# School Improvement Plan

# Clinton County Education Center

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SAINT JOHNS, MI 48879-2423

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# Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# Executive Summary

# Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

# Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

We are small-6 CI classrooms on site and 2 EI classrooms off-site.  Our community would be described as a "small city"; we are located in the county seat of St. Johns.   We have about 100 students, 8 teachers, and 21 paraprofessionals.  We are predominantly white, middle class members of society, both on staff and in our student body.  We do have a fairly high rate of students who qualify for F/R lunch, primarily due  foster placement, court placement, or the age of the student (students become a "household of one"  and qualify at the age of 18).

# School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

It is our purpose to grow and develop our students to be independently functioning, participating members of society.  We do this in partnership with our local districts, our parents, and our community stakeholders, including the employers of our secondary age students.  Our classrooms are divided into "Basic Skill", Secondary, and Post-Secondary rooms.  The skills developed in each classroom flow into the next and permit the next teacher to build upon the skills already learned.

# Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years.  Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Several of our students have obtained paying jobs after going through out Secondary and Post-Secondary classrooms; our community is small with somewhat limited options for employment, so this is a huge achievement.

What we need to improve is our concrete documentation of growth for all of our students.  For our students with Moderate CI, this is easier than for our students with Severe CI and Severe Multiple Impairments.  No standardized test developed by anyone will demonstrate growth unless it is a developmental assessment, which is not currently recognized at the State Level.  We are implementing PBIS and MOVE as "demonstration of growth" tools.

# Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Our students make pretty phenomenal, observable, anecdotally documented progress; we need to get better at concrete documentation of what we know is occurring.

# Improvement Plan Stakeholder Involvement

# Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

# Improvement Planning Process

Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

We sent surveys to parents; had conversations with employers during monthly job checks and during job placements; conversations with local district Special Education Representatives and Superintendents.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Please see previous response for the "who". The role of these individuals was to give us feedback relative to what we do well, what we don't do so well, and how we could improve upon what we do. This becomes more critical as accountability moves back to local districts in the Determinations and CIMS process.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Copies are provided to stakeholders at meetings and are available in the office at any time.

# School Data Analysis

# Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

# Student Enrollment Data

**How do student enrollment trends affect  staffing?**

Staffing has increased in the paraprofessional area due to increased enrollment and the increased behavioral and physical (medical) needs of the students who are enrolling.  An additional classroom was requested, and will not be pursued at this time at the upper Administration Level.

**How do student enrollment trends affect staff recruitment?**

We have not had difficulty filling needed paraprofessional positions.  We do still have a major issue finding subs for teachers and paraprofessionals.

**How do student enrollment trends affect budget?**

We have been having to dip further and further into our fund equity to adequately serve our students.  We would need to dip further into it in order to serve our students optimally.

**How do student enrollment trends affect resource allocations?**

Unknown.  When we need something, we request it with documentation and discuss it with the Director.  What we need, we receive.

**How do student enrollment trends affect facility planning and maintenance?**

We are continually looking to place students optimally for their needs, and classroom placement in the building in order to optimize the use of space and comply with MARSE square footage requirements.

**How do student enrollment trends affect parent/guardian involvement?**

They don't really; there is minimal active parent involvement, despite efforts to get parents involved; 99% of parents attend student IEPs and participate actively in the process.  New parents visit prior to placement and converse with staff.

**How do student enrollment trends affect professional learning and/or public relations?**

The more students we receive, the more difficult it is to get time to do professional learning, although we work at it and have proposed a calendar that will increase joint PD time for teachers and paraprofessionals.

As teachers get busier with increased caseloads, positive, proactive relationships with work sites and even parents suffer to a degree.

**What are the challenges you noticed based on the student enrollment data?**

Increased students with higher needs (both medically and behaviorally) increase the need for additional hands and additional space (an additional classroom) to effectively address those needs and meet State requirements for school improvement, AYP, School Report Cards, Determinations, etc.

**What action(s) will be taken to address these challenges?**

We are in the process of implementing PBIS - very early stages - as a method of determining and demonstrating growth; SXI classrooms have begun to implement the MOVE curriculum as a method of determining and demonstrating growth.  We are in the process of determining caseloads and placement of classrooms in the building to maximize teachers' ability to get to the things they need to do for students - in addition to this, we are looking at developing and implementing plans for students for whom a given whole class activity may not be appropriate.  We are determining which pre- post-test tool we will use for our MoCI students for determining and demonstrating growth.

