

School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Kerby Elementary School

Grades Served: K,1,2,3,4,5

Principal: Ms. Maureen Bur

Building Code: 02026

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

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

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

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

School Information

School: **Kerby Elementary School**

District: **Grosse Pointe Public Schools**

Public/Non-Public: **Public**

Grades: **K,1,2,3,4,5**

School Code Number: **02026**

City: **GROSSE POINTE FARMS**

State/Province: **Michigan**

Country: **United States**

Vision

Vision Statement

Our vision defines what we want to become. It is a future-oriented statement that district initiatives address.

Excellence in Education: Learning and Leading for Today and Tomorrow.

Mission Statement

Our Mission statement defines why we are here. It is a present-oriented statement of what we do.

The Grosse Pointe Public Schools, in partnership with students, staff, parents and community, will be at the forefront of education. An evolving curriculum and the highest standards of instruction and learning in every class, every day, will ensure that each student is challenged to fully develop individual abilities, skills and character to succeed in life.

We are committed to creating an environment that cultivates knowledgeable, responsible, and caring citizens who embrace life's possibilities with a passion for continuous learning.

The Kerby staff, with the home and community, shares responsibility with the students, so they become productive and responsible citizens who will view learning as a life-long process.

Beliefs Statement

Every student can learn

- All learning is a lifelong process
- Every student is entitled to the best possible education
- Education is a shared responsibility among educators, parents and community
- Students are responsible for their own learning
- Every student is entitled to be respected, nurtured, and valued
- Individuals are responsible for the choices they make

Goals

ID	Name	Development Status	Progress Status
4822	Improved Learning for Students- Math	Approved	Open
4834	Improved Writing Skills for All Students	Approved	Open
5447	Improved Reading Skills for all students	Approved	Open

Goal 1: Improved Learning for Students- Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All Kerby students will demonstrate improved math skills or knowledge in academic areas across the math curriculum.

Gap Statement : Based on a review of disaggregated data from a variety of sources math is identified as a goal area:

The MEAP results show:

- 100% of 3rd grade students are proficient in Math.
- 100% of 4th grade students are proficient in Math.
- 97% of 5th grade students are proficient in Math.

- 72% of 3rd grade students are level 1 proficient in Math.
- 81% of 4th grade students are level 1 proficient in Math.
- 74% of 5th grade students are level 1 proficient in Math.

Desired State: Maintain or increase student achieving satisfactory on 2010/2011 MEAP.

The instructional focus for improving student Math proficiency will include:

Number Sense
 Geometry
 Measurement
 Fact Mastery

5th grade Honors Middle School Math; 43% of Kerby 5th grade students scored high enough on end of year assessments, NWEA and MEAP to be placed into a Middle School Honors Math class.

Desired State: Maintain or increase 5th graders scoring 60% or higher on Honors assessment.

NWEA Spring 2010 RIT scores reflect the following in each grade level:

Grade 1 average score-- K: 187.34 D: 185.15
 Grade 2 average score-- K: 196.97 D: 197.80
 Grade 3 average score-- K: 205.30 D: 208.64
 Grade 4 average score-- K: 220.29 D: 216.47

Grade 5 average score-- K: 228.58 D: 227.65

Desired State: Maintain or increase NWEA RIT scores.

Cause for Gap : On the MEAP and NWEA assessments specific subgroups and/or grade levels scored lower than the overall school population.

Multiple measures/sources of data you used to identify this gap in student achievement : ~ NWEA grades 1-5(3 times/year)

- ~ MEAP (grades 3-5)
- ~ 5th grade end of year Honors Middle School math assessments
- ~FASTT Math (future)
- ~Everyday Math end of year 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? Increase or maintain the percentage of students that Meet or Exceed the Michigan Standards on the 3rd grade MEAP Math Test

Increase or maintain the number of students that Meet or Exceed the Michigan Standards on the 4th grade MEAP Math Test.

Increase or maintain the number of students that Meet or Exceed the Michigan Standards on the 5th grade MEAP Math Test.

Increase or maintain the RIT scores at each grade level on the NWEA assessments.

Decrease the % gap between male and female students in all grades on both the MEAP Math Tests and the NWEA assessments.

