

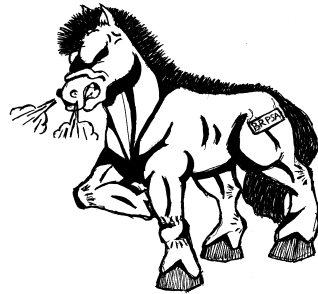
School Improvement Plan

Ben Ross Public School Academy

Serving Grades K-8 (School-wide Title I)

Linda Cooksey, Interim Principal

2009 – 2012



Revised 05/19/10

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A. MISSION AND VISION STATEMENTS

Mission Statement

The mission of Ben Ross Public School Academy is to provide a world-class education for all students in a safe and nurturing learning environment.

Vision Statement

At Ben Ross Public School Academy we envision our school to be one in which:

- Students are in attendance daily, on task and actively engaged in curriculum.
- Staff and students are consistently committed to reminding, re-teaching, and redirecting.
- Students accept responsibility for their own learning.
- Students, staff, parents, and community stakeholders work collaboratively toward learning goals.

B. SUMMARY OF ACADEMIC LEARNING GOALS

- Goal #1 – By June 2010, the number of students who meet or exceed the ELA standards assessed by MEAP in grades 3 – 8 will increase by 10%.
- Goal #2— By June 2010, the number of students who meet or exceed the Math standards assessed by MEAP in grades 3 – 8 will increase by 10%.
- Goal #3—Special Education student population in grades 3 - 8 will increase their MEAP/MEAP-Access scores by 5% and successfully participate and achieve in an inclusion classroom as guided by the RtI model.
- Goal #4—The 2009-10 Harris Poll survey will show a ten percent increase in staff, student, and stakeholder satisfaction in the area of positive school spirit and culture.

C. SCHOOL IMPROVEMENT TEAM STAKEHOLDERS

a. STAKEHOLDER INVOLVEMENT

The following stakeholders have been involved in the detailed planning of the following school improvement plan. Monitoring and evaluation of the plan will also be the responsibility of the stakeholders to ensure the plan's success. The Principal assembles a Student Achievement Committee consisting of Lead Teachers, Curriculum Coordinators, School Operations Manager, and Classroom Teachers. The Student Achievement Team is responsible for supporting the Principal in recommending and assuring development of necessary school policies and procedures that support continuous improvement; monitoring student achievement and progress; assuring adjustments or changes in practice to improve student achievement and school quality; and providing leadership in collaboration with the Principal. The Student Achievement Committee team also assists the Principal in developing school policies, coordinating school services and program, and fulfilling school planning and public reporting requirements.

b. REQUIRED STAKEHOLDERS

Name	Position	Contact Information	Signature
Linda Cooksey	Interim Principal	lcoksey@benross.edisonlearning.com	
Pat Snyder	School Opeartions Manager/Title I Coordinator	patsnyder@edisonlearning.com	
Christine Horwood	Literacy Coordinator- SIP Committee Chair	chhorwood@benross.edisonschools.com	
Megan Jakinovich	Elementary Academy Lead Teacher	mjakinovic@benross.edisonlearning.com	
Sarah Pattee	Junior Academy Teacher	spattee@benross.edisonschools.com	
Linda Cooksey	Special Education Director	licooksey@benross.edisonlearning.com	
Crystal Hicks	Elementary Lead Teacher	cryhicks@benross.edisonlearning.com	
Stacey DeMarco	3 rd Grade Teacher	sdemarco@benross.edisonschools.com	
Maura Hannan	Special Education Teacher	mahannan@benross.edisonlearning.com	
Marshawna Webb	Parent		
Christian Johnson	Student		
Charday Erwin	Student		

- **Stakeholder Involvement-** Parents were invited to join teachers and administrators in the early stages of the school improvement plan process. At the start of each school year, stakeholders reconfirm their commitment to the school improvement process. At the beginning of every quarter each school year, during Parent/Teacher conferences an area will be available for parents to meet with school leaders for the purpose of discussing our school improvement plan implementation. In that setting parent suggestions will be recorded and carefully reviewed by administrators and the leadership team.
- **Shared Decision-Making-**The Leadership Team and Administrators meet weekly. The leadership agenda includes discussion and collaborative decision-making involving curriculum, instruction, and assessment. Following this weekly meeting, Lead Teachers continue the discussion further with the entire staff during grade level and house meetings, which also occur weekly. Finally, important issues are placed on the agenda of monthly staff-wide meetings. As a means of enhancing parent involvement, teachers attend monthly parent meetings (MPAC) where parents may bring questions and provide input about curriculum, instruction and assessment.
- **Reporting to Stakeholders-**Each quarter students, parents and teachers meet to discuss student progress. Each student presents his/her work indicating progress toward GLCE mastery. Quarterly achievement is documented for the current quarter and goals identified for upcoming quarter. At each board meeting the Principal/Edison Learning’s General Manager reports on monthly benchmark scores and overall student achievement.

D. STATEMENT OF NON-DISCRIMINATION

This school 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 received financial assistance from the U.S.

Title of School/District Contact: Linda Cooksey, Interim Principal

Address: 8525 Cole, Warren MI 48093

Telephone Number: (586) 575-9418

References: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act 1990, Elliott-Larsen prohibits discrimination against religion.

