisure activities	Special Education	500.00	0.00

2.1.2. Strategy: Direct teacher instruction

Strategy Statement: Teachers will use a variety of strategies when engaging in direct instruction of leisure/recreational skills, including (but not limited to):

*Visual supports/prompts (including gestures, pictures cues, written word cues, etc.)
*Physical prompts
*Physical Assistance

Selected Target Areas

SPR (90) I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

SPR (90) III.2.B.2 Applies Curriculum Content: Curriculum content is a key component of professional development. Staff participation in professional development results in improved delivery of the curriculum content.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
Leisure Skills Instruction for Adolescents with Sever and Profound Development Disabilities
ME Wall, N. Gast Journal of Development and Physical Disabilities,Vol.II, No3, 1999

Leisure Instruction Outcomes
Criterion Performance, Positive Interactions, and Acceptance by Typical High School Peers
Terri Vandercook
Terri Vandercook, Institute on Community Integration, 13 Pattee Hall, 150 Pillsbury Dr. S.E., Minneapolis, MN 55455.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Age appropriate leisure activities will be implemented in each classroom curriculum, based on assessment of current skills students possess, and IEP goals/objectives.	09/13/2010	06/06/2011	Classroom & Itinerant staff (as appropriate to student need)

2.1.2.1. Activity: Role modeling, direct instruction to teach lesiure activiites

Activity Description: Age appropriate leisure activities will be implemented in each classroom curriculum, based on assessment of current skills students possess, and IEP goals/objectives.

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: Classroom & Itinerant staff (as appropriate to student need)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/13/2010, End Date - 06/06/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
materials for various leisure activities	Special Education	500.00	0.00
sports equipment for lesiure activiites	No Funds Required	200.00	0.00

Goal 3: Students will show progress/engage in age appropriate community-based exper

Content Area : Other
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : Students will show progress/engage in age appropriate community-based experiences as recorded in the Supported Independence or Participation Assessment booklets and documented in the students' Individualized Educational Program.

Gap Statement : School Improvement team reviewed literature that identified the issue of community-based instruction and its incorporation in the curriculum.

State Performance Plan (SPP) Part B Indicator 13: Secondary Transition indicates a need for the following:

IEP identifies transition services (including course of study) aligned with students' vision, and appropriate activities to address the identified need(s).

Cause for Gap : *Recent studies demonstrated that transition services/programs have the potential to increase students' access to integrated employment, education and social activities and to improve interagency collaboration between LEAs and adult service providers (Hart et al, 2004 Neubert et al., 2004: Zaft, Hart, & Zimbrich 2004).

Research also indicates the need to provide educational services in environments that are age-appropriate for students with disabilities ages 16-21 years, which allow them to interact with same-age peers. (Wehmeyer, M.L., Lattin, D., & Argan M. 2001) .

Multiple measures/sources of data you used to identify this gap in student achievement : Review of the IEP progress of goals/objectives
review/update EDP
Review/update transition plans
Supported Independence and Participation 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? Community-based goals/objectives and/or transition activities identified on the students' IEPs
Review of the students' IEP goals/objectives and/or transition activities
Review of the students' EDPs

Monthly review of job performance evaluations
Review of individual students' progress on the TPI

Contact Name : Caryn Coyle

List of Objectives:

ID	Objective
20838	Teachers will plan and carry out community-based experiences that are based on student goals/objectives and/or transition activities identified in student IEPs; these experiences will also link to Extended GLCEs for additional practice in core content areas.

3.1. Objective: Community-based Experiences

Measurable Objective Statement to Support Goal : Teachers will plan and carry out community-based experiences that are based on student goals/objectives and/or transition activities identified in student IEPs; these experiences will also link to Extended GLCEs for additional practice in core content areas.

List of Strategies:

ID	Strategy	Locked By
20838	Teachers will plan and carry out community-based instruction based on students' individual goals/objectives and/or transition activities identified on IEPs. Such community based instruction will be designed to support real world experience and application of skills learned within the classroom. Community-based instruction is a way to reinforce the skills that students with a severe disability or visual impairment work on in the classroom. This also permits students to learn to self-assess and monitor their behaviors in varying settings.	

3.1.1. Strategy: Community-based instruction

Strategy Statement: Teachers will plan and carry out community-based instruction based on students' individual goals/objectives and/or transition activities identified on IEPs.

Such community based instruction will be designed to support real world experience and application of skills learned within the classroom.

Community-based instruction is a way to reinforce the skills that students with a severe disability or visual impairment work on in the classroom. This also permits students to learn to self-assess and monitor their behaviors in varying settings.

Selected Target Areas

SPR (90) I.1.A.1 Curriculum Document(s): 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.
SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
* Resent studies demonstrated that transition service/programs have the potential to increase students' access to integrated employment, education and social activities and to improve interagency collaboration between LEAs and adult service providers (Hart et al, 2004 Neubert et al., 2004: Zaft, Hart, & Zimbrich 2004).

* Research also indicates the need to provide educational services in an environment that are age-appropriate for students with disabilities ages 16-21 years, which allow them to interact with same?age peers.
(Wehmeyer, M.L., Lattin, D., & Argan M. 2001) .

*School-to-Work Components That Predict Postschool Success for Students with and without Disabilities Journal article by Michael R. Benz, Paul Yovanoff, Bonnie Doren; Exceptional Children, Vol. 63, 1997 Michigan unemployment rate

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will plan and carry out community-based experiences to reinforce and generalize classroom instruction such as: *Functional reading; *Time management; *Functional Math; *"Soft" job skills (arrival on time; hygiene; interactions with co-workers and employers, etc.)	09/13/2010	06/06/2011	Classroom staff; itinerant staff as appropriate to student need.

3.1.1.1. Activity: Community-based experiences

Activity Description: Teachers will plan and carry out community-based experiences to reinforce and generalize classroom instruction such as:

*Functional reading;
*Time management;
*Functional Math;
*"Soft" job skills (arrival on time; hygiene; interactions with co-workers and employers, etc.)

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: Classroom staff; itinerant staff as appropriate to student need.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/13/2010, End Date - 06/06/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
classroom materials/visual pictorial support	Special Education	200.00	0.00
Community-based experiences	Special Education	5,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	$200.00	$0.00
Special Education	$7,600.00	$0.00

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Sue	Rundborg	Teacher	rundborg_s@ccresa.org
Ms.	Caryn	Coyle	Building Principal	coyle_c@ccresa.org
Mrs.	Carie	Johnson	Teacher	johnson_c@ccresa.org
Mrs.	Gwyn	Jansen	teacher	jansen_g@ccresa.org

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

All stakeholders will review the SSP 13 data (Transition) data to identify needs for developing compliant transition plans for students as required by age. review of the entire school improvement plan, MIAccess data to determine if ELA scores for all students (tested) are improving.

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

Stakeholders make decisions based on the state requirement of access to the general education curriculum through the implementation of Extended GlCE's. Furthermore curriculum is research-based.

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

Monthly teacher meetings are held to review curriculum materials and develop curriculum materials. Professional development opportunities are provided to assist with reviewing curriculum materials research-based materials.

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Position of Contact:	Cindy Shinsky
Address:	1013 S. US-27 St Johns, Mi 48879
Telephone Number:	989-224-6831

References

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

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?
Continued professional development of aligning curriculum with the Extended GLCE's, research curriculum materials that are research-based.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?
Money used to purchased a reading curriculum for Moderately Impaired students.
News For You and weekly readers purchased for school-wide integration & practice of reading skills.
research on-line extended GLCE's for all subject areas for center-based students.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?
Teacher surveys completed to address the technology needs of the school