

# District Improvement Plan

School Year: 2010

District Name: Gibraltar School District

Intermediate School District: Wayne RESA

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

Superintendent: Mr. Bruce Burger

Building Code: 82290

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# District Improvement Plan

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# 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 **District Improvement Plan template (DIP)** 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](http://www.mi.gov/schoolimprovement)

## District Information

District:	<b>Gibraltar School District</b>
ISD/RESA:	<b>Wayne RESA</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2,3,4,5,6,7,8,9,10,11,12</b>
District Code Number:	<b>82290</b>
City:	<b>Woodhaven</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## Vision Statement

The vision of the Gibraltar School District is to develop citizens who can integrate the core values of honesty, courtesy, responsibility, citizenship, and respect using a relevant, rigorous curriculum that is characterized by collaboration, communication, creativity, and critical thinking skills. In our rapidly changing society, our schools become a beacon of civilization by setting high expectations for student achievement. Our schools recognize the importance of the relationship between the challenges that await our students and the promise of their future endeavors.

## Mission Statement

The mission of the Gibraltar School District, in partnership with students, parents, and community, is to develop each student's skills, competencies, and understandings necessary to think independently and make sound decisions, to realize self-worth, to adopt to the challenges of the future and to foster the process of lifelong learning. Each student will develop and possess the skills necessary to be a functioning and contributing member of our society.

## Beliefs Statement

We in the Gibraltar Schools believe that:

- ~All children can learn~
- ~Students have different needs~
- ~Varied learning opportunities meet these needs~

All people have a need to feel important and appreciated. We believe it is essential that each student leave the Gibraltar School District as a(n):

Responsible and Caring Participant

Who interacts effectively in family, work, community and who:

- Interacts sensitively and respectfully with others of all backgrounds.
- Works cooperatively to identify issues, resolve conflicts and can solve problems.
- Connects with others to pursue one's own needs for recreation and socialization.

Literate and Self-Directed Learner

Who creates meaning out of his/her experiences and who:

- Recognizes and demonstrates appropriate, responsible behavior.
- Demonstrates self-confidence, which enables exploration, perseverance and trust.
- Investigates and formulates healthy living habits.
- Uses successes and failures as feedback for continuous improvement.

Self-Actualizing Individual

Who values and pursues personal appreciation, harmony, wellness and who:

- Recognizes and demonstrates appropriate, responsible behavior.
- Demonstrates self-confidence, which enables exploration, perseverance and trust.
- Investigates and formulates healthy living habits.
- Uses successes and failures as feedback for continuous improvement.

Quality Producer

Who adheres to high standards in his/her work ethic, exhibits versatility and who:

- Performs as a self-directed, independent problem solver to accomplish a specific task.
- Works collaboratively with team members to achieve common goals.
- Integrates technology to improve performance.
- Pursues excellence in his/her work as evidenced by students' Career Pathway.

**Informed and Contributing Citizen**

Who seeks amicable resolutions to complex issues, draws upon democratic values and:

- Understands and participates in the democratic process.
- Uses socio-economic, technological, and political knowledge to make responsible and informed decisions.
- Contributes time, expertise, and resources to improve the quality of the community, nation and world.

## Goals

ID	Name	Development Status	Progress Status
11045	Reading 2010	Approved	Open
11123	Mathematics 2010	Approved	Open
11125	Science 2010	Approved	Open
11126	Social Studies 2010	Approved	Open
11131	Writing 2010	Approved	Open

### Goal 1: Reading 2010

**Content Area :** English Language Arts

**Goal Source :** cna

**Development Status :** Approved

**Student Goal Statement :** All Students will become proficient in Reading.

**Gap Statement :** When considering the percent of students proficient, there is a 36.9% difference between students without disabilities and students with disabilities as measured by MEAP 2009 and MME 2009 testing.

**Cause for Gap :** Additional data analysis identifies reading comprehension and oral language as the primary causes for the gap.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP/MME

DRA

RtI

Common Classroom Assessments

Teacher formative assessments

MLPP

Accelerated Reader

**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?** All students will be proficient on the Reading MEAP and MME.

All students will be proficient on reading common assessments

All students will be at or above grade level on MLPP

Identified students will show improvement in RtI.

