

School Improvement Plan

Single Building District

School Year: 2012 - 2013

ISD/RESA: Wayne RESA

School Name: Japanese American School of South East Michigan

Grades Served: K,1

Mr. Ted Delphia

Building Code: 00450

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	4
Vision, Mission and Beliefs	5
Goals	6
Goal 1: Bilingual Fluency in Japanese and English	6
Goal 2: Develop parental support system in English and Japanese	23
Goal 3: Integration of technology into every classroom	27
Goal 4: Literacy at grade level by Grade 3	30
Goal 5: RTI development of strategies for both US, Japanese style education environ	33
Resource Profile	38
Additional Requirements	39
Assurances	42
Stakeholders	50
Statement of Non-Discrimination	51
Supporting Documentation	52

Introduction

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

School Information

School:	Japanese American School of South East Michigan
District:	Japanese American School of South East Michigan
Public/Non-Public:	Public
Grades:	K,1
School Code Number:	00450
City:	Livonia
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

1) JASSEM/HIS will combine the best practices of both Japanese and American schools to give students a true learning experience through both cultures. We believe that schools are a primary transmitter of cultural and social norms in highly developed societies; by having our school provide authentic educational experiences from both cultures, our students will have a deep understanding and ability to function in both as adults. Primary to this will be having native Japanese-trained and American-trained teachers working together as team teachers.

2) JASSEM/HIS will promote interaction between Japanese and American families within and without the school setting. In so doing, our students will have an extended family that will help support them as they navigate their future between both cultures. Working together with our school PTO, we will have a framework for having Japanese and American families to make connections with each other.

3) JASSEM/HIS will create a two-way immersion student population, that will reinforce the teaching effectiveness of both Japanese and American teachers at the school. Students will be learning from, as well as with their peers. This will happen through on-going recruitment of both Japanese and American families.

4) JASSEM/HIS will continue to work with Eastern Michigan University to develop curriculum that crosswalks Japanese and US educational goals, content and materials, to produce a synthesis that results in the best approach embracing both educational paradigms. Eventually, we will have a pre-K through grade 16 plan that:

- a) Establishes bilingual fluency (Basic Interpersonal Communication Skills) and literacy (Cognitive Academic Language Proficiency) in young students in both English and Japanese within a period of 5-8 years during the initial K-6 period
- b) Creates a middle school (grades 7-9) that develops content-area understanding in both languages
- c) Creates a high school (grades 10-12) that fully articulates high-school level proficiency according to Japanese and US (Michigan) standards
- d) Works with EMU and Japanese institutions of higher learning to create a bilateral educational program (grades 13-16) using both US and Japanese areas of expertise to enable students to find employment with multinational US-Japanese companies.

Mission Statement

JASSEM/HIS will provide our students with an opportunity to learn from each other, and become bilingual, bicultural, globally-minded individuals.

Beliefs Statement

- Students will demonstrate empathy toward others, including peers and adults, through an understanding of differences both individually and culturally.
- Students will actively engage in learning and strive to achieve their best.
- Staff members will cultivate a learning environment that will allow all students to be successful in both languages.
- Students will learn appropriate behavior and manners for Japanese and American schools, and exhibit such behavior and manners consistently.
- Staff members will model and direct students in appropriate behavior and positive character traits.

Goals

Name	Development Status	Progress Status
Bilingual Fluency in Japanese and English	Complete	Open
Develop parental support system in English and Japanese	Complete	Open
Integration of technology into every classroom	Complete	Open
Literacy at grade level by Grade 3	Complete	Open
RTI development of strategies for both US, Japanese style education environ	Complete	Open

Goal 1: Bilingual Fluency in Japanese and English

Content Area: Other

Development Status: Complete

Student Goal Statement: Within 1 to 2 years of attendance at our school, English Language Learners (ELL) as well as Japanese as a Second Language Learners (JSL) will be able to talk in English/Japanese using Basic Interpersonal Communication Skills (BICS). In addition, students will spend 5 to 7 years (or less) in acquiring Cognitive Academic Language Proficiency (CALP) in their second language (Cummins, 2001)*.