Contact Name : Maureen Bur

List of Objectives:

ID	Objective
5033	Maintain or increase level 1 proficiency 3rd grade-- 72% or higher 4th grade-- 81% or higher 5th grade-- 74% or higher A range of sixty to ninety minutes per day should be devoted to math curriculum each day.

1.1. Objective: Increase percent of level 1 proficiency

Measurable Objective Statement to Support Goal : Maintain or increase level 1 proficiency

- 3rd grade-- 72% or higher
- 4th grade-- 81% or higher
- 5th grade-- 74% or higher

A range of sixty to ninety minutes per day should be devoted to math curriculum each day.

List of Strategies:

ID	Strategy	Locked By
5033	This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math instruction time may be at a later time. Teachers will follow a posted curriculum pacing guide to stay on track which is essential for the mastery of mathematical concepts. Fluency and automaticity are necessary for success in mathematics. Homework will be assigned and assessed.	

1.1.1. Strategy: Instructional Time

Strategy Statement: This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math instruction time may be at a later time.

Teachers will follow a posted curriculum pacing guide to stay on track which is essential for the mastery of mathematical concepts.

Fluency and automaticity are necessary for success in mathematics.

Homework will be assigned and assessed.

Selected Target Areas

<p>SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.</p>
<p>SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.</p>
<p>SPR (90) I.3.A.3 Multiple Measures: Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.</p>

Other Required Information for Strategy

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

- ~ Information from District curriculum committee reviewing research on best practices
- ~ EveryDay Math pacing guidelines

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
An instructional pacing guide for EveryDay Math will be provided to teachers in grades 1-5. Grade level teams will create common assessments and review data. Teachers will meet in PLC teams to discuss and revise best practice for math instruction within the classroom. Data will 'drive' instruction.	09/07/2010	06/16/2011	Administration and Curriculum Specialists in collaboration with teachers will provide the pacing guide. Classroom teachers will implement the daily math instruction in accordance with the pacing guide and use data to drive instructional needs.

1.1.1.1. Activity: School Improvement/Collaboration meetings

Activity Description: An instructional pacing guide for EveryDay Math will be provided to teachers in grades 1-5.

Grade level teams will create common assessments and review data. Teachers will meet in PLC teams to discuss and revise best practice for math instruction within the classroom. Data will 'drive' instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Administration and Curriculum Specialists in collaboration with teachers will provide the pacing guide.

Classroom teachers will implement the daily math instruction in accordance with the pacing guide and use data to drive instructional needs.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
EveryDay Math materials	General Funds	2,000.00	0.00
FASTT Math	PTO	1,500.00	0.00

Goal 2: Improved Writing Skills for All Students

Content Area : English Language Arts

Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : All Kerby students will demonstrate improved/increased writing skills across the curriculum.

Gap Statement : Based on a review of disaggregated data from a variety of sources writing was identified as a goal area:

Grade 3 MEAP writing scores in 2008-09 school year

A decrease in 4th graders MEAP writing scores from 2007-08 school year (as 3rd graders 83%) to 2008-09 school year (as 4th graders 73%)

Writing scores were the lowest of the MEAP content area scores

Grosse Pointe Average Writing scores:

- Grade 1 K: 3.70 (F: 3.73 M: 3.65) D: 3.56
- Grade 2 K: 5.36 (F: 5.53 M: 5.23) D: 5.35
- Grade 3 K: 4.00 (F: 3.65 M: 4.23) D: 4.32
- Grade 4 K: 4.43 (F: 4.63 M: 4.11) D: 4.24
- Grade 5 K: 3.97 (F: 4.23 M: 3.70) D: 4.19

Cause for Gap : On the MEAP and Grosse Pointe Writing assessments specific subgroups and/or grade levels scored lower than the overall school population.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Writing (grades 3-5)
Grosse Pointe Writing assessments (grades 1-5)

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? ~ An increase in the percentage of students performing at the grade level expectation or advanced level of the Grosse Pointe Writing test

~ Decrease the % gap between male and female students in all grades on the GP Writing assessment.

Contact Name : Maureen Bur

List of Objectives:

ID	Objective
5052	A 45 minute block of daily instructional time will be devoted to writing instruction in an effort to decrease the gap between male and female performance.