E. EVALUATION

Ben Ross staff will evaluate the plan monthly to guide implementation of the school-wide plan and programs through the school improvement process. The staff will use trend data from the state's annual assessment (MEAP), EdYES!, and Harris Poll Survey, to determine if the goals were met. The staff will identify students' achievement levels and use data to determine whether or not these students are achieving the standards. The school improvement process at Ben Ross is ongoing, and as the School Improvement Committee meets throughout the year, School Improvement Plan components are reviewed and revised as needed to ensure continuous student improvement. The entire staff shares in the evaluation process through timely discussions at staff meetings and day-to-day conversation.

Goal #1: By June 2010, the number of students who meet or exceed the ELA standards assessed by MEAP in grades 3 – 8 will increase by 10%.

Goal Rationale: Based on the 2008-09 MEAP data student performance in the area of ELA indicated that a targeted approach is necessary in order to improve the number of students who met AYP targets.

Strategy The staff at Ben Ross will provide reinforcement and supplemental instruction for students who are at-risk in the area of ELA in all grades.

Research-based Support: Step-up to writing, 6+1 Traits of Writing, STORYtown, Holt Elements of Literature, Read 180, Wilson Reading, Foundations, and progress monitoring with AIMSWeb. Special Needs students will be specifically targeted for accelerated learning through the RtI process and Read 180.

Activities to Implement Strategies	Staff Responsible for Implementing Activity	Timeline for Activity		Resources Needed		Monitoring Plan for the Activity	Evidence of Activity Success	Status
		Begin	End	Material	Source/\$			
1. Successful implementation of our new differentiated reading programs, utilizing technology for instruction, intervention and assessment.	Teachers	Sept	June	STORYtown -ARRA Holt Elements of Literature & Language Read 180 AIMS Web ARRA Wilson Reading Title Ia Foundations Title Ia	ARRA Title I ARRA	All staff will participate in extensive training of the reading program and intervention programs. Principal, RCC, Special Ed Coordinator, observations and clear concise objective-based lesson plans.	Evidence of achievement based on classroom assessments, benchmark, MEAP, and/or other in-house assessment tools.	
2. Admin will review and restructure the current morning & after school tutoring program to enhance student achievement.	Principal Reading CC Title I Coordinator	Aug	Sept	AIMS Web Supplemental Instructional Materials	AM - At risk PM Title Ia	Reading Coordinator & Title I Coordinator will manage and monitor the restructuring of tutoring plan.	Increased student ELA MEAP and Benchmark scores.	
3. Summer school instruction will be provided to identified students in the areas of ELA and Mathematics.	Principal RCC Math CC/Title I Teachers Student Support Manager	May	Aug	Supplemental Instructional Materials Professional Development Student Incentives	Title Ia	Teachers will implement best instructional practices to meet the needs of summer school students. Incentives will be provided to students that display the three As, (Attendance, Attitude, Achievement)	Increased student ELA & Math MEAP and Benchmark scores.	

Goal #1: By June 2010, the number of students who meet or exceed the ELA standards assessed by MEAP in grades 3 – 8 will increase by 10%.

Continued

Activities to Implement Strategies	Staff Responsible for Implementing Activity	Timeline for Activity		Resources Needed		Monitoring Plan for the Activity	Evidence of Activity Success	Status
		Begin	End	Material	Source/\$			
4. Staff will implement Writing Workshop, Step-up to Writing, 6+1 Traits of Writing & Weekly Writing Blitz.	Teachers RCC Regional Literacy Coordinator	Sept	June	PD Teacher Training Writing Resources(Lucy Calkins) and Materials Grade Level Rubrics Weekly Prompts	Title 1a - Materials ARRA/Title Ia - Training	Teachers will collaboratively score student work utilizing grade-level created rubrics.	Increased student ELA MEAP and Benchmark scores.	
5. Teachers will regularly analyze monthly Benchmark data and embed identified weak areas in lesson plans.	Principal Regional CCs Reading CC Title I Coordinator Teachers	Sept	June	Monthly Benchmark Data AIMSweb	N/A	Teachers will collaboratively analyze monthly benchmark data to drive classroom instruction with identified embedded skills.	Increased LA Benchmark and ELA MEAP scores. <i>(Correlates with the Ben Ross Tech Plan Administrative/Management Goals; Student Information Systems) p. 10</i>	
6. Implement school-wide incentives for reading/writing improvement, targeted monthly Benchmark performance and high quality student participation.	Principal RCC Teachers	Sept	June	Reading Logs Accelerated Reader Benchmark Targets Incentive Materials	Activities Acct & Title Ia	Teachers and RCC will monitor student performance and progress (Reading logs and Accelerated Reader). Community Involvement supported by Tim Horton's for students who participate in reading logs each month. Also, two students are sent to Tim Hortons Natl CAMP Day.	Evidence of achievement based on classroom assessments, benchmark, MEAP, and/or other in-house assessment tools.	
7. Teachers will incorporate cross curricular objectives for ELA in Math, Social Studies and Science curriculum in support of building-wide initiatives.	CCs Teachers Regional Literacy Coordinator	Sept	June	PD Teacher Training ELA Resources and Materials Grade Level Rubrics Monthly Prompts	N/A	Teachers will collaboratively analyze monthly benchmark data to drive classroom instruction with identified embedded skills	Increased achievement in ELA scores on the MEAP.	
8. Teachers will read a minimum of one novel per month and used balanced literacy to measure and engage effectiveness.	Principal Classroom Teacher RCC	Sept	June	Classroom Novels		Teachers will establish a routine with classroom novel review	Increased achievement in ELA scores and on the MEAP.	

Goal #2: By June 2010, the number of students who meet or exceed the Math standards assessed by MEAP in grades 3 – 8 will increase by 10%.