**What are the challenges you noticed based on student attendance?**

None.  We have attendance issues with only two students and are addressing it by offering homebound services.

**What action(s) will be taken to address these challenges?**

N/A-no attendance issues.

# Student Achievement Data for All Students

This area includes data questions.

**Which content area(s) indicate the highest levels of student achievement?**

ELA and Math indicated our highest levels of achievement - students took MI-Access FI, SI, and P.

FI, one student surpassed expectations in Accessing Print

SI, four students surpassed expectations, 5 students attained expected scores

P, 1 student surpassed, 7 students attained.

Overall, we have more students who either attained expected scores or surpassed them than we had emerging scores.

**Which content area(s) show a positive trend in performance?**

All of them.

**In which content area(s) is student achievement above the state targets of performance?**

Individually, we have above state target performance in all of the content areas.  On 8 content area tests, student achievement was above state targets - all content areas are represented in SI and P; Accessing Print is the content area for FI in which a student surpassed targets.

**What trends do you notice among the top 30% percent of students in each content area?**

Good attendance; teachers who drill skills and permit practice of skills in real environments; enough hands to take students to real environments to practice learned skills.

**What factors or causes contributed to improved student achievement?**

See previous response

**How do you know the factors made a positive impact on student achievement?**

The nature of our students is such that if attendance is sub par, they get little to no exposure to content or practice.  When students come to school, they are able to receive instruction from highly skilled staff with support from highly skilled paraprofessionals and practice in real life settings.

**Which content area(s) indicate the lowest levels of student achievement?**

We have Emerging scores in all content areas. 7 students scored in this range in ELA, Math, and/ or Science.  Most of the students who achieved an Emerging score in one content area, went on to score Attained or Surpassed in other content areas.

**Which content area(s) show a negative trend in achievement?**

None

**In which content area(s) is student achievement below the state targets of performance?**

All of them for P and SI.  Math for FI.

**What trends do you notice among the bottom 30% of students in each content area?**

Cognitive functioning level is extremely low (bottom 30% of students attending the building) or emotional impairment is significant and affects student's ability to perform on tests.

**What factors or causes contributed to the decline in student achievement?**

There was no decline; our students score pretty consistently where they scored over the course of 2012.

**How do you know the factors made a negative impact on student achievement?**

N/A

**What action(s) could be taken to address achievement challenges?**

We could have an appropriate test for our students' functioning levels that appropriately measures real life skills, functional performance skills, and developmental skills.

# Subgroup Student Achievement

**Statement or Question:**Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- •Students with Disabilities

**Statement or Question:**For which subgroup(s) is the achievement gap closing?*

**Response:**

- •None

**In what content areas is the achievement gap closing for these subgroups?***

They are not closing.  Our students score very consistently exactly as they did this year - the gap does not change.

**How do you know the achievement gap is closing?***

N/A - gap is not closing

**What other data support the findings?**

N/A - the gap is not closing.

**What factors or causes contributed to the gap closing? (Internal and External)***

Gap is not closing

**How do you know the factors made a positive impact on student achievement?**

Gap is not closing

**What actions could be taken to continue this positive trend?**

An appropriate assessment for the cognitive level of the students being tested.

**Statement or Question:**Which subgroup(s) show a trend toward decreasing overall performance?
**Response:**

•None

**Statement or Question:**For which subgroup(s) is the achievement gap becoming greater?*
**Response:**

•Students with Disabilities

**In what content areas is the achievement gap greater for these subgroups?***

All of them for individual students.

**How do you know the achievement gap is becoming greater?***

We have observed documentation that our students lose skills over the years as their disabilities/conditions increase in their effect on the students' health, cognitive & physical abilities increase (increased seizure activity that causes brain cell loss; progression of terminal conditions, etc.).  Additionally, students with significant behavior can be completely unreachable on any given day...including test days during the testing windows.

**What other data support the findings?***

Goal/Objective progress; documented observation.

**What factors or causes contributed to the gap increasing? (Internal and External)***

Student physical and behavioral condition

**How do you know the factors lead to the gap increasing?***

We can document that the students either have conditions that cause brain cell loss, progression of terminal status, and/or behavioral episodes that render the student unreachable.