2.1. Objective: Gender Gap

Measurable Objective Statement to Support Goal : A 45 minute block of daily instructional time will be devoted to writing instruction in an effort to decrease the gap between male and female performance.

List of Strategies:

ID	Strategy	Locked By
5052	Teachers will continue to expand their knowledge of Writers Workshop particularly in the area of planning and conferencing with students regarding drafting, editing and revising. Practice GP Writing assessments (3x/year) all grade levels Data analysis/scoring of GP writing assessments used to drive instruction Implement FAST First Steps program Focus on details/characters (checklist for good writing) Lucy Caulkins Prompts for assessment practice Increase use of conventions across the curriculum Increase teaching strategies for grammar Writers Workshop, writing process, 6 Traits Use student samples to (GP levels) to edit conventions and improve scores	

2.1.1. Strategy: Instructional Time/Writer's Workshop

Strategy Statement: Teachers will continue to expand their knowledge of Writers Workshop particularly in the area of planning and conferencing with students regarding drafting, editing and revising.

- Practice GP Writing assessments (3x/year) all grade levels
- Data analysis/scoring of GP writing assessments used to drive instruction
- Implement FAST First Steps program
- Focus on details/characters (checklist for good writing)
- Lucy Caulkins Prompts for assessment practice
- Increase use of conventions across the curriculum
- Increase teaching strategies for grammar
- Writers Workshop, writing process, 6 Traits
- Use student samples to (GP levels) to edit conventions and improve scores

Selected Target Areas

SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

SPR (90) I.3.A.3 Multiple Measures: Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

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

The District Language Arts committee researched best practices for quality writing instruction. Grosse Pointe Writing and MEAP Data were reviewed and analyzed.

- GP Writing Assessment Rubric
- 6 + 1 Traits resources
- FAST program materials
- Lucy Caulkins Units of Study, professional development workshops, prompts
- Grammar materials
- Dictation exercises

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
~ Students will be involved in daily writing activities. ~ Students will participate in and demonstrate growth in practice GP Writing sessions throughout the year. ~ Students will receive detailed and meaningful feedback in response to their writing efforts.	09/07/2010	06/16/2011	Administration, Curriculum Specialist and classroom teachers
Staff Development opportunities in writing instruction, conferencing and best practices specific to Writer's Workshop to develop continued collaboration within and across grade levels and create school wide common language.	09/07/2010	06/16/2011	K-5 teaching staff and administration

2.1.1.1. Activity: Frequent writing with meaningful feedback

Activity Description: ~ Students will be involved in daily writing activities.

~ Students will participate in and demonstrate growth in practice GP Writing sessions throughout the year.

~ Students will receive detailed and meaningful feedback in response to their writing efforts.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Administration, Curriculum Specialist and classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Materials	General Funds	1,000.00	0.00
Professional Learning Activities	General Funds	2,500.00	0.00

2.1.1.2. Activity: Staff Development

Activity Description: Staff Development opportunities in writing instruction, conferencing and best practices specific to Writer's Workshop to develop continued collaboration within and across grade levels and create school wide common language.

Activity Type: Maintenance

Planned staff responsible for implementing activity: K-5 teaching staff and administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
On site staff development	General Funds	2,000.00	0.00

Goal 3: Improved Reading Skills for all students

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All Kerby students will demonstrate improved/increased reading skills or knowledge across the curriculum.

Gap Statement : Based on a review of disaggregated data

The MEAP results show:

98% of the 3rd grade students are proficient in reading.

98% of the 4th grade students are proficient in reading.

99% of the 5th grade students are proficient in reading.

42% of the students are level 1 proficient in 3rd grade.

65% of the students are level 1 proficient in 4th grade.

81% of the students are level 1 proficient in 5th grade.

Desired state: Maintain or increase students achieving satisfactory scores on 2010/2011 MEAP.

5th grade Honors English: 40% of Kerby 5th grade students performed well enough on NWEA, MEAP and end of year assessments to be placed in Middle School Honors English classes.

NWEA Spring 2010 RIT results reflect the following in each grade level:

1st grade average score-- K:183.32 D:180.97

2nd grade average score-- K:194.28 D:194.23

3rd grade average score-- K:200.72 D:202.37

4th grade average score-- K:213.10 D:211.12

5th grade average score-- K:219.47 D:219.14

Desired State: Maintain or increase NWEA RIT scores.