Goal Rationale: Based on the 2008-09 MEAP data student performance in the area of Mathematics indicated that a targeted approach is necessary in order to improve the number of students who met AYP targets.

Strategy: The staff at Ben Ross will provide reinforcement and supplemental instruction for students who are at-risk in the area of mathematics in all grades.

Research-based Support: Everyday Math, Prentice Hall, AIMS Web, and Benchmarks

Activities to Implement Strategies	Staff Responsible for Implementing Activity	Timeline for Activity		Resources Needed		Monitoring Plan for the Activity	Evidence of Activity Success	Status
		Begin	End	Material	Source/\$			
1. Administrator and staff will review and restructure the current morning and after school tutoring program to enhance student achievement.	Principal Math CC/Title I Coordinator	Aug	Sept	Supplemental Instructional Materials		Math CC /Title I Coordinator will manage and monitor the restructuring of the math tutoring program.	Increased student scores on benchmark, MEAP, and classroom assessments	
2. Teachers will embrace the utilization of technology in the classroom, using ELMOs and SmartBoards to enhance math instruction. Project based learning about technology.	Teachers STM Math CC Principal	Sept	Jun	ELMOs LCD Projectors SmartBoards PD on Project Based Learning	ARRA	Principal and Math CC/Title I, teachers, will monitor teacher lesson plans and observe SmartBoard and ELMO use. Rubrics for technology projects	Increased student scores on benchmark, MEAP, and classroom assessments. Exhibition of student work with parent and community judges.	
3. Teachers will regularly analyze monthly Benchmark data and embed identified weak areas in lesson plans using best instructional practices, such as flexible grouping.	Principal Math CC/ Teachers	Sept	June	Benchmark Data Supplemental Materials and Teacher Resource books Professional Development		Teachers, Principal and Math CC/Title I will collaboratively analyze monthly benchmark data to drive classroom instruction with identified embedded skills. <small>(Correlates with the Ben Ross Tech Plan Administrative/Management Goals: Student Information Systems) p. 10</small>	Increased student scores on benchmark, MEAP, and classroom assessments.	
4. Implement new K-6 curriculum and school-wide incentives for mathematics improvement and high quality student participation.	Principal Teachers Math CC/Title I	Sept	June	Incentive Materials Excel Math Program	Activities acct & Title Ia	Principal, Math CC/Title I, and teachers will monitor student participation and progress in mathematics activities to ensure measurable student gains.	Increased student scores on Benchmark, MEAP, and classroom assessments.	

5. Implement Pre-Algebra programs for identified students.	Math CC/Title I Principal 7-8 th Math Teachers	Sept	June	Algebra preparedness assessment, Benchmarks, AIMS Web, Classroom Assessments, Teacher Recommendation	Title Ia	Principal, Math CC/Title I, and Math teachers will monitor student participation and progress in mathematics activities to ensure measurable student gains.	Increased student scores on Benchmark, MEAP, and classroom assessments ensuring student success in meeting MI high school math standards.	
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Goal #2a: Grades 3-8 will meet or exceed AYP targets on the 2009 MEAP test. Grades that have met AYP targets on the 2008 MEAP test will make a five percent increase on MEAP scores.

SMART Goal: By June 2009, the number of students who meet or exceed Science and Social Studies state achievement standards as assessed by MEAP will increase by 5%.

Goal Rationale: On the 2007 MEAP test grades five and six did not meet AYP targets in the area of math. Of those meeting AYP targets, a five percent increase over the 2006 MEAP score was not attained in the areas of fifth grade ELA, fifth grade Math, fifth grade Science, sixth grade ELA, sixth grade Social Science, seventh grade ELA, eighth grade ELA, and eighth grade Science.

Strategy #3 The staff at Ben Ross will provide reinforcement and supplemental instruction in the area of science and social studies in all grades.

Research-based Support:

Activities to Implement Strategies	Staff Responsible for Implementing Activity	Timeline for Activity		Resources Needed		Monitoring Plan for the Activity	Evidence of Activity Success	Status
		Begin	End	Material	Source/ \$			
1. Teachers will create quarterly assessment based on Science and Social Studies GLCEs.	Teachers Ach Coordinator	Aug	Jun	GLCEs	N/A	Principal and CCs will work with grade level teams to design quality assessments to measure student learning.	Each grade K-8 will have quarterly Science and Social Studies assessments created.	Getting Started
2. Teachers will utilize quarterly assessment to measure student learning in Social Studies and Science.	Teachers Ach Coordinator	Aug	Jun	Quarterly Assessments	N/A	Teachers will administer and assess student understanding of subject area GLCEs and record in the all staff data server.	Completed data sheet within the all staff server.	Getting Started
3. Teachers will identify GLCE gaps in curriculum and supplement to fill gaps.	Teachers CCs	Aug	Jun	Supplemental Materials	N/A	Grade level teams will collaboratively work with CCs to report gaps and supplemental material needs to the Principal.	Complete coverage of all GLCEs across all grades.	

Goal #1 & 2: By June 2010, the number of students who meet or exceed the ELA & Math standards assessed by MEAP in grades 3 – 8 will increase by 10%.