**Contact Name :** Michael Clemente

**List of Objectives:**

ID	Objective
10780	All students will increase skills in the area of comprehension: the percentage of non-disabled students proficient on the MEAP/MME will increase from 89.9% (2009-10) to 93% and the percentage of students with disabilities proficient on the MEAP/MME will increase from 59.3% (2009-10) to 65% in by the end of the 2010-11 school year.

**SPR (90) Challenges :** None

## 1.1. Objective: Reading Objective 2010

**Measurable Objective Statement to Support Goal :** All students will increase skills in the area of comprehension: the percentage of non-disabled students proficient on the MEAP/MME will increase from 89.9% (2009-10) to 93% and the percentage of students with disabilities proficient on the MEAP/MME will increase from 59.3% (2009-10) to 65% in by the end of the 2010-11 school year.

**List of Strategies:**

ID	Strategy	Locked By
10780	District staff will implement effective, research-based reading comprehension strategies. (MLPP, Reading Recovery, Accelerated Reader, Elementary building interventionists, Common classroom assessments, formative assessments, summer school for at risk students in all levels).	

### 1.1.1. Strategy: Reading Strategy

**Strategy Statement:** District staff will implement effective, research-based reading comprehension strategies. (MLPP, Reading Recovery, Accelerated Reader, Elementary building interventionists, Common classroom assessments, formative assessments, summer school for at risk students in all levels).

**Selected Target Areas**

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all

stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

SPR (90) Indicator 14 Coordinated Professional Development Based Upon Common Principles: The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

SPR (90) Indicator 4 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

SPR (90) Indicator 6 High Standards and Clear Expectations: There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

**Other Required Information for Strategy**

***What research did you review to support the use of this strategy and action plan?***

The MEAP-MME test results were reviewed in Language Arts. We identified the 10 lowest items on each reading test in every grade and compiled the numbers in each strand. There were discussions with the teachers and principals in their work on MLPP, formative assessments, common assessments and other strategies used in improving reading proficiency for at risk students.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Reading interventionist in each elementary school	09/07/2010	08/31/2011	Reading interventionists
Training for Reading Recovery teachers	09/01/2010	08/31/2011	Three Reading Recovery Teachers - A. Marek, L. Serdy, N. Laginess
English Language Arts Curriculum Committee - consisting of 4 high school, 4 middle school, 4 upper elementary, and 4 lower elementary teacher members chaired by a principal. Special Education teachers will be embedded into these members. Their activity is to vertically and horizontally articulate the ELA Curriculum K-12 using Curriculum Maps and Pacing Guides.	09/01/2010	08/31/2011	Chairman: Mr. William Stevenson. He will report to the Curriculum Director, Mr. Michael Clemente
MLPP Training for elementary teachers that have not been trained in this topic	09/01/2010	08/31/2011	The elementary Principals will be responsible to communicate to the Curriculum Director for the approval of the activity.

### 1.1.1.1. Activity: Reading Activity

**Activity Description:** Reading interventionist in each elementary school

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Reading interventionists

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
4 reading interventionists	2 - title 1A, 2 - 31a	370,132.00	0.00

### 1.1.1.2. Activity: Reading Activity - Reading Recovery

**Activity Description:** Training for Reading Recovery teachers

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Three Reading Recovery Teachers - A. Marek, L. Serdy, N. Laginess

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Reading recovery resource	Title 1A and Title 2A	4,500.00	0.00

### 1.1.1.3. Activity: Reading Activity - ELA Committee

**Activity Description:** English Language Arts Curriculum Committee - consisting of 4 high school, 4 middle school, 4 upper elementary, and 4 lower elementary teacher members chaired by a principal. Special Education teachers will be embedded into these members. Their activity is to vertically and horizontally articulate the ELA Curriculum K-12 using Curriculum Maps and Pacing Guides.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Chairman: Mr. William Stevenson. He will report to the Curriculum Director, Mr. Michael Clemente

