

Blissfield Community Schools District School Improvement Plan 2007-2012

A Little History

During the 2007-08 school year, the administration and staff began a new cycle in the NCA/AdvancED accreditation process. At that time, the decision was made to actively pursue AdvancED District Accreditation. Blissfield has a long-standing history of building accreditation, and for many years has demonstrated a commitment to the accreditation process. Blissfield was one of the first twelve school districts out of 550 in Michigan to achieve accreditation K-12.

Many stakeholders were actively involved in the design of the 2007-2012 District School Improvement Plan. In 2008 a dedicated committee comprised of fifty parents, community members, staff, students and Board of Education members developed a 5 year district strategic plan. Through this process all aspects of the school district were reviewed, and goals were set in the following areas: Student Achievement, Communication, Facilities, Finance and Technology. The direction set by the Strategic Planning committee is reflected in Blissfield's District School Improvement Plan.

In addition to the Blissfield Community Schools Strategic Plan, stakeholders provided guidance and data in other ways. In 2007-08 the district received comprehensive data through a Banach, Banach and Cassidy survey that was distributed to K-12 parents, K-12 staff members, and grades 3-12 students. The results of those surveys included recommendations based on the analysis of Blissfield's survey results in the context of more than 200,000 survey responses from school districts across the country.

Other data was collected as part of the Michigan Department of Education LEA (Local Education Agency) Planning Cycle for the State and Federal Programs Consolidated Grant process. In addition, Blissfield educators were actively involved in the process. Joined by parent representatives, data was collected, analyzed, and used for short and long term planning (through Parent Advisory Committees, Grade/Content Area Meetings, K-12 Curriculum Meetings, and many K-12 Staff Meetings, Professional Development Workshops and School Improvement In-Services). Each building has its own Building School Improvement Team and they work in tandem with the District's School Improvement Team.

Needs Assessment

Through all the means described above, the following K-12 needs were identified:

Writing Need

Based on analysis of the results of MEAP, ACT, MME and local assessments, it was determined that Blissfield students need to improve in writing achievement.

Transition Needs in Reading and Science

Based on an analysis of the results of MEAP, MME and local assessments, it was determined that as students move from elementary, through middle school, and on into high school their scores in reading and science decline. In addition, survey results indicate their positive attitudes surrounding the teaching/learning of reading and science also decline.

Needs of Diverse Learners

Based on an analysis of MEAP and MME data, and the 2007-08 Parent-Student-Staff Survey done by Banach, Banach and Cassidy, it was determined that both ends of the spectrum of learners need to be further challenged so they can achieve at their highest potential.

Citizenship Awareness Need

Based on an analysis of the 2007-08 survey (Banach, Banach and Cassidy), and input from the Blissfield Community Schools Strategic Planning Committee, it was perceived that students lack awareness in citizenship and their responsibilities within their communities and the world.

District School Improvement Goals

With these needs in mind, two very broad district wide goals were established. The expectation was that each building (Blissfield Elementary School, Blissfield Middle School and Blissfield High School) would then take these district goals and design more specific building goals, objectives and strategies/interventions. The end result would be district and building school improvement plans that worked together to meet the needs of Blissfield's K-12 students. Blissfield's district school improvement goals are:

1. **All students will be able to interpret information and communicate their understanding through quality written and oral expression.**
2. **As students are actively engaged in innovative instruction, their academic achievement will increase.**

Guidance to the Building School Improvement Process

In hopes of providing guidance and direction to the Building School Improvement Teams, the District School Improvement Team set forth the following objectives and strategies for meeting the district goals. These objectives and strategies are based on comprehensive data, research-based best practice, and should be used as springboards for the building level creative problem-solving processes necessary for continuous school improvement. The building school improvement plans will demonstrate in more specific ways actual short and long term objectives (with time lines), along with clearly articulated "best practice" interventions and strategies.

Objectives

Student achievement in **writing** will increase by an average of 5% as assessed by MEAP, MME and ACT (in each year over the next 3-5 years).

Student achievement in **reading** will increase by an average of 5% as assessed by MEAP (a focus on middle school over a three year period). As innovative strategies are used, student attitudes toward reading for pleasure and understanding will also increase (as measured by Accelerated Reading levels, STAR testing, and student surveys).

Student achievement in **science** grades 6-12 will increase by an average of 5% as assessed by local assessments, MEAP, and MME (in each year over the next 3-5 years).

Students identified as either **special education or gifted/talented** will demonstrate an increase in achievement as measured by standardized tests and local assessments.

By June 2010 students will complete a **service learning** requirement.

By June 2011, through the use of an exit survey, all students will demonstrate their understanding of the **Core Character Values and/or Core Democratic Values**.

Strategies

The school improvement strategies listed below are identified based on sound research and experience, and are coordinated across both goal areas, with the capacity to improve student performance.

Strategies for meeting the **needs in writing** will include: Criterion Writing grades 5-9, use of both a common K-12 philosophy for the teaching of writing and 6+1 terminology and assessment, use of KADO assessment grades 9-12 to gather data and improve student organization, and use of a "writing facilitator" to model best practice writing lessons.

Strategies for meeting the **transition needs in reading and science** will include: increased time for Sustained Silent Reading, increased implementation of Accelerated Reading Program, K-12 curriculum review and collaboration in reading and science, more in-depth alignment of reading and science programs with Grade Level Content Expectations, and increased use of science facilitator and Blissfield Environmental Life Lab.

Strategies for meeting the **needs of diverse learners** include: increased use of differentiated instruction, use of inclusion to provide opportunities for cooperative learning and team teaching, and use of technology for extended learning (enrichment) and remediation.

Strategies for **increasing citizenship awareness** include: having common service learning experiences for each grade level both inside and outside the school community, emphasizing a Core Character Value and/or Core Democratic Value each month (and then selecting a student for public recognition), and using the VIP/CAP program at the high school level to facilitate service learning (all students completing 10 hours per year).

Professional Development

At the district and building levels, professional development aids the school in implementing the strategies. Professional development for 2007-2012 will include the following topics: differentiated instruction, inclusion, best practice in the teaching and learning of language arts and science, technology as an enhancement to learning, citizenship awareness/service learning, and the use of data to improve student achievement. The focus, direction, and scheduling of K-12 professional development will be guided by the District School Improvement Team with input from Building School Improvement Teams.