<u>Measure</u>	Data Collection				Data analysis			Reporting to Stakeholders		
	Data to be examined	What are we collecting?	Source of the collection	Who will collect it?	When will we collect it?	Method	When	Who	Who	Audience
1. MEAP scores	Test scores	The State of Michigan	Administration	When MEAP scores are released.	Grade level team collaboration	Immediately following release of MEAP scores	Grade Level Teams, Curriculum Coordinators, Administration	Principal	All Stakeholders	Immediately following release of MEAP data and analysis
2. Monthly Benchmark scores	Benchmark scores	Benchmark server	Teachers	Monthly	Grade level team collaboration	Following completion of Benchmark testing	Grade level teams, Curriculum Coordinators	Teachers, Curriculum Coordinators, Principal	All Stakeholders	Monthly
3. Grade Level Science and Social Studies Quarterly Assessment	Science and Social Studies Quarterly test data	Teacher created Quarterly tests	Teachers	After administration of each quarterly assessment	Grade level team collaboration	Following grading of quarterly tests	Grade level teams	Teachers	All Stakeholders	At SLC's
4. All student test scores <i>(Correlates with the Ben Ross Technology Plan: Communication & Information) p.11</i>	AIMS Web Benchmark MEAP Terra Nova Scantron	Benchmark Server AIMS Web	Teachers CCs	As Needed	Excel color coding	Monthly	All Staff	All Staff	All Stakeholders	Monthly or as data is available

Goal #3: The Special Education student population in grades 3 - 8 will increase their MEAP/MEAP-Access scores by 5% and successfully participate and achieve in an inclusion classroom as guided by the RtI model.

Goal Rationale: Based on the 2008-09 MEAP/MI Access data student performance indicated that a targeted approach is necessary in order to increase the number of Special Education students who met AYP targets.

Strategy: The staff will provide differentiated instruction for Special Needs students in inclusion classrooms.

Research-based Support: RtI, Read 180, AIMS Web

Activities to Implement Strategies	Staff Responsible for Implementation Activity	Timeline for Activity		Resources Needed		Monitoring Plan for the Activity	Evidence of Activity Success	Status
		Begin	End	Material	Source/\$			
1. Students will enhance reading abilities by participating in intensive, adaptive computer-based exercises via Read 180 instruction.	Sp. Ed. Coordinator Regional Literacy Coordinator Sp. Ed. Teachers Inclusion Teachers CIMS-2 (RAP Team)	Sept	June	Laptops PD	ARRA Title I	Sp. Ed. Coordinator will review Read 180 data and progress monitor for measureable achievement gains.	Increased student ELA MEAP and MEAP-Access scores	Getting Started
2. Students will be provided with intervention strategies through the RtI model.	SSM Sp. Ed. Coordinator Teachers CIMS-2 (RAP Team)	Sept	June	RtI-based approach PD Book study materials	Title Ia	Sp. Ed. Coordinator and SSM will monitor the implementation of RtI principles.	Reduction in Special Education behavior referrals and a measureable increase in student achievement.	Getting Started
3. A spreadsheet will be created with pertinent information and dates in the IEP process. Sped team will gain PD with the Tech personnel to add info to SOAR	Sp. Ed. Coordinator Teachers CIM-2 (RAP Team)	Sept	June	CAP Report		Sp. Ed. Director will review information and ensure that continual professional development will be held to compare notes and dates recorded on the form to the SOAR system	Spreadsheet of IEPs and meeting agenda/minutes	

Goal #4: The 2009-10 Harris Poll survey will show a ten percent increase in staff, student, and stakeholder satisfaction in the area of positive school spirit and culture.

Goal Rationale: In the 2007-08 school year the staff at Ben Ross identified a need to promote positive school spirit and culture. This need was identified after review of the completed 2008 EdYES! Report.

Strategy: The school climate at Ben Ross will promote a positive school spirit and culture through shared vision and collaborative decision making between staff, students, and stakeholders.

Research-based Support:

Activities to Implement Strategies	Staff Responsible for implementing Activity	Timeline for Activity		Resources Needed		Monitoring Plan for the Activity	Evidence of Activity Success	Status
		Begin	End	Material	Source/\$			
1. Leadership will ensure that staff meetings are organized according to teachers' needs and school-related topics are facilitated in a timely manner, thus enabling the productivity of the meeting.	Principal Lead Teachers CCs Committee Chairs	Aug	June	School Calendar PD Calendar Agendas Meeting Minutes Evaluations Suggestion/ Concern Box or emails	N/A	The agenda is distributed 24 hours in advance with time limits on each agenda item and staff comments and concerns are included. Evaluation and/or feedback forms are distributed immediately following PD sessions.	All meetings begin and end on time with active participation from staff members. Staff concerns and evaluations are addressed in a timely manner.	
2. Teachers, parents, and community members are made aware of the events that occur during the school year and are quickly notified of pending changes.	Principal Teachers Secretaries MPAC SSM Lead Tutor Special Ed Director	Aug	June	Auto Dialer Newsletters School Calendar Emails Family Engagement Letter School Compact Ltr Metro Parent Magazine Blac Magazine	No charge	Staff will use the auto-dialer to inform parents of upcoming events, post events to the on-line school calendar. Staff will ensure that weekly newsletters are distributed and staff will check emails daily.	Increased parent and community attendance at events. Parent satisfaction of school communication events.	

Goal #4:

The 2009-10 Harris Poll survey will show a ten percent increase in staff, student, and stakeholder satisfaction in the area of positive school spirit and culture.