**What actions could be taken to close the achievement gap for these students?***

An appropriate assessment that permits assessment of developmental areas, functional areas, and assessment at student cognitive level.

**How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?**

We have no ELL students

**How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?**

We are a special education building, our students have complete access to whatever they need relative to services and programs from highly skilled special educators and itinerant staff.

**How are students designated 'at risk of failing' identified for support services?**

N/A - we are a Special Education School

**What Extended Learning Opportunities are available for students (all grade configurations respond)?**

All of our students engage in Community-Based instruction with their classrooms and staff.  These activities are correlated to goals/objectives and to eGLCEs at this point.  They will be correlated to Common Core Essential Elements beginning next year.

| Label | Question | Value |
|---|---|---|
| | What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge? | 95.0 |

**What is the school doing to inform students and parents of Extended Learning Opportunities?**

We have a newsletter that goes out periodically through the year & teachers also send home calendars with these activities on them.

| Label | Question | Value |
|---|---|---|
| | What is the total FTE count of teachers in your school? | 8.0 |

| Label | Question | Value |
|---|---|---|
| | How many teachers have been teaching 0-3 years? | 0.0 |

| Label | Question | Value |
|-------|----------|-------|
|       | How many teachers have been teaching 4-8 years? | 3.0 |

| Label | Question | Value |
|-------|----------|-------|
|       | How many teachers have been teaching 9-15 years? | 0.0 |

| Label | Question | Value |
|-------|----------|-------|
|       | How many teachers have been teaching >15 years? | 5.0 |

**What impact might this data have on student achievement?**

We have highly experienced teachers who are very comfortable with students with disabilities and very experienced at working with them. On the other hand, we have teachers who are fairly set in their ways and have some difficulty shifting gears to some of the new requirements and to the shifting demographic of student ability/need.

| Label | Question | Value |
|-------|----------|-------|
|       | Indicate the total number of days for teacher absences due to professional learning or professional meetings. | 16.0 |

| Label | Question | Value |
|-------|----------|-------|
|       | Indicate the total number of days for teacher absences due to illness. | 97.0 |

**What impact might this data have on student achievement?**

When teachers are absent, the students lose access to a highly skilled instructor.  Teachers who have many absences may have an impact on student achievement due to this loss of highly skilled instructional time.

# Perception Data - Students

**Which area(s) indicate the highest overall level of satisfaction among students?**

Students were very pleased with the quality and quantity of lunch this year - we talked with our meal provider and learned we had been receiving elementary age lunches when the majority of our students are late-elementary/secondary age students.  This shifted and the students have been very pleased with the food this year.

Students are also pleased with their teaching staff and what they are learning.  The majority of students indicate that they believe their teachers and the principal want them to learn and like them.

**Which area(s) show a positive trend toward increasing student satisfaction?**

Meals, activities, job placements

**What area(s) indicate the lowest overall level of satisfaction among students?**

Students are wanting more technology available to them in the form of SmartBoards, more iPads, and more computers.  They feel that technology teaches them a great deal and that more technology will help even more.

**Which area(s) show a trend toward decreasing student satisfaction?**

Available technology

**What are possible causes for the patterns you have identified in student perception data?**

Students are less hungry than they were in previous years, and there is more variety in the food that they are served.

Students have had a taste of what technology can do for them and they want more.

**What actions will be taken to improve student satisfaction in the lowest areas?**

We have created a computer lab this summer that will provide opportunities for teachers to do group instruction using Internet-connected computers.

Classrooms have written grants that have provided more iPads for classroom use; teachers have attended trainings on using the iPad.  We have discovered additional uses for the iPad including teaching students to use an isolated point, to communicate better using voice output

application.

# Perception Data – Parents/Guardians

**Which area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Parents are very happy with their teachers and what their children are learning; the majority of parents feel that they and their children are welcome in the building and by the principal. The majority of parents feel that their children are safe when they come to school.

**Which area(s) show a trend toward increasing parents/guardian satisfaction?**

We received far more surveys this year than last year due a change in our method of getting them to parents-we sent them home with the children in manila envelopes and parents sent them back the same way-those who wanted us to know who they were put their names at the top-those who didn't just sealed the envelope and returned it. It is significant to note that even with this increased return, our percentage of satisfied parents either maintained previous ratings or improved ratings.

**Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

A very few parents had some safety concerns regarding the parking lot, buses, and getting children they transport from the car to the building safely. One parent did not feel welcome due to the demeanor of bus drivers as they entered ("rude").

**Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

Really only structural issues at this point garnered dissatisfied responses from parents.

**What are possible causes for the patterns you have identified in parent/guardian perception data?**

We do have some challenges relative to personalities of bus staff and the layout of our parking lot.

The positive ratings/comments regarded teachers caring, holding their students responsible, and teaching them the things they need to know. A couple of parents brought up the notion of teaching life skills, which caused my Post-Secondary teacher to re-vamp her classroom to begin targeted teaching of those skills. That kind of responsiveness tends to please parents...and principals.

**What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

We are continually working on our parking situation and trying to determine how to do bus loading/unloading and parking for parents who transport in a way that is efficient, effective, and safe for all concerned. We meet at least quarterly looking at the parking lot and having discussions. In those meetings, my transportation director and custodial staff participate as do the Director of Special Education and the Business Manager.

# Perception Data – Teachers/Staff

**Which area(s) indicate the overall highest level of satisfaction among teachers/staff?**

They all still love to teach; the vast majority feel supported by the principal; the vast majority feel that they are rewarded/reinforced/recognized for the good work they do.

**Which area(s) show a trend toward increasing teacher/staff satisfaction?**

Principal Support

**Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?**

Frustration with standardized testing and its relationship to teacher evaluation and the State Scorecard/AYP, given our population.  Knowing concretely what the MDE wants us to teach and assess and appropriate tools to do that teaching and assessing.

**Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

Having to do more with less; large numbers of students with significant health and behavioral needs, but not enough in black & white numbers to create an additional classroom to take some of the pressure off.

**What are possible causes for the patterns you have identified in staff perception data?**

Having to do more with less; more significant behavior; more significant health needs.

# Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

N/A

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

As we are a small school, all teaching staff are involved in the process, and we make the decisions as a group through consensus.

**What evidence do you have to indicate the extent to which the standards are being implemented?**

We are in the infancy stages of this as we do not yet have the Essential Elements or training to use them.

# School Additional Requirements Diagnostic

# Introduction

This diagnostic contains certification requirements for Michigan schools.  This diagnostic must be completed by all schools.

# School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|  | Literacy and math are tested annually in grades 1-5. | Yes |  |  |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|  | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | I do not yet have the link |  |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|  | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | Yes |  |  |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|  | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes |  |  |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|  | 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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, 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. | Yes |  |  |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|  | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.  If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Dr. Robert Fall<br>1013 S. US 27<br>St.Johns, MI 48879<br>(989)224-6831 |  |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|  | The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy.   If yes, please attach the School-Parent Involvement Plan below. | Yes |  |  |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|  | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | No |  |  |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|  | The School has additional information necessary to support your improvement plan (optional). | Yes |  |  |

# Health and Safety (HSAT) Diagnostic

# Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (http://www.mihealthtools.org/hsat), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

# Health and Safety (HSAT)

The following assurances come directly from the <a href="http://www.mihealthtools.org/hsat"target="_blank">Healthy School Action Tool (HSAT) Assessment</a>, an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 1** | Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment. |  | N/A |

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 2** | All teachers in our school have received professional development in management techniques to create calm, orderly classrooms. |  | N/A |

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 3** | Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year. |  | N/A |

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 4** | Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors. |  | N/A |

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 5** | Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education. |  | N/A |

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 6** | All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education. |  | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 7** | The health education curriculum used in our school is the Michigan Model for Health® Curriculum. | | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 8** | The health education curriculum used in our school involves student interaction with their families and their community. | | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 9** | Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education. | | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 10** | At our school, physical education teachers annually participate in professional development specific to physical education. | | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 11** | Our school uses the Exemplary Physical Education Curriculum (EPEC) | | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 12** | At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity. | | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 13** | Our school offers the following amount of total weekly minutes of physical education throughout the year. | | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 14** | Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards. | | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 15** | The food service director/manager participated in professional development related to food or nutrition during the past 12 months. | | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 16** | The food service director/manager supports/reinforces in the cafeteria what is taught in health education. |  | N/A |