Cause for Gap : MEAP and NWEA assessments show specific subgroups and/or grade levels scored lower than the overall population.

Multiple measures/sources of data you used to identify this gap in student achievement : NWEA and MEAP assessments will be used in K-5

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? Maintain or increase students achieving satisfactory scores on 2010/2011 MEAP while decreasing the gap.

Contact Name : Maureen Bur

List of Objectives:

ID	Objective
13643	1st and 2nd grade DRA levels will be at or above Spring target areas.

3.1. Objective: Improved Reading Skills for all students

Measurable Objective Statement to Support Goal : 1st and 2nd grade DRA levels will be at or above Spring target areas.

List of Strategies:

ID	Strategy	Locked By
13643	Integration and support of Reading Specialist Integration and support of Instructional Support Resource Classroom interventions Use of NWEA/FAST Rdg/MEAP data to drive instructional groups	

3.1.1. Strategy: Improved Reading Skills

Strategy Statement: Integration and support of Reading Specialist
 Integration and support of Instructional Support Resource
 Classroom interventions
 Use of NWEA/FAST Rdg/MEAP data to drive instructional groups

Selected Target Areas

SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

SPR (90) I.3.A.3 Multiple Measures: Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
 GP Schools Reading Support Conversion tables

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will use the disaggregated data to create differentiated reading groups.	09/07/2010	06/16/2011	Grade level teachers, Resource Room and REading Specialist

3.1.1.1. Activity: Guided Reading Groups

Activity Description: Teachers will use the disaggregated data to create differentiated reading groups.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Grade level teachers, Resource Room and REading Specialist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
DRA Kits	General Funds	500.00	0.00
FAST resources	General Funds	500.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$8,500.00	\$0.00
Other	\$1,500.00	\$0.00

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Karen	Lawrence	PTO president	Karenlawrence3@comcast.net
Mrs.	Ann	Lightbody	Office Clerk	Ann.Lightbody@gpschools.org
Mrs.	Pamela	Cronovich	Kindergarten Teacher	Pam.Cronovich@gpschools.org
Mrs.	Maureen	Bur	Principal	Maureen.Bur@gpschools.org
Mr.	Kirk	Sattelmeier	1st grade teacher	Kirk.Sattelmeier@gpschools.org
Mrs.	Liz	Kern	2nd grade teacher	Liz.Kern@gpschools.org
Mrs.	Cathleen	Sullivan	3rd grade teacher	Cathleen.Sullivan@gpschools.org
Mrs.	Brenda	Sikora	4th grade teacher	Brenda.Sikora@gpschools.org
Mrs.	Pat	Blazinski	5th grade teacher	pat.blazinski@gpschools.org

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

Meetings were held to survey parents, staff, and community members to gain feedback on school improvement.

Teachers used PLC Collaboration time to meet within grade level teams to develop SMART goals, which they then implemented, monitored, evaluated and analyzed data to drive instruction.

Action strategies and suggestions for staff development were created and presented.

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

There is a district wide committee, EPLC, that involves, parents, teachers, community members and students who participate to ensure the best curriculum possible.

Kerby's SI team uses data to drive instruction in an effort to best meet the needs of ALL students. PLC, grade level and building level meetings are used to analyze data, create goals and make informed curricular decisions.

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

the building PA 25 report, monthly PTO meetings, and newsletters share information on curriculum and student progress. Parents receive reports on students performance on standardized assessments.

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: Maureen G. Bur

Address: 265 Kerby Road

Telephone Number: 313 432-4204

References

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

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Continued and sustained staff development which allows for meaningful discourse among staff is key to successful implementation of the SIP. Additional time for collaboration, writing staff development and continued focus on EM trainings. The second year of PLC's at the elementary will be a key part of continuous improvement.

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

The district is working to provide meaningful staff development opportunities throughout the school year which provide staff with valuable time to work on these goals. We will utilize funds from the general fund as well as our generous PTO to continue our drive for excellence.

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

The district technology supervisor has worked closely with the district technology team (comprised of staff from each level) to develop a plan to utilize technology and train staff as we educate our students and pique their interest as they develop the skills to be life-long learners.