Continued

Activities to Implement Strategies	Staff Responsible for implementing Activity	Timeline for Activity		Resources Needed		Monitoring Plan for the Activity	Evidence of Activity Success	Status
		Begin	End	Material	Source/\$			
3. Implement school-wide incentives for reading/ writing improvement, targeted monthly Benchmark performance and high quality student participation.	Principal RCC Teachers	Sept	June	Reading Logs Accelerated Reader Benchmark Targets Incentive Materials	Activities acct Title I	Teachers and RCC will monitor student performance and progress (Reading logs and Accelerated Reader)	Evidence of achievement based on classroom assessments, benchmark, MEAP, and/or other in-house assessment tools.	
4. Lead Team will develop an observation schedule for: Curriculum Coordinators, Mentors, and Lead Teachers.	CCs Mentor Teachers Lead Teachers	Aug	Jun	Observation Schedules Mentoring Log Feedback Forms	Sub Fund	Principal monitors the teacher support given by the CCs, Mentor Teachers, and Lead Teachers.	Observation Schedules Mentoring Log Feedback Forms	
5. Leadership includes the staff when selecting professional learning providers and their services based on the needs of the school.	Principal SOM Curriculum Coordinators Staff	Aug	Jun	Professional Growth Plans PL funds Feedback forms	Title IA/ General Fund	Professional Development Chair will collect the Professional Growth plans and determine the areas of priority.	Feedback forms	
6. Develop a strong supportive school community that enhances the relationships between administrators, teachers, students, parents, and stakeholders of the school.	Principal Teachers CCs SSM	Aug	Jun	Refreshments Meals Activity Supplies	Title Ia - Curr Nights General fund everything else	Administrators and teachers provide opportunities for social gatherings and learning opportunities for stakeholders.	Increased participation in events and favorable Harris Poll Survey results.	

Goal #4: The school climate at Ben Ross will promote a positive school spirit and culture through shared vision and collaborative decision making between staff, students, and stakeholders.

<u>Measure</u>	Data Collection				Data analysis			Reporting to Stakeholders		
Data to be examined	What are we collecting?	Source of the collection	Who will collect it?	When will we collect it?	Method	When	Who	Who will report?	Audience	When
1. EdYES! Strand IV - School & Community Relations	Self-Rating	Teacher Rating Surveys Interviews Newsletters Meeting Minutes Invitations	Leadership Team Staff	February	Collective Team Meetings with documentation of specific evidence.	March	SIP Team	State of MI	Staff Parents Students Community	April
2. Family return rate	Student's intent to return Attendance Ratios (begin compared to the end)	Intent to Return Forms	Data Owner Staff	January	Teachers distribute and collect ITRs and Data Owner compiles for rate of return.	January	Data Owner SOM	Data Owner SOM	Principal Recruitment Team	February
3. Harris Poll	Staff, student, parent satisfaction feedback	Harris Poll Survey	Edison NY	March/April	Lead Team reviews compiled percentages from Harris and Edison NY	August/Sept	Lead Team	Principal & Lead Team	Staff	August/Sept

L. ALIGNED CURRICULUM

Ben Ross Public School Academy has a written curriculum inclusive of assessment material that is aligned with the Michigan Curriculum Framework in all four core content areas. This alignment includes the Content Stands, Teaching and Learning Standards and Assessment Standards as required in the Michigan Curriculum Framework. The curriculum's alignment is assessed regularly by the curriculum coordinators of Ben Ross Public School Academy and where needed, embedding strategies are utilized to address standards that require in-depth instruction or that have been identified as not being addressed in the Edison Learning Curriculum.

M. STAFF DEVELOPMENT

Ben Ross Public School Academy takes pride in the development of new and experienced staff members. Staff Development takes place on a daily basis. Staff members have daily professional development time set into their schedules. These sessions are created and conducted by Curriculum Coordinators and Administration. Professional Development sessions are based on Student Achievement and helping the staff become as deliberate as possible in their instruction, with the main outcome focusing on student achievement. Staff members also have the opportunity to experience a number of full day Professional Development sessions, where outside sources and the experienced staff members share understanding and experience on a wide array of topics that are important to all staff members. The purpose of these training days is to support student learning. New staff is given an increased amount of staff development hours so they are ready to meet the expectations of the students. This training is conducted by experienced teachers, administrators and other staff members. The new members of staff are also assigned Mentors to help them to meet the school expectations as well as their own. Mentors allow the new staff daily contact, if necessary, with experienced and successful educators in order to develop positive relationships throughout the building.

N. BUILDING COLLABORATIVE DECISION MAKING SKILLS

- a. At Ben Ross Public School Academy, authority is decentralized as much as possible. Teachers exercise professional authority and judgment in deciding matters concerning instruction and learning. House teams decide procedures for supervising students in accordance with school policies and agree on strategies to help students meet academic standards. Partnership school families work closely with teachers and share responsibility for supervising and supporting their children in accordance with agreements in the Student Learning Contracts (SLC). The Principal assembles and chairs a Leadership Team, consisting of the School Operations Manager, Lead Teachers, Student Support Manager, Curriculum Coordinators and the Special Education Coordinator. The Leadership Team is responsible for supporting the Principal in recommending and assuring development of necessary school policies and procedures that support continuous improvement; monitoring student achievement and progress; assuring adjustments or changes in practice to improve student achievement and school quality; and providing leadership in collaboration with the Principal. The Leadership Team also assists the principal in developing school policies, coordinating school services and programs, and fulfilling school planning and public reporting requirements.

b. Improving site-based decision skills.

- i. Leadership Team professional learning will take place during the month of August prior to the all staff reporting. The team will gather for the purpose of building collaborative decision-making skills and improving their site-based decision-making abilities.
- ii. Each year Leadership Team members attend Edison Learning conferences; collaborative decision-making is a featured component of the training received. Attendees are expected to model learned skills during on-site staff meetings.

c. Building teachers ability to use assessment data to inform instruction and learning

- i. The Ben Ross staff is committed to an on-going series of professional learning events designed to improve our use of academic assessment data to inform instruction and learning. As always, staff members who specialize in one focus area will be expected to share new knowledge with their peers. The series of learning experiences may include attendance at Edison Learning and other seminars, book studies, and on-site trainings provided by the Principal, Regional Literacy Coordinator and Curriculum Coordinators.
- ii. Basing professional learning on needs assessments
- iii. From February to May the school examines school based needs with EdYes! Self-ratings and School Improvement Plan reviews.
- iv. Through the above process we identify our new professional learning goals. We identify learning modules, such as (book studies, off-site training, bringing trainers on site, action research, CC monitoring/modeling/support).

O. ROLE OF ADULT & COMMUNITY EDUCATION, COMMUNITY COLLEGES IN THE LEARNING COMMUNITY

Ben Ross Public School Academy realizes the benefits to our students and community stakeholders when effective partnerships are created locally that communicate to the masses the rewards of a quality education. Ben Ross Public School Academy will continue to create opportunities for our Adult Learning Community by partnering with Macomb Community College to provide workshops for parents in the areas of: resume building, re-entry into the formal learning environment, and effective parenting practices.

P. OPPORTUNITIES FOR STRUCTURED OUT OF CLASSROOM LEARNING

- a. Ben Ross students benefit from opportunities to attend the Tim Horton's Children's Foundation Summer Camp. At the camp students are exposed to opportunities that enhance leadership skills, academic skills, promote independence and gain responsibility. Students are also provided out of classroom learning experiences through the participation in the Girl Scouts of America Association and the Boy Scouts of America Association that promote skills for life long learning.
- b. Opportunities for internships and externships are areas of growth for Ben Ross Public School Academy. We are currently looking into building partnerships with local community organizations that will allow us to offer these opportunities for our students. (i.e. National Guard, Project U-turn, Children's Hospital).
- c. Junior Academy students partner with Primary and Elementary Academy students for reading buddies. Our program allows older students the opportunity to develop fluency as well as a sense of pride in their accomplishments while experiencing the joys of being a classroom teacher. Students not only promote good practices but gain self-esteem in their abilities as well. Reading to the younger students helps to develop a love of reading and a greater motivation to read. The younger students also read to their older buddies each week, this allows younger readers to feel a sense of accomplishment while they build fluency. Because the program provides success in literacy, our students become more positive about their ability to read and improve their reading skills.

Q. DEVELOPMENT & UTILIZATION OF COMMUNITY RESOURCES & VOLUNTEERS

- a. Ben Ross Public School Academy has a long standing tradition with regards to its usage of community resources and volunteers. Community members looking for opportunities to volunteer are encouraged to do so via participation in MPAC (Motivated Parent Advisory Committee), Muffins with Mom, Donuts with Dad, and other opportunities that allow for volunteering in the classroom. Our school continues to utilize City Parks as a destination site for the celebration of the academic success obtained by our at-risk students.
- b. Community public service organizations participate in annual Career Day festivities at Ben Ross Public School Academy, thereby exposing our students to the variety of careers available that are personally rewarding and service oriented.

R. ALTERNATIVE ASSESSEMENTS

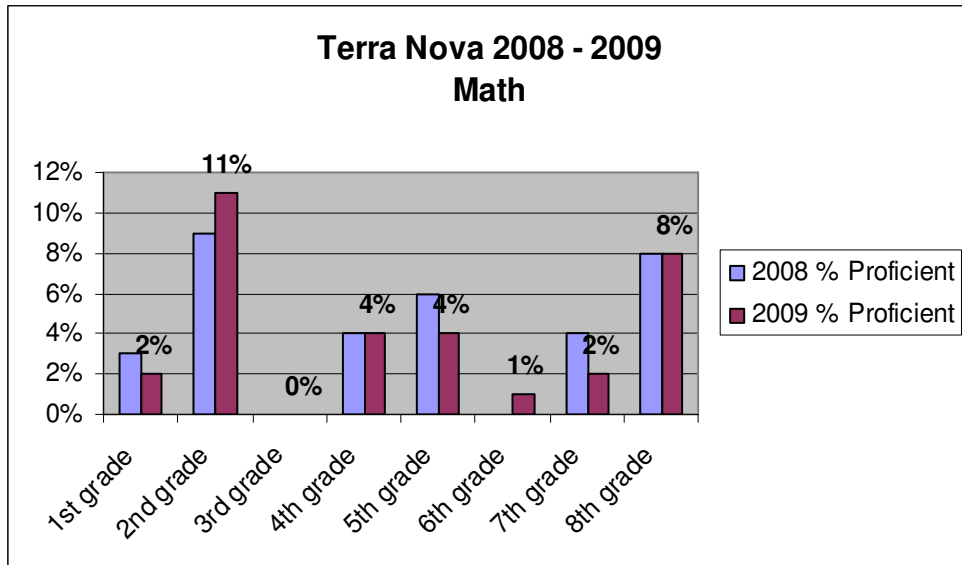
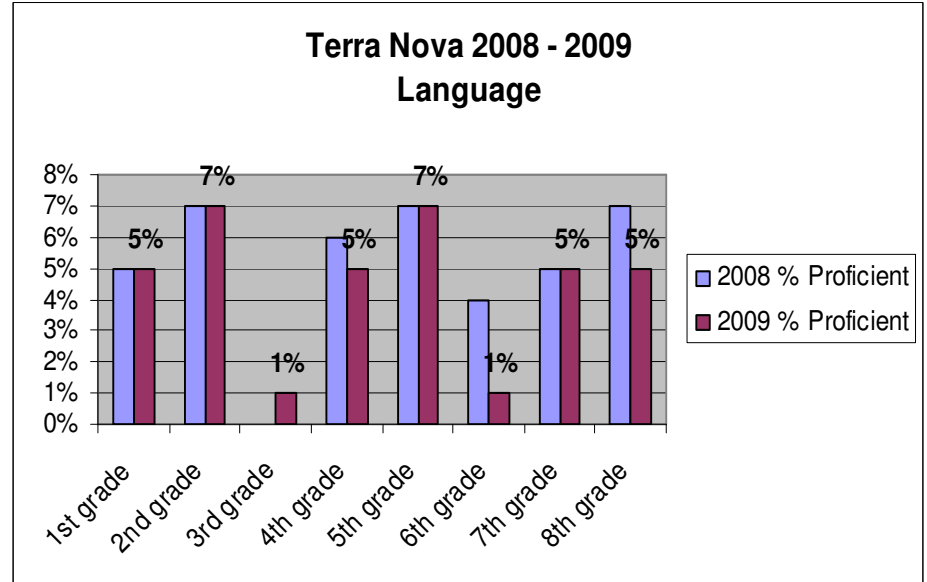
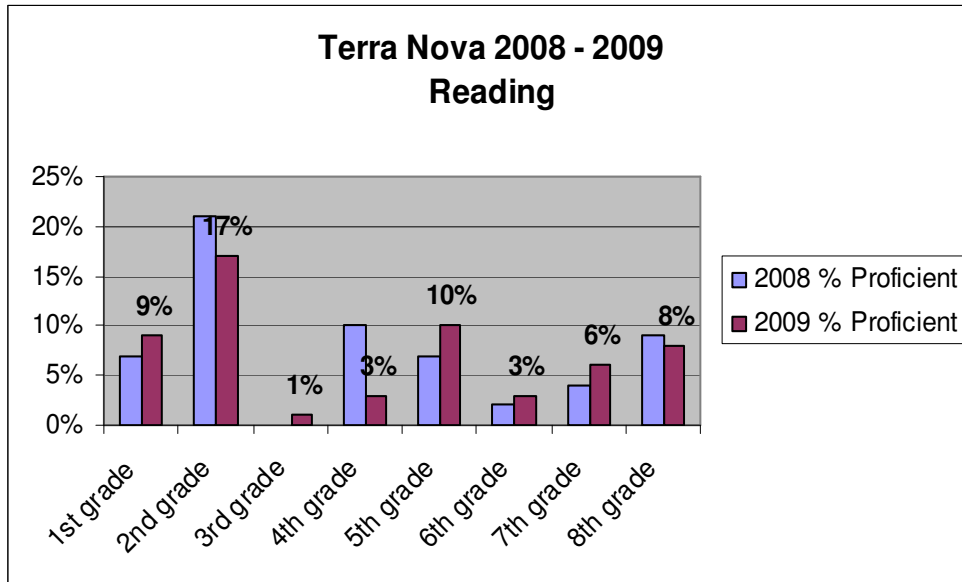
Students at BRPSA are asked to demonstrate their learned skills by creating a product that demonstrates the learned competencies via a method other than the traditional pen-to-paper approach. These assessments can be in the form of exhibitions, creative writing, oral presentations, multi-media presentations, conducting an experiment or demonstration. Alternative assessments will be required quarterly for each student and assessed by each classroom teacher.

Ben Ross 09-10 AYP Targets

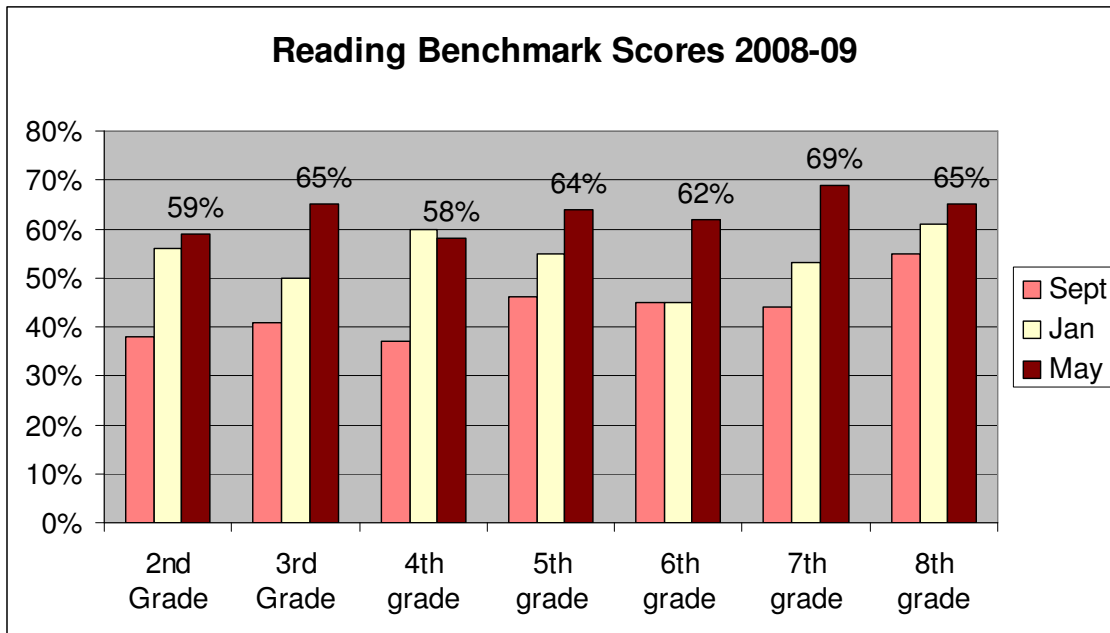
Indicator	08-09	09-10	08-09 Safe Harbor Goals
3 rd ELA	60%	60%	64%
3 rd Math	67%	67%	NA
4 th ELA	59%	59%	57.7%
4 th Math	65%	65%	NA
5 th ELA	57%	57%	51.4%
5 th Math	62%	62%	55%