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

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 18** | Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 19** | Our school has a health services provider or school nurse accessible to students. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 20** | Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 21** | Our school has a system in place for collecting relevant student medical information. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 22** | Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 23** | During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 24** | During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 25** | During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 26** | During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 27** | Our school's mission statement includes the support of employee health and safety. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 28** | During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 29** | During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 30** | Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement. |  | N/A |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **Question 31** | Our school has a parent education program. |  | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 32** | During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school. | | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **Question 33** | During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court). | | N/A |

# School Improvement 2013

# Overview

**Plan Name**

School Improvement 2013

**Plan Description**

Plan for School Improvement for 2013-2014

# Goals Summary

**The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.**

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|-----------|--------------|-----------|---------------|
| 1 | All students at the CCRESA Educational Center will demonstrate skill growth in academic and functional academic areas. | Objectives: 2 Strategies: 1 Activities: 1 | Academic | $0 |
| 2 | All students will demonstrate improved growth through improved behavior control & self-management skills. | Objectives: 2 Strategies: 1 Activities: 1 | Academic | $0 |
| 3 | Students with Severe Multiple Impairments who use wheelchairs will demonstrate measurable growth in skills using the MOVE Curriculum. | Objectives: 2 Strategies: 2 Activities: 2 | Academic | $5000 |

# Goal 1: All students at the CCRESA Educational Center will demonstrate skill growth in academic and functional academic areas.

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

100% of All Students  will demonstrate a behavior  The ability to complete mathematics activities appropriate to age and cognitive level. in Mathematics by 06/06/2014 as measured by Macomb Assessment; Common Core Essential Elements; State Assessment.

**(shared) Strategy 1:**

Pre-Post-Assessment - Students will be assessed prior to each IEP to measure growth on student-specific developmental skills using the Brigance, Macomb

Assessment and/or Essential Elements of the Common Core.

Research Cited: Numerous studies support the application of pre & post assessment to measure growth on specific skills.

Tier:

| Activity - Using Developmental Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will be instructed and supported on the use and administration of pre & post assessments; each will be discussed at teacher meetings throughout the school year. | Direct Instruction | | | 08/28/2013 | 06/06/2014 | $0 | No Funding Required | Principal Teachers |

**Measurable Objective 2:**

100% of All Students  will demonstrate a behavior  Growth in ELA skills appropriate to age and cognitive functioning level in English Language Arts by 06/06/2014 as measured by Macomb Assessment; Essential Elements of Common Core; Brigance; and/or Mi-Access.

**(shared) Strategy 1:**

Pre-Post-Assessment - Students will be assessed prior to each IEP to measure growth on student-specific developmental skills using the Brigance, Macomb

Assessment and/or Essential Elements of the Common Core.

Research Cited: Numerous studies support the application of pre & post assessment to measure growth on specific skills.

Tier:

| Activity - Using Developmental Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers will be instructed and supported on the use and administration of pre & post assessments; each will be discussed at teacher meetings throughout the school year. | Direct Instruction | | | 08/28/2013 | 06/06/2014 | $0 | No Funding Required | Principal Teachers |

# Goal 2: All students will demonstrate improved growth through improved behavior control & self-management skills.

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

100% of All Students  will demonstrate a behavior  increased ability to be on task during instructional periods. in Practical Living by 06/06/2014 as measured by Performance on assessments (Macomb; Essential Elements); documented time on task..

**(shared) Strategy 1:**

Schoolwide Positive Behavior Intervention and Supports - We will use PBIS strategies, training, and follow up activities to provide consistent expectations and feedback to students regarding their behavior.  We will also reinforce appropriate behavior while teaching appropriate behavior in other areas.  Data will be reviewed and activities adjusted according to data during teacher meetings and staff PD throughout the course of the school year.

Research Cited: PBIS is a well-known process for increasing student participation in curricular activities: www.pbis.org

Tier:

| Activity - PBIS Training & Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will be instructed regarding the use of PBIS strategies (participating in selections of strategies we use; reinforcers we employ; and how we implement the strategies we choose); staff will be supported in the use of these strategies and will be reinstructed as needed. | Professional Learning | | | 08/28/2013 | 06/06/2014 | $0 | No Funding Required | Principal; PBIS Core Team (2 administrators; 2 teachers; 2 paraprofessionals; PBIS Coach; Occupational Therapist |

**Measurable Objective 2:**

100% of All Students  will demonstrate a behavior  All students will demonstrate understanding of and participate in PBIS activities appropriate to their age and cognitive level in Practical Living by 06/06/2014 as measured by Behavioral data; SWIS.