The details on levels of language development are as follows:

A) ELL students' English

The ELPA Minimum Targets of English Proficiency for Non-English speakers at the end of each grade are as follows:

Grade K - Low Intermediate
 Grade 1 - Low Intermediate
 Grade 2 - High Intermediate
 Grade 3 - High Intermediate
 Grade 4 - Proficient
 Grade 5 - Proficient
 Grade 6 - Advanced Proficient

B) JSL students' Japanese and English

For literacy, our combined assessment results for Non-Japanese speakers should be as follows:

End of Grade K: ACTFL Novice-1 (Japanese), Reading levels A-D (English)
 End of Grade 1: ACTFL Novice-2 (Japanese), Reading levels A-I (English)
 End of Grade 2: ACTFL Intermediate-1 (Japanese), Reading levels E-M (English)
 End of Grade 3: ACTFL Intermediate-2 (Japanese), Reading levels J-Q (English)
 End of Grade 4: ACTFL Intermediate-3 (Japanese), Reading levels M-T (English)
 End of Grade 5: ACTFL PreAdvanced-1 (Japanese), Reading levels Q-V (English)
 End of Grade 6: ACTFL PreAdvanced-2 (Japanese), Reading levels T-Z (English)

*Cummins, J. (2001) Negotiating Identities: Education for Empowerment in a Diverse Society (2nd edition) Los Angeles: California Association for Bilingual Education.

Gap Statement: Most students have come to students either as ELL non-native learners of English, or American students with no prior knowledge of Japanese. By using both the OBC (Oral proficiency assessment for Bilingual Children) and state ELPA test materials, we have developed a baseline for each child for their beginning levels in both languages.

Cause for Gap: The difference in ability between both languages comes from prior exposure or lack thereof in the home setting. Some students have had no or limited formal schooling prior to attending this school.

Multiple measures/sources of data you used to identify this gap in student achievement: We have used the Iowa + CogAT tests, the state ELPA materials, and the DRA for English assessments. We have used the OBC, a new Japanese literacy assessment similar to the DRA, and will begin using the Japan Language Proficiency Test (JLPT) for the Japanese assessment. We also use general age-linked rubrics (from the Work Sampling System curriculum-embedded performance assessment system by Sam Meisels) to determine student achievement in 7 areas (Personal & Social Development; English Language & Literacy; Mathematical Thinking; Scientific Thinking; Social Studies; The Arts, and Physical Development & Health). We have added an 8th area of Japanese Language & Literacy as well. Since we don't have any 3rd grade students yet who would be taking the MEAP, we don't have any direct way to relate these measures to effectiveness as measured by MEAP scores.

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? Our current criteria for success is an exit outcome by Grade 6 of Level 5 (Monitored advanced proficient) in English (in reference to the MI English Language Proficiency Standards for K-12 Schools) and ACTFL PreAdvanced-2 in Japanese, and/or passing level 4 on the Japan Language Proficiency Test. We will continue to use ELPA, DRA, OBC, and the new Japanese literacy evaluation tool to make determinations as to proficiency levels.

Contact Name: Ted Delphia

List of Objectives:

Name	Objective
Conversation in English within 2 years	ESL students will be evaluated using ELPA to determine their verbal ability in English.
Conversation in Japanese within 2 years	Students will be evaluated using the OBC (Oral proficiency assessment for Bilingual Children) to determine their verbal ability in Japanese for JSL students.
Grade level in Mathematics (English) by the end of third grade	Using assessments contained in our textbook system (Everyday Mathematics), all students will succeed at the grade level goals for that grade (assessed with "Recognizing Student Achievement" tasks). However, all students should be at grade level by the end of the third grade.
Grade level in Mathematics (Japanese) for Japanese and JSL students	Within the Japanese math textbook strand, all Japanese students will be able to successfully complete assessments at the 70th percentile without using translated materials by grade 3. For JSL students, they will be able to reach Cognitive Academic Language Proficiency (CALP) in mathematics after being in the program for 5-7 years or earlier.
Grade level in Science (English) by the end of	By the end of the third grade year, all students will be able to rate all scores at 3 or higher on the 1-4 scale inquiry rubrics for each chapter.

third grade	
Grade level in Science (Japanese) for Japanese and JSL students	Within the Japanese science textbook strand, all Japanese students will be able to successfully complete assessments at the 70th percentile without using translated materials by grade 3. For JSL students, they will be able to reach Cognitive Academic Language Proficiency (CALP) in science after being in the program for 5-7 years or earlier.