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ELA Committee	Title II Part A	5,632.00	0.00

**1.1.1.4. Activity: MLPP Training**

**Activity Description:** MLPP Training for elementary teachers that have not been trained in this topic

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** The elementary Principals will be responsible to communicate to the Curriculum Director for the approval of the activity.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
MLPP training	Title II Part A	10,224.00	0.00

**Goal 2: Mathematics 2010**

Content Area : Math

**Goal Source :** cna

**Development Status :** Approved

**Student Goal Statement :** All students will become proficient in Mathematics.

**Gap Statement :** When considering the percent of students proficient, there is a 35.2% difference between students without disabilities and students with disabilities as measured by the MEAP and MME testing.

**Cause for Gap :** Additional data analysis identifies fractions, mathematical operations, and geometry as the primary causes for the gap.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP-MME

- RtI
- District common assessments
- Report Cards
- Redesign Education
- AddVantage Math
- Accelerated Math
- Study Island

**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?** All students will be proficient on the Math MEAP and MME

All students will be proficient on district common assessments  
 Identified students will be proficient using RtI and Redesign Education.

**Contact Name :** Michael Clemente

**List of Objectives:**

ID	Objective
10834	All students will increase skills in the areas of fractions, mathematical operations, and geometry: the percentage of non-disabled students proficient on the MEAP/MME will increase from 79.0% (2009-10) to 84% and the percentage of students with disabilities proficient on the MEAP/MME will increase from 48.7% (2009-10) to 54% by the end of the 2010-11 school year.

**SPR (90) Challenges :** None

## 2.1. Objective: Mathematics Objective 2010

**Measurable Objective Statement to Support Goal :** All students will increase skills in the areas of fractions, mathematical operations, and geometry: the percentage of non-disabled students proficient on the MEAP/MME will increase from 79.0% (2009-10) to 84% and the percentage of students with disabilities proficient on the MEAP/MME will increase from 48.7% (2009-10) to 54% by the end of the 2010-11 school year.

**List of Strategies:**

ID	Strategy	Locked By
10834	District staff will implement effective, research based strategies on fractions, mathematical operations, and geometry. These strategies include the use of ADDVantage math instruction, Accelerated Math, and interventionists in elementary schools, Study Island, After school and Saturday school tutoring, and Academic Success classes in middle school, Credit recovery courses and tutoring in the high school, and summer school for at risk students in elementary, middle and high school. Staff will also use formative assessment, differentiative instruction, and common assessments in these areas.	

### 2.1.1. Strategy: Mathematics Strategy 2010

**Strategy Statement:** District staff will implement effective, research based strategies on fractions, mathematical operations, and geometry. These strategies include the use of ADDVantage math instruction, Accelerated Math, and interventionists in elementary schools, Study Island, After school and Saturday school tutoring, and Academic Success classes in middle school, Credit recovery courses and tutoring in the high school, and summer school for at risk students in elementary, middle and high school. Staff will also use formative assessment, differentiative instruction, and common assessments in these areas.

**Selected Target Areas**

<p>SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.</p>
<p>SPR (90) Indicator 2 Communicated and Articulated Curriculum: The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.</p>
<p>SPR (90) Indicator 3 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.</p>
<p>SPR (90) Indicator 4 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.</p>

SPR (90) Indicator 5 Use of Multiple Measures to Support School-wide Decision-making: The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

SPR (90) Indicator 6 High Standards and Clear Expectations: There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

**Other Required Information for Strategy**

***What research did you review to support the use of this strategy and action plan?***

MEAP-MME scores were researched. The top 10 lowest items were identified on each test in every grade and compiled the numbers in each strand. There were discussions with the teachers and principals in their work on AddVantage Math, Accelerated Math, middle school and high school mathematics strategies, formative assessment, and the use of district common assessments.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will produce and implement district common assessments for Mathematics that will identify proficiency in GLCE's and HSCCE's.	09/01/2010	08/31/2011	Mathematics Curriculum committee will be responsible for the production of the common assessments. This group includes teachers from all grade levels and is chaired by Mr. Brad Coon. He will report to the Curriculum Director, Mr. Michael Clemente. The Curriculum Director will use CLASS A and will analyze the results of the planned assessments in the spring.
Elementary teachers will complete the ADDVantage Math Course 1 Training.	09/01/2010	08/31/2011	Elementary Principals will report to the Curriculum Director, Mr. Michael Clemente
Staff will meet four times a year for support in ADDVantage Math in grade levels and for the Mathematics Curriculum Committee.	09/01/2010	08/31/2011	The Elementary Principals will be responsible for the ADDVantage Math meetings. Mr. Brad Coon, Chairman of the Mathematics Curriculum Committee will be responsible for the the activities of that committee. All will be reporting to the Curriculum Director, Mr. Michael Clemente.
Secondary Mathematics teachers will participate in professional development opportunities to enhance their knowledge	09/01/2010	08/31/2011	Secondary principals will be responsible for communicating with the Curriculum Director for the

and assist student in the proficiency of the mathematics benchmarks. This includes, but is not limited to, RESA workshops (mathematics research based workshops, formative assessment, differentiative instruction, implementation of common assessments using CLASS A), MDE sponsored workshops, and state and local association conferences.			approval of the activity.
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**2.1.1.1. Activity: Mathematics Common Assessments**

**Activity Description:** Teachers will produce and implement district common assessments for Mathematics that will identify proficiency in GLCE's and HSCCE's.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Mathematics Curriculum committee will be responsible for the production of the common assessments. This group includes teachers from all grade levels and is chaired by Mr. Brad Coon. He will report to the Curriculum Director, Mr. Michael Clemente. The Curriculum Director will use CLASS A and will analyze the results of the planned assessments in the spring.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title 2 funding	Title II Part A	5,623.00	0.00

**2.1.1.2. Activity: Mathematics ADDVantage Math**

**Activity Description:** Elementary teachers will complete the ADDVantage Math Course 1 Training.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Elementary Principals will report to the Curriculum Director, Mr. Michael Clemente

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ADDVantage Math resources	Title 1A and Title 2A	23,782.00	0.00

### 2.1.1.3. Activity: Mathematics Support

**Activity Description:** Staff will meet four times a year for support in ADDVantage Math in grade levels and for the Mathematics Curriculum Committee.

**Activity Type:** None

**Planned staff responsible for implementing activity:** The Elementary Principals will be responsible for the ADDVantage Math meetings. Mr. Brad Coon, Chairman of the Mathematics Curriculum Committee will be responsible for the the activities of that committee. All will be reporting to the Curriculum Director, Mr. Michael Clemente.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Support for ADDVantage Math and Math CC	Title II Part A	26,752.00	0.00

### 2.1.1.4. Activity: Mathematics Secondary Professional Development

**Activity Description:** Secondary Mathematics teachers will participate in professional development opportunities to enhance their knowledge and assist student in the proficiency of the mathematics benchmarks. This includes, but is not limited to, RESA workshops (mathematics research based workshops, formative assessment, differentiative instruction, implementation of common assessments using CLASS A), MDE sponsored workshops, and state and local association conferences.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Secondary principals will be responsible for communicating with the Curriculum Director for the approval of the activity.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math secondary PD	Title II Part A	2,760.00	0.00

### Goal 3: Science 2010

**Content Area :** Science

**Goal Source :** cna

**Development Status :** Approved

**Student Goal Statement :** All students will become proficient in Science.

**Gap Statement :** When considering the percent of students proficient, there is a 40% difference between students without disabilities and students with disabilities as measured by MEAP and MME testing.

**Cause for Gap :** Additional data analysis identifies constructing and reflecting scientific knowledge as the primary causes for the gap.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP/MME

RtI

Common Classroom Assessments

Report Cards

Study Island

Redesign Education

**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?** All students will be proficient on science common assessments.

Identified students will show improvement in RtI.

Students will be proficient on science classroom assessments.

**Contact Name :** Michael Clemente

**List of Objectives:**

ID	Objective
16236	All students will increase skills in the areas of constructing and reflecting scientific knowledge: the percentage of non-disabled students proficient on the MEAP/MME will increase from 72.0% (2009-10) to 78% and the percentage of students with disabilities proficient on the MEAP/MME will increase from 37.3% (2009-10) to 42% in by the end of the 2010-11 school year.

**SPR (90) Challenges :** None

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### 3.1. Objective: Science Objective 2010

**Measurable Objective Statement to Support Goal :** All students will increase skills in the areas of constructing and reflecting scientific knowledge: the percentage of non-disabled students proficient on the MEAP/MME will increase from 72.0% (2009-10) to 78% and the percentage of students with disabilities proficient on the MEAP/MME will increase from 37.3% (2009-10) to 42% in by the end of the 2010-11 school year.

**List of Strategies:**

ID	Strategy	Locked By
16236	District staff will implement effective, research-based strategies on constructing and reflecting scientific knowledge. These strategies include: -The use of interventionists in elementary schools, -Study Island, After school and Saturday school tutoring, and Academic Success classes in middle school, -Credit recovery courses and tutoring in the high school, and - Summer school for at risk students in elementary, middle and high school. Staff will also use formative assessment, differentiative instruction, and common assessments in these areas.	

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#### 3.1.1. Strategy: Science Strategy 2010

**Strategy Statement:** District staff will implement effective, research-based strategies on constructing and reflecting scientific knowledge. These strategies include: -The use of interventionists in elementary schools,  
 -Study Island, After school and Saturday school tutoring, and Academic Success classes in middle school,  
 -Credit recovery courses and tutoring in the high school, and  
 -Summer school for at risk students in elementary, middle and high school.  
 Staff will also use formative assessment, differentiative instruction, and common assessments in these areas.

### Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

SPR (90) Indicator 14 Coordinated Professional Development Based Upon Common Principles: The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

SPR (90) Indicator 19 Informed Data-Based Decision-Making: System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

SPR (90) Indicator 2 Communicated and Articulated Curriculum: The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

SPR (90) Indicator 4 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

SPR (90) Indicator 6 High Standards and Clear Expectations: There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

### Other Required Information for Strategy

#### *What research did you review to support the use of this strategy and action plan?*

MEAP-MME scores were researched. The top 10 lowest items were identified on each test in every grade and compiled the numbers in each strand. There were discussions with the teachers and principals in their work on improving and enhancing science instructional strategies in all grade levels, and the use of

formative assessment and district and grade level common assessments.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Science teachers will participate in professional development opportunities to enhance their knowledge and assist students in the proficiency of the science benchmarks. This includes, but is not limited to, RESA workshops (science instruction, formative assessment, differentiative instruction, and the implementation of common assessments), MDE workshops, and state and local association conferences.	09/01/2010	08/31/2011	The Curriculum Director will be responsible for the approval of the staff activity with input from the principals.

**3.1.1.1. Activity: Science Professional Development Activity**

**Activity Description:** Science teachers will participate in professional development opportunities to enhance their knowledge and assist students in the proficiency of the science benchmarks. This includes, but is not limited to, RESA workshops (science instruction, formative assessment, differentiative instruction, and the implementation of common assessments), MDE workshops, and state and local association conferences.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** The Curriculum Director will be responsible for the approval of the staff activity with input from the principals.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science Resources	Title II Part A	5,520.00	0.00

**Goal 4: Social Studies 2010**

**Content Area :** Social Studies

**Goal Source :** cna

**Development Status :** Approved

**Student Goal Statement :** All students will become proficient in Social Studies.

**Gap Statement :** When considering the percent of students proficient, there is a 35% difference between students without disabilities and students with disabilities as measured by MEAP 2009 and MME 2009 testing.

**Cause for Gap :** Additional data analysis identifies history and economics as the primary causes for the gap.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP/MME  
Classroom common assessments  
Teacher formative 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?** All students will be proficient on the Social Studies MEAP and MME.

All students will be proficient on Social Studies grade level common assessments.

**Contact Name :** Michael Clemente

**List of Objectives:**

ID	Objective
16453	All students will increase skills in the areas of history and economics: the percentage of non-disabled students proficient on the MEA/MME tests will increase from 79.7% (2009-10) to 84% and the percentage of students with disabilities proficient on the MEAP/MME tests will increase from 44.7% (2009-10) to 52% by the end of the 2010-11 school year.

**SPR (90) Challenges :** None

## 4.1. Objective: Social Studies Objective 2010

**Measurable Objective Statement to Support Goal :** All students will increase skills in the areas of history and economics: the percentage of non-disabled students proficient on the MEA/MME tests will increase from 79.7% (2009-10) to 84% and the percentage of students with disabilities proficient on the MEAP/MME tests will increase from 44.7% (2009-10) to 52% by the end of the 2010-11 school year.

**List of Strategies:**

ID	Strategy	Locked By
16453	District staff will implement effective, research-based strategies on history and economics. These strategies include: -The use of interventionists in elementary schools, -Study Island, After school and Saturday school tutoring, and Academic Success classes in middle school, -Credit recovery courses and tutoring in the high school, and -Summer school for at risk students in elementary, middle and high school. Staff will also use formative assessment,	

differentiative instruction, and common assessments in these areas.	
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### 4.1.1. Strategy: Social Studies Strategy 2010

**Strategy Statement:** District staff will implement effective, research-based strategies on history and economics. These strategies include:

- The use of interventionists in elementary schools,
- Study Island, After school and Saturday school tutoring, and Academic Success classes in middle school,
- Credit recovery courses and tutoring in the high school, and
- Summer school for at risk students in elementary, middle and high school.

Staff will also use formative assessment, differentiative instruction, and common assessments in these areas.

#### Selected Target Areas

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#### Other Required Information for Strategy

***What research did you review to support the use of this strategy and action plan?***

Staff looked at the lowest 10 items on the MEAP and MME testing in each grade tested and compiled information related to each strand. There were many discussions with teachers and principals in their work on social studies instruction and the use of formative and common assessments.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Social Studies teachers will participate in professional development opportunities to enhance their knowledge and assist student in the proficiency of the social studies benchmarks. This includes, but is not limited to, RESA workshops (Social Studies workshops, formative assessment, differentiative instruction, and the implementation of common assessments), state sponsored workshops, and state and local association conferences.	09/01/2010	08/31/2011	Principals will seek the approval of the Curriculum Director for any activity.

#### 4.1.1.1. Activity: Social Studies Professional Development

**Activity Description:** Social Studies teachers will participate in professional development opportunities to enhance their knowledge and assist student in the proficiency of the social studies benchmarks. This includes, but is not limited to, RESA workshops (Social Studies workshops, formative assessment,

differentiative instruction, and the implementation of common assessments), state sponsored workshops, and state and local association conferences.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Principals will seek the approval of the Curriculum Director for any activity.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
SS PD resource	Title II Part A	5,520.00	0.00

## Goal 5: Writing 2010

**Content Area :** English Language Arts

**Goal Source :** cna

**Development Status :** Approved

**Student Goal Statement :** All students will become proficient in Writing.

**Gap Statement :** When considering the percent of students proficient, there is a 47% gap between the students without disabilities and students with disabilities as measured by the Fall 2008 MEAP and Spring 2009 MME testing.

**Cause for Gap :** Additional data analysis identifies writing process as the primary cause for the gap.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP(Writing 2008) and MME(Writing 2009-2010) scores

Classroom assessments

Teacher interviews

Formative 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?** All students will be proficient on the Writing MEAP and MME.

All students will be proficient on writing common assessments.

**Contact Name :** Michael Clemente

**List of Objectives:**

ID	Objective
16805	All students will increase skills in the area of writing process: the percentage of non-disabled students proficient on the MEAP/MME will increase from 73% (2008-09) to 80% and the percentage of students with disabilities proficient on the MEAP/MME will increase from 26% (2009-09) to 38% in by the end of the 2010-11 school year.

**SPR (90) Challenges :** None

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## 5.1. Objective: Writing Objective 2010

**Measurable Objective Statement to Support Goal :** All students will increase skills in the area of writing process: the percentage of non-disabled students proficient on the MEAP/MME will increase from 73% (2008-09) to 80% and the percentage of students with disabilities proficient on the MEAP/MME will increase from 26% (2009-09) to 38% in by the end of the 2010-11 school year.

**List of Strategies:**

ID	Strategy	Locked By
16805	District staff will implement effective, research based strategies on the writing process. These strategies include: -The use of interventionists and Lucy Caukins techniques in elementary schools, -Study Island, After school and Saturday school tutoring, and Academic Success classes in middle school, -Writing strategies based upon RESA workshops using a trainer of trainer model in all levels, -Write Tools with Douglas Reeves using the trainer of trainer model in all levels, and -Summer school for at risk students in elementary, middle and high school. Staff will also use formative assessment, differentiative instruction, and common assessments in these areas.	

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### 5.1.1. Strategy: Writing Strategy 2010

**Strategy Statement:** District staff will implement effective, research based strategies on the writing process. These strategies include:

- The use of interventionists and Lucy Caukins techniques in elementary schools,
- Study Island, After school and Saturday school tutoring, and Academic Success classes in middle school,
- Writing strategies based upon RESA workshops using a trainer of trainer model in all levels,
- Write Tools with Douglas Reeves using the trainer of trainer model in all levels, and
- Summer school for at risk students in elementary, middle and high school.

Staff will also use formative assessment, differentiative instruction, and common assessments in these areas.

### Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

SPR (90) Indicator 2 Communicated and Articulated Curriculum: The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

SPR (90) Indicator 4 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

SPR (90) Indicator 6 High Standards and Clear Expectations: There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

### Other Required Information for Strategy

#### *What research did you review to support the use of this strategy and action plan?*

MEAP 2008 and MME 2009 scores for Writing were researched. Information was compiled on the percent proficient in each grade and the comments given by reviewers. Data was differentiated between students with disabilities and those without disabilities. There were discussions with the teachers and principals on their work on improving and enhancing writing instructional strategies and assessments in all grade levels, along with the use of formative assessment and district and grade level common assessments.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
The English Language Arts Curriculum Committee, consisting of a principal chairman along with 4 high school teachers, 4 middle school teachers, 4 upper elementary teachers, and 4 lower elementary teachers will be responsible to be trained for the use of Write Tools, a K-12 writing tool.	09/01/2010	08/31/2011	Mr. William Stevenson, chairman of the ELA Committee will report to the Curriculum Director, Mr. Michael Clemente.
The English Language Arts Curriculum Committee will meet four times to help the vertical and horizontal articulation of the ELA Curriculum K-12. Activities will include curriculum mapping and pacing guides for each grade along with the bridges needed between grade levels.	09/01/2010	08/31/2011	Mr. William Stevenson, chairman of the ELA Committee will report to the Curriculum Director, Mr. Michael Clemente.
Language Arts teachers will participate in professional development opportunities to enhance their knowledge and assist students in the proficiency of the language arts benchmarks. This includes, but is not limited to, RESA workshops (writing instruction, formative assessments, differentiative instruction, writing and implementing grade level common assessments), state sponsored workshops, and state and local association conferences.	09/01/2010	08/31/2011	Elementary and Secondary Principals will be responsible for obtaining the approval from the Curriculum Director, Mr. Michael Clemente prior to the activity.

**5.1.1.1. Activity: Write tools training**

**Activity Description:** The English Language Arts Curriculum Committee, consisting of a principal chairman along with 4 high school teachers, 4 middle school teachers, 4 upper elementary teachers, and 4 lower elementary teachers will be responsible to be trained for the use of Write Tools, a K-12 writing tool.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Mr. William Stevenson, chairman of the ELA Committee will report to the Curriculum Director, Mr. Michael Clemente.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Write tools training	Title II Part A	5,283.10	0.00

**5.1.1.2. Activity: ELA Curriculum Committee**

**Activity Description:** The English Language Arts Curriculum Committee will meet four times to help the vertical and horizontal articulation of the ELA Curriculum K-12. Activities will include curriculum mapping and pacing guides for each grade along with the bridges needed between grade levels.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Mr. William Stevenson, chairman of the ELA Committee will report to the Curriculum Director, Mr. Michael Clemente.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ELA Committee	Title II Part A	5,632.00	0.00

**5.1.1.3. Activity: Language Arts Professional Development**

**Activity Description:** Language Arts teachers will participate in professional development opportunities to enhance their knowledge and assist students in the proficiency of the language arts benchmarks. This includes, but is not limited to, RESA workshops (writing instruction, formative assessments, differentiative instruction, writing and implementing grade level common assessments), state sponsored workshops, and state and local association conferences.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Elementary and Secondary Principals will be responsible for obtaining the approval from the Curriculum Director, Mr. Michael Clemente prior to the activity.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 08/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ELA PD	Title II Part A	5,520.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title II Part A	\$78,466.10	\$0.00
Other	\$370,132.00	\$0.00
Other	\$28,282.00	\$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
Mr.	Bruce	Burger	Superintendent	burgerb@gibdist.net
Mr.	Michael	Clemente	Curriculum Director	clemenm@gibdist.net
Ms.	Kathy	Wayda	Business Manager	waydak@gibdist.net
Mr.	William	Stevenson	High School Principal	stevenw@gibdist.net
Mr.	Brad	Coon	Middle School Principal	coonb@gibdist.net
Mrs.	Els	Ferguson	Elementary School Princip	ferguse@gibdist.net
Mrs.	Belinda	Livingston	Elementary School Princip	livingb@gibdist.net
Mrs.	Cindy	Hoffman	Elementary School Princip	hoffmac@gibdist.net
Ms.	Susan	Andrade	Elementary School Princip	andrads@gibdist.net
Mr.	Joseph	Hilliard	Technology Director	hilliaj@gibdist.net

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

All stakeholders were involved in the discussion of this district improvement plan. Their input in meetings was vital in the discussion of the vision of the district along with the design of the goals management activities included in this plan. All stakeholders will be given quarterly reports from the Curriculum Director on the progress of the activities and use of funds. During the spring of 2011, there will be an evaluation of the activities to date with an eye toward meeting the goals that are established in this district improvement plan.

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

The decisions made on curriculum, instruction, and assessment in the Gibraltar School District begin with discussions with administrative staff and instructional staff on topics of interest. Using the resources of Wayne RESA, along with other educational institutions such as the International Center for Education, and experts such as Willard Daggett, Robert Marzano, and Douglas Reeves, the district collaboratively comes to decisions on activities that will enhance curriculum, instruction, and assessment in the best interest of the students and staff.

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

All stakeholders will given a copy of the final evaluation of all activities involved in the goals of the district in 2010-2011 in charts, graphs, and in narrative form. The evaluation will be presented at a Gibraltar School District Board of Education meeting near the end of the 2010-11 school year.

# 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:

Ms. Kathy Wayda, Business Manager

Address:

19370 Vreeland Rd

Telephone Number:

734-379-6355

## 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?***

The following Professional Learning activities will be needed for the successful implementation of this district improvement plan:

- ADDVantage Math training
- MLPP training
- Formative Assessment training
- CLASS A training for curriculum alignment, data analysis, and common assessment test development
- Differentiation Instruction training

***2. How has the institution integrated its available fiscal resources to support this school improvement plan?***

The Gibraltar School District has formulated a budget with its Title 1A, 2A, and 31A At Risk resources to support this District Improvement Plan.

***3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?***

The district has discussed the need for the integration of technology to support this plan with the Technology Director. Consultants from Wayne RESA have been instrumental in the enhancement of technology in this plan. The use of technology is essential in the CLASS A common assessments preparation and each assessment's evaluation. CLASS A is also essential in the data analysis of both MEAP/MME data along with district common assessments.