**(shared) Strategy 1:**

Schoolwide Positive Behavior Intervention and Supports - We will use PBIS strategies, training, and follow up activities to provide consistent expectations and feedback to students regarding their behavior.  We will also reinforce appropriate behavior while teaching appropriate behavior in other areas.  Data will be reviewed and

activities adjusted according to data during teacher meetings and staff PD throughout the course of the school year.

Research Cited: PBIS is a well-known process for increasing student participation in curricular activities: www.pbis.org

Tier:

| Activity - PBIS Training & Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will be instructed regarding the use of PBIS strategies (participating in selections of strategies we use; reinforcers we employ; and how we implement the strategies we choose); staff will be supported in the use of these strategies and will be reinstructed as needed. | Professional Learning | | | 08/28/2013 | 06/06/2014 | $0 | No Funding Required | Principal; PBIS Core Team (2 administrators; 2 teachers; 2 paraprofessionals; PBIS Coach; Occupational Therapist |

# Goal 3: Students with Severe Multiple Impairments who use wheelchairs will demonstrate measurable growth in skills using the MOVE Curriculum.

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

100% of Students with Disabilities students will demonstrate a behavior Ability to engage in academic/functional academic activities in a more upright position in Practical Living by 06/06/2014 as measured by Pre-Post Assessment using the MOVE Curriculum Assessment.

**Strategy 1:**

MOVE Implementation - The MOVE Core Team will meet throughout the school year to discuss the MOVE assessment for each student, the selected activities and positions, and needed equipment/materials.

Research Cited: MOVE has a great deal of research on their website. Kent ISD is an implementation site.

Tier:

| Activity - MOVE Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The MOVE Core Team will be a Professional Learning Committee that will stay on top of new information regarding MOVE and implementation ideas & strategies. | Professional Learning | | | 08/29/2013 | 06/06/2014 | $0 | No Funding Required | Principal; PT; OT; Speech; 2 teachers. |

**Measurable Objective 2:**

100% of Students with Disabilities students  will demonstrate a behavior  Access to curricular activities using various pieces of equipment. in Practical Living by 06/06/2014 as measured by Pre-Post Assessment using the MOVE Curriculum; pre-post assessment using Macomb Assessment..

**Strategy 1:**

Equipment - Equipment will be obtained and used that is appropriate to student size, age, and physical disability.

Research Cited: MOVE has a research base; Kent ISD is an implementation site.

Tier:

| Activity - Obtain and maintain equipment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Seek and purchase reasonably priced equipment (in good repair) that is needed to implement the MOVE Curriculum. | Other | | | 08/28/2013 | 06/06/2014 | $5000 | Special Education | MOVE Core Team |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

### No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| MOVE Implementation | The MOVE Core Team will be a Professional Learning Committee that will stay on top of new information regarding MOVE and implementation ideas & strategies. | Professional Learning | | | 08/29/2013 | 06/06/2014 | $0 | Principal; PT; OT; Speech; 2 teachers. |
| PBIS Training & Implementation | Staff will be instructed regarding the use of PBIS strategies (participating in selections of strategies we use; reinforcers we employ; and how we implement the strategies we choose); staff will be supported in the use of these strategies and will be reinstructed as needed. | Professional Learning | | | 08/28/2013 | 06/06/2014 | $0 | Principal; PBIS Core Team (2 administrators; 2 teachers; 2 paraprofessionals; PBIS Coach; Occupational Therapist |
| Using Developmental Assessments | Teachers will be instructed and supported on the use and administration of pre & post assessments; each will be discussed at teacher meetings throughout the school year. | Direct Instruction | | | 08/28/2013 | 06/06/2014 | $0 | Principal Teachers |

### Special Education

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Obtain and maintain equipment | Seek and purchase reasonably priced equipment (in good repair) that is needed to implement the MOVE Curriculum. | Other | | | 08/28/2013 | 06/06/2014 | $5000 | MOVE Core Team |

# Progress Notes

| Type | Name | Status | Comments | Created On | Created By |
|------|------|--------|----------|------------|------------|