1.1. Objective: Conversation in English within 2 years

Measurable Objective Statement to Support Goal: ESL students will be evaluated using ELPA to determine their verbal ability in English.

List of Strategies:

Name	Strategy
two-way immersion peer support (English)	ELL Students will interact with other native-speaking English students to gain conversation knowledge of English quickly. They will spend the majority of the day together, with only certain times (English Language Arts, Japanese Language Arts) separated by linguistic ability and supported using SIOP.

1.1.1. Strategy: two-way immersion peer support (English)

Strategy Statement: ELL Students will interact with other native-speaking English students to gain conversation knowledge of English quickly. They will spend the majority of the day together, with only certain times (English Language Arts, Japanese Language Arts) separated by linguistic ability and supported using SIOP.

Selected Target Areas

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.2 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.

I.3.A.3 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.

II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

II.2.A.6 Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

III.2.A.1 All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

IV.2.B.3 Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.

V.1.A.2 There is systematic identification, collection, entry, storage, and generation of relevant data about the operation of the school, including its staff and students.

V.1.A.4 The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

V.1.C.1 Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data.

The data system allows for efficient use and manipulation by collaborative teams.

V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

V.2.B.1 The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

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

This two-way immersion approach is supported by our academic advisory committee headed by Dr. Hitomi Oketani at Eastern Michigan University, and is considered by research at the Center for Applied Linguistics to be the strongest method for learning a second language in addition to the first.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent Literacy Workshop (English)	2011-11-21	2011-11-21	English teachers
Structuring Professional Learning Communities	2011-08-29	2011-08-29	Ted Delphia
Two-way immersion seminar	2011-08-29	2011-08-29	Ted Delphia

1.1.1.1. Activity: Parent Literacy Workshop (English)

Activity Type: Other

Activity Description: English speaking teachers will develop and address interactive teaching strategies used in the classroom so that parents of Japanese speaking students can implement them at home to enhance students literacy achievement in English. Parents will create and receive materials at the workshop that can be used for literacy support at home.

Planned staff responsible for implementing activity: English teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-11-21, End Date - 2011-11-21

Actual Timeline: Begin Date - 11/21/2011, End Date - 11/21/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

1.1.1.2. Activity: Structuring Professional Learning Communities

Activity Type: Professional Development

Activity Description: Hands-on seminar about building a PLC system within our school staff.

Planned staff responsible for implementing activity: Ted Delphia

Actual staff responsible for implementing activity: Ted Delphia

Planned Timeline: Begin Date - 2011-08-29, End Date - 2011-08-29

Actual Timeline: Begin Date - 08/29/2011, End Date - 08/29/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC books	General Funds	150.00	60.00
PLC seminar based on books and discussion	No Funds Required		

1.1.1.3. Activity: Two-way immersion seminar

Activity Type: Professional Development

Activity Description: PD session by Dr. Hitomi Oketani (Academic Advisory Committee, EMU) on the structuring of two-way immersion classrooms.

Planned staff responsible for implementing activity: Ted Delphia

Actual staff responsible for implementing activity: Ted Delphia

Planned Timeline: Begin Date - 2011-08-29, End Date - 2011-08-29

Actual Timeline: Begin Date - 08/29/2011, End Date - 08/29/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

1.2. Objective: Conversation in Japanese within 2 years

Measurable Objective Statement to Support Goal: Students will be evaluated using the OBC (Oral proficiency assessment for Bilingual Children) to determine their verbal ability in Japanese for JSL students.

List of Strategies:

Name	Strategy
two-way immersion peer support (Japanese)	Students who are learning Japanese as a second language will interact with other native-speaking Japanese students to gain conversant knowledge of Japanese quickly. They will spend the majority of the day together, with only certain times (English Language Arts, Japanese Language Arts) separated by native linguistic ability, and with instruction using SIOP (Sheltered Instruction Observation Protocol).

1.2.1. Strategy: two-way immersion peer support (Japanese)

Strategy Statement: Students who are learning Japanese as a second language will interact with other native-speaking Japanese students to gain conversant knowledge of Japanese quickly. They will spend the majority of the day together, with only certain times (English Language Arts, Japanese Language Arts) separated by native linguistic ability, and with instruction using SIOP (Sheltered Instruction Observation Protocol).