Indicator	08-09 Meets & Exceeds	09-10	08-09 Safe Harbor Goals
6 th ELA	56%	56%	NA
6 th Math	60%	60%	51.4%
7 th ELA	54%	54%	NA
7 th Math	57%	57%	NA
8 th ELA	53%	53%	NA
8 th Math	54%	54%	54%

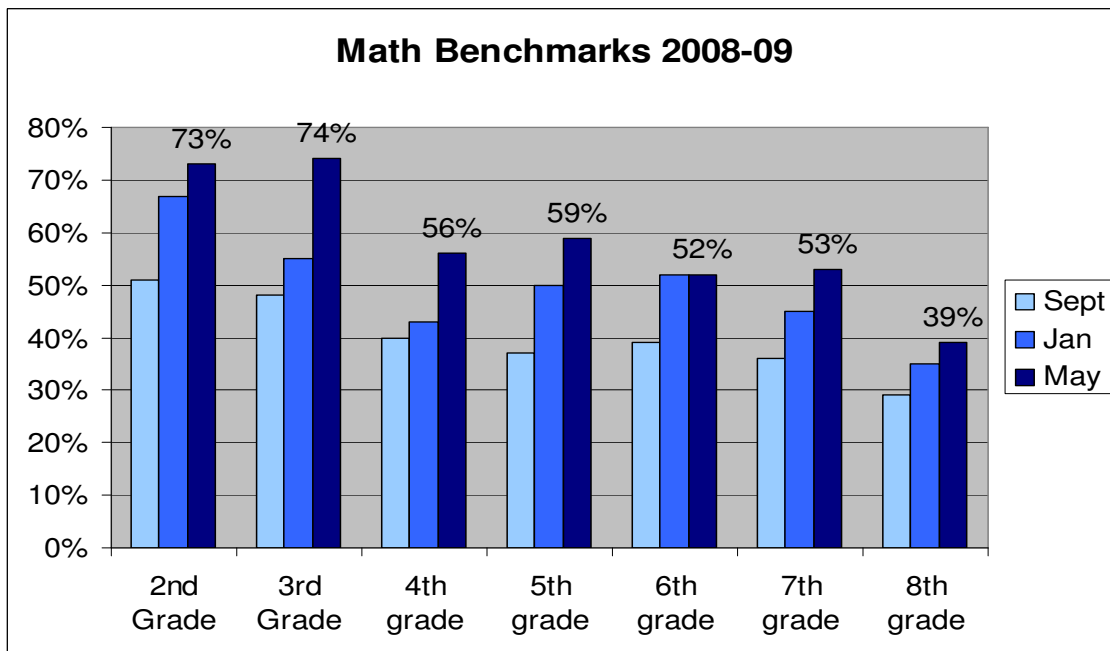
Grade	Subject	MEAP Results 2006 – 2007	MEAP Results 2007 – 2008	MEAP Results 2008-2009
3 rd Grade	ELA	55%	60%	68%
	Math	75%	81%	72%
4 th Grade	ELA	48%	53%	49%
	Math	54%	68%	68%
5 th Grade	ELA	61%	46%	60%
	Math	48%	50%	58%
	Science	54%	36%	71%
6 th Grade	ELA	75%	52%	51%
	Math	41%	46%	61%
	Social Studies	40%	40%	37%
7 th Grade	ELA	66%	51%	61%
	Math	44%	58%	55%
8 th Grade	ELA	50%	54%	51%
	Math	45%	50%	42%
	Science	50%	53%	42%



The following charts compare the amount of students proficient (level 4 – Proficient or level 5 – Advanced) from the 2008 testing cycle and the 2009 testing cycle. It is desirable to have the percentage of students’ proficient increase from year to year. Both sets of data were taken from the spring testing cycle. For the 2009-10 school year we will take the Terra Nova in both the Fall and Spring to give comparative data.



Students in grades 2 – 8 participate in computerized monthly Tungsten Benchmark testing. Both the Reading and Math tests are aligned with State GLCEs. After testing teachers review weak strands with the class they also create embedding lesson plans to address weak areas. Each grade level and subject has specific thresholds they are working toward (see table below). The students that reach threshold by May have a 95% success rate to achieve proficiency on the state mandated MEAP testing. The graphs to the left display percentage data for each grade level in both reading and math.



Thresholds	
2 nd Grade- Reading 73%	Math 66%
3 rd Grade- Reading 66%	Math 74%
4 th grade- Reading 68%	Math 69%
5 th Grade- Reading 77%	Math 64%
6 th Grade- Reading 76%	Math 59%
7 th Grade- Reading 73%	Math 55%
8 th Grade-Reading 76%	Math 75%