Selected Target Areas

--

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

This two-way immersion approach is supported by our academic advisory committee headed by Dr. Hitomi Oketani at Eastern Michigan University, and is considered by research at the Center for Applied Linguistics to be the strongest method for learning a second language in addition to the first.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Methods of Testing Literacy Levels in Japanese	2012-02-20	2012-02-20	Dr. Hitomi Oketani (academic advisor, Eastern Michigan University) with support from the academic advisory committee
Parent Literacy Workshop (Japanese)	2012-01-30	2012-01-30	Japanese staff
Two-way immersion seminar	2011-08-29	2011-08-29	Ted Delphia

1.2.1.1. Activity: Methods of Testing Literacy Levels in Japanese

Activity Type: Professional Development

Activity Description: Session in Japanese for native speakers (teachers) on how to test literacy levels in Japanese language using materials developed in Japan and the US. Test examples and DRA assessment equivalents.

Planned staff responsible for implementing activity: Dr. Hitomi Oketani (academic advisor, Eastern Michigan University) with support from the academic advisory committee

Actual staff responsible for implementing activity: Dr. Hitomi Oketani (academic advisor, Eastern Michigan University) with support from the academic advisory committee

Planned Timeline: Begin Date - 2012-02-20, End Date - 2012-02-20

Actual Timeline: Begin Date - 02/20/2012, End Date - 02/20/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

1.2.1.2. Activity: Parent Literacy Workshop (Japanese)

Activity Type: Other

Activity Description: Japanese speaking teachers will develop and address interactive teaching strategies used in the classroom so that parents of English speaking students can implement them at home to enhance students literacy achievement in Japanese. Parents will create and receive materials at the workshop that can be used for literacy support at home.

Planned staff responsible for implementing activity: Japanese staff

Actual staff responsible for implementing activity: Japanese staff

Planned Timeline: Begin Date - 2012-01-30, End Date - 2012-01-30

Actual Timeline: Begin Date - 01/30/2012, End Date - 01/30/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

1.2.1.3. Activity: Two-way immersion seminar

Activity Type: Professional Development

Activity Description: PD session by Dr. Hitomi Oketani on the structuring of two-way immersion classrooms

Planned staff responsible for implementing activity: Ted Delphia

Actual staff responsible for implementing activity: Ted Delphia

Planned Timeline: Begin Date - 2011-08-29, End Date - 2011-08-29

Actual Timeline: Begin Date - 08/29/2011, End Date - 08/29/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presentation by Professor Hitomi Oketani	No Funds Required		
research materials (books on TWI programs)	General Funds	200.00	

1.3. Objective: Grade level in Mathematics (English) by the end of third grade

Measurable Objective Statement to Support Goal: Using assessments contained in our textbook system (Everyday Mathematics), all students will succeed at the grade level goals for that grade (assessed with "Recognizing Student Achievement" tasks). However, all students should be at grade level by the end of the third grade.

List of Strategies:

Name	Strategy
Everyday Math homework strand (internet-enhanced)	Students will have access to concept support and reinforcement in Everyday Math through the homework assignments (home links). This will also give the parents an idea of the child's progress, as well as give students more support towards learning the concepts necessary for the grade level goals. Our web portal will incorporate the homework assignments to give access at home, and also provide Japanese language assistance to parents (translated directions).
Online access to Everyday Mathematics activities	Implement the online access available to parents to create a more interactive way of working with the students at home (see http://everydaymath.uchicago.edu/parents/ for resources)

1.3.1. Strategy: Everyday Math homework strand (internet-enhanced)

Strategy Statement: Students will have access to concept support and reinforcement in Everyday Math through the homework assignments (home links). This will also give the parents an idea of the child's progress, as well as give students more support towards learning the concepts necessary for the grade level goals. Our web portal will incorporate the homework assignments to give access at home, and also provide Japanese language assistance to parents (translated directions).

Selected Target Areas

--

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

Everyday Math is designed to reinforce the learning concepts through daily exposure outside of the classroom. We reviewed the literature accompanying Everyday Mathematics that explains how the home links reinforce learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Everyday Mathematics and Family Math activities at home (Home links)	2011-11-08	2011-11-08	Ted Delphia
Parent Mathematics workshop (English)	2012-10-16	2012-10-16	English teachers

1.3.1.1. Activity: Everyday Mathematics and Family Math activities at home (Home links)

Activity Type: Professional Development

Activity Description: English speaking teachers will coordinate with the family outreach representative at school to go over family home link materials, review usage to date, and begin planning family math night activities.

Planned staff responsible for implementing activity: Ted Delphia

Actual staff responsible for implementing activity: Ted Delphia

Planned Timeline: Begin Date - 2011-11-08, End Date - 2011-11-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presentation by Nan Cappel	No Funds Required		

1.3.1.2. Activity: Parent Mathematics workshop (English)

Activity Type: Other

Activity Description: English speaking teachers will develop and address interactive teaching strategies used in the classroom so that parents can implement them at home to enhance students mathematics achievement. Parents will create and receive materials at the workshop that can be used for mathematics support at home.

Planned staff responsible for implementing activity: English teachers

Actual staff responsible for implementing activity: English teachers

Planned Timeline: Begin Date - 2012-10-16, End Date - 2012-10-16

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.3.2. Strategy: Online access to Everyday Mathematics activities

Strategy Statement: Implement the online access available to parents to create a more interactive way of working with the students at home (see <http://everydaymath.uchicago.edu/parents/> for resources)

Selected Target Areas

--

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

We are learning about supplemental materials available to have Everyday Math become more interactive for families at home.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Everyday Mathematics online exploration	2011-09-27	2011-09-27	Kim Tsukiyama

1.3.2.1. Activity: Everyday Mathematics online exploration

Activity Type: Professional Development

Activity Description: Explore online resources for Everyday Math, and demonstrate to parents at following open house event (Sept 29)

Planned staff responsible for implementing activity: Kim Tsukiyama

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-27, End Date - 2011-09-27

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
research time online	No Funds Required		

1.4. Objective: Grade level in Mathematics (Japanese) for Japanese

and JSL students

Measurable Objective Statement to Support Goal: Within the Japanese math textbook strand, all Japanese students will be able to successfully complete assessments at the 70th percentile without using translated materials by grade 3. For JSL students, they will be able to reach Cognitive Academic Language Proficiency (CALP) in mathematics after being in the program for 5-7 years or earlier.

List of Strategies:

Name	Strategy
Outlining text materials for non-Japanese families	We will outline Japanese texts to give a flowchart of the concepts developed throughout the year, and provide the materials in English (as well as Japanese). This will better inform families of the progress, inform the assessment rubrics contained in the work sampling system, and help guide students through the related content on the English side in Everyday Mathematics.

1.4.1. Strategy: Outlining text materials for non-Japanese families

Strategy Statement: We will outline Japanese texts to give a flowchart of the concepts developed throughout the year, and provide the materials in English (as well as Japanese). This will better inform families of the progress, inform the assessment rubrics contained in the work sampling system, and help guide students through the related content on the English side in Everyday Mathematics.

Selected Target Areas

--

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

The original curriculum development research to create a Japanese-English immersion program by Dr. Oketani and the Academic Advisory Committee is our current roadmap for connecting the Japanese mathematical concepts found in the Japanese Ministry of Education texts with our American math program (Everyday Mathematics).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Japanese Outline of Grade 1 and 2 math	2011-09-27	2011-09-27	Rie Hanai
Parent Mathematics workshop (Japanese)	2012-11-13	2012-11-13	Japanese teachers

1.4.1.1. Activity: Japanese Outline of Grade 1 and 2 math

Activity Type: Professional Development

Activity Description: Create an outline of the Grade 1 and 2 math concepts as found in the Japanese Ministry of Education Texts, and make a flow chart that matches concepts with those found in the Everyday Mathematics texts for Grade 1 and 2.

Planned staff responsible for implementing activity: Rie Hanai

Actual staff responsible for implementing activity: Rie Hanai

Planned Timeline: Begin Date - 2011-09-27, End Date - 2011-09-27

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Translations of materials	General Funds	500.00	

1.4.1.2. Activity: Parent Mathematics workshop (Japanese)

Activity Type: Other

Activity Description: Japanese speaking teachers will develop and address interactive teaching strategies used in the classroom so that parents of English speaking students can implement them at home to enhance students mathematics achievement in Japanese. Parents will create and receive materials at the workshop that can be used for mathematics support at home.

Planned staff responsible for implementing activity: Japanese teachers

Actual staff responsible for implementing activity: Japanese teachers

Planned Timeline: Begin Date - 2012-11-13, End Date - 2012-11-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.5. Objective: Grade level in Science (English) by the end of third

grade

Measurable Objective Statement to Support Goal: By the end of the third grade year, all students will be able to rate all scores at 3 or higher on the 1-4 scale inquiry rubrics for each chapter.

List of Strategies:

Name	Strategy
Determine main concepts for grades 1 and 2: Life Sciences	Determine the main concepts in Life Sciences found in the National Geographic Science program for grades 1 and 2, and connect to the science materials found in the Japanese texts.

1.5.1. Strategy: Determine main concepts for grades 1 and 2: Life Sciences

Strategy Statement: Determine the main concepts in Life Sciences found in the National Geographic Science program for grades 1 and 2, and connect to the science materials found in the Japanese texts.

Selected Target Areas

--

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

We are using the National Geographic Science program, and so far our research is at the preliminary findings stage.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
National Geographic Science overview demonstration workshop	2011-09-02	2011-09-02	Ted Delphia
Parent Science Workshop (English)	2012-03-22	2012-03-22	English teachers

1.5.1.1. Activity: National Geographic Science overview demonstration workshop

Activity Type: Professional Development

Activity Description: This workshop is to go over the structure of the National Geographic Science

program, and find the connections between these text materials and the ELA materials (REACH, also from National Geographic). We also will look at the main concepts behind the Life, Earth, and Physical sciences, and the 7 forms of scientific inquiry that are supported in the program throughout the grades.

Planned staff responsible for implementing activity: Ted Delphia

Actual staff responsible for implementing activity: Ted Delphia

Planned Timeline: Begin Date - 2011-09-02, End Date - 2011-09-02

Actual Timeline: Begin Date - 09/02/2011, End Date - 09/02/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presentation by Nan Cappel	No Funds Required		

1.5.1.2. Activity: Parent Science Workshop (English)

Activity Type: Other

Activity Description: English speaking teachers will develop and address interactive teaching strategies used in the classroom so that parents of Japanese speaking students can implement them at home to enhance students science achievement in English. Parents will create and receive materials at the workshop that can be used for science vocabulary support at home.

Planned staff responsible for implementing activity: English teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-03-22, End Date - 2012-03-22

Actual Timeline: Begin Date - 03/22/2012, End Date - 03/22/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.6. Objective: Grade level in Science (Japanese) for Japanese and JSL students

Measurable Objective Statement to Support Goal: Within the Japanese science textbook strand, all Japanese students will be able to successfully complete assessments at the 70th percentile without using

translated materials by grade 3. For JSL students, they will be able to reach Cognitive Academic Language Proficiency (CALP) in science after being in the program for 5-7 years or earlier.

List of Strategies:

Name	Strategy
Outlining text materials for non-Japanese families	We will outline Japanese texts to give a flowchart of the concepts developed throughout the year, and provide the materials in English (as well as Japanese). This will better inform families of the progress, inform the assessment rubrics contained in the work sampling system, and help guide students through the related content on the English side in National Geographic Science.

1.6.1. Strategy: Outlining text materials for non-Japanese families

Strategy Statement: We will outline Japanese texts to give a flowchart of the concepts developed throughout the year, and provide the materials in English (as well as Japanese). This will better inform families of the progress, inform the assessment rubrics contained in the work sampling system, and help guide students through the related content on the English side in National Geographic Science.

Selected Target Areas

--

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

The original curriculum development research to create a Japanese-English immersion program by the Academic Advisory Committee led by Dr. Oketani is our current roadmap, using the National Geographic Science program and supplemented by Japanese texts and materials.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Japanese Outline of Grades 1 and 2 science	2011-09-27	2011-09-27	Ted Delphia
Parent Science Workshop (Japanese)	2013-03-12	2013-03-12	Japanese teachers

1.6.1.1. Activity: Japanese Outline of Grades 1 and 2 science

Activity Type: Professional Development

Activity Description: Create an outline of the Grades 1 and 2 science concepts as found in the Japanese

Ministry of Education Texts, and make a flow chart that matches concepts with those found in the National Geographic materials for Grades 1 and 2.

Planned staff responsible for implementing activity: Ted Delphia

Actual staff responsible for implementing activity: Ted Delphia

Planned Timeline: Begin Date - 2011-09-27, End Date - 2011-09-27

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Translation of materials	General Funds	500.00	

1.6.1.2. Activity: Parent Science Workshop (Japanese)

Activity Type: Other

Activity Description: Japanese speaking teachers will develop and address interactive teaching strategies used in the classroom so that parents of English speaking students can implement them at home to enhance students science achievement in Japanese. Parents will create and receive materials at the workshop that can be used for science support at home.

Planned staff responsible for implementing activity: Japanese teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2013-03-12, End Date - 2013-03-12

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 2: Develop parental support system in English and Japanese

Content Area: Other

Development Status: Complete

Student Goal Statement: Student achievement is best when parents are an active part of their child's school participation. We will create an online space for parents that helps parents in the following ways:

- 1) Help Japanese parents with their child's ESL growth by providing authentic listening materials to accompany texts
- 2) Help American parents with their child's JSL growth by providing authentic listening materials to accompany texts
- 3) Provide a way for Japanese and American families to share opportunities for children to learn together outside of school

Gap Statement: Children in the Japanese community in general have limited interaction with American children outside of school.

Children in the American community have limited interaction with Japanese children outside of school, and also limited materials for learning Japanese outside of the classroom.

Cause for Gap: Our program is new, so these materials and website portal have not been developed yet.

Multiple measures/sources of data you used to identify this gap in student achievement: We did an initial survey back in February 2010 that asked about some of the questions above to parents, and they indicated that they would be in favor of us helping to create such a site for them to interact with their kids and other families. Parents who do not know one language or the other are nervous about how to support their child's growth at our school. Our research-based approach (supervised by Dr. Hitomi Oketani at EMU) shows that children can be successful bilingual students even if the adults do not know one of the languages, as long as they continue to have strong support in their native language.

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? Success in the near term will be determined by:

- 1) Having the initial site up and running by the end of the first trimester (Dec 9, 2011)
- 2) Monitoring site activity to see if it is being used regularly or not (families must sign in to use)

Contact Name: Andrew Wurtz

List of Objectives:

Name	Objective
Develop Wikispaces portal site for portfolio storage and access	We will develop our wikispaces site to handle portfolio materials in an electronic format to tie to our work sampling system assessment rubric, and give access to all assessment materials to parents and students
School Representative acts as Parent Liaison	A member of the teaching staff will act as an advocate for parents and families. The role of the parent liaison is to empower parents to become active participants in the education of their children. The parent liaison helps parents get the information and support they need to help their children be successful in school, both academically and socially.

2.1. Objective: Develop Wikispaces portal site for portfolio storage and access

Measurable Objective Statement to Support Goal: We will develop our wikispaces site to handle portfolio

materials in an electronic format to tie to our work sampling system assessment rubric, and give access to all assessment materials to parents and students

List of Strategies:

Name	Strategy
Wikispace configuration for use as a portfolio access system	We will implement the new portfolio access system after laying out a design based on the following: 1) ease of parent access 2) portability of materials (sending with records to other schools) 3) subdivision based on 8 assessment areas (7 WSS areas + Japanese)

2.1.1. Strategy: Wikispace configuration for use as a portfolio access system

Strategy Statement: We will implement the new portfolio access system after laying out a design based on the following:

- 1) ease of parent access
- 2) portability of materials (sending with records to other schools)
- 3) subdivision based on 8 assessment areas (7 WSS areas + Japanese)

Selected Target Areas

--

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

We found last year that the current online system offered by Pearson Assessments (WSS online) does not allow for either Japanese characters (essential for writing reports to Japanese families and porting out to Japanese schools when children return to Japan) and also would not allow staff to bring materials back out of the portfolio storage space. The system also did not allow for parental access, which in our view violates the spirit of FERPA regulations, which state: "Parents or eligible students have the right to inspect and review the student's education records maintained by the school."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Wikispace overview	2011-10-13	2011-10-13	Andrew Wurtz

2.1.1.1. Activity: Wikispace overview

Activity Type: Professional Development

Activity Description: Overview after school of Wikispaces, and demonstration of a sample student layout for discussion by staff

Planned staff responsible for implementing activity: Andrew Wurtz

Actual staff responsible for implementing activity: Andrew Wurtz
Ted Delphia

Planned Timeline: Begin Date - 2011-10-13, End Date - 2011-10-13

Actual Timeline: Begin Date - 10/13/2011, End Date - 10/13/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
wikispaces subscription for school	General Funds	2,000.00	850.00

2.2. Objective: School Representative acts as Parent Liaison

Measurable Objective Statement to Support Goal: A member of the teaching staff will act as an advocate for parents and families. The role of the parent liaison is to empower parents to become active participants in the education of their children. The parent liaison helps parents get the information and support they need to help their children be successful in school, both academically and socially.

List of Strategies:

Name	Strategy
Communicate relevant school-wide information between parents and staff	The parent liaison will communicate parent concerns, school policies and procedures effectively among parents and school staff. The parent liaison will strive to better inform families of information that is crucial to maintaining a strong relationship among parents and the school.

2.2.1. Strategy: Communicate relevant school-wide information between parents and staff

Strategy Statement: The parent liaison will communicate parent concerns, school policies and procedures effectively among parents and school staff. The parent liaison will strive to better inform families of information that is crucial to maintaining a strong relationship among parents and the school.

Selected Target Areas

--

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

Parent Surveys

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent liaison overview of current concerns and issues	2012-08-31	2012-08-31	Kathleen Snyder

2.2.1.1. Activity: Parent liaison overview of current concerns and issues

Activity Type: Other

Activity Description: The parent liaison will communicate current parent concerns thus far into the school year to the teaching staff. With the assistance of the teaching staff, decisions will be made about parent concerns and the parent liaison will then communicate the information effectively back to the parents.

Planned staff responsible for implementing activity: Kathleen Snyder

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-31, End Date - 2012-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 3: Integration of technology into every classroom

Content Area: Other

Development Status: Complete

Student Goal Statement: Students need to learn how to be life-long learners, and technology is vital to their continued growth and development. We need to have technology (interactive whiteboards, one-to-one computer access) so that teachers can depend on and integrate technology into their daily instruction.

Gap Statement: Students currently are using texts and literacy materials, as well as teacher designed and led activities, for the primary instructional method. This is different from the methods (internet, personal computing devices) that students will need to use and master as they mature as life-long learners.

Cause for Gap: We have not had a chance yet to implement technology into our classrooms. While we have purchased some items, there has not been the opportunity yet for teacher training or for full installation of the items.

Multiple measures/sources of data you used to identify this gap in student achievement: Staff observations.

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? By the end of this year, all of our classrooms will have access to interactive whiteboards, and all students grade 2 and above will have use of a personal one-to-one computer (iPad 2).

Contact Name: Ted Delphia

List of Objectives:

Name	Objective
Enhance effectiveness of teacher instruction through technology	By the end of the 2012-13 school year, we will have grades K and 1 using interactive whiteboards and using software adaptations of the curriculum materials we are currently using. For Grade 2, we will start to have students using iPad 2 tablets sometime in the 2nd trimester, with integration of works done on these iPad 2s into the electronic portfolio (work sampling system) of each student.

3.1. Objective: Enhance effectiveness of teacher instruction through technology

Measurable Objective Statement to Support Goal: By the end of the 2012-13 school year, we will have grades K and 1 using interactive whiteboards and using software adaptations of the curriculum materials we are currently using. For Grade 2, we will start to have students using iPad 2 tablets sometime in the 2nd trimester, with integration of works done on these iPad 2s into the electronic portfolio (work sampling system) of each student.

List of Strategies:

Name	Strategy
Use of technology in the classroom on a daily basis	Teachers and students will be able to use technology (interactive white boards, iPad 2 tablets, and internet access to materials) on a daily basis, integrating this use into daily learning activities.

3.1.1. Strategy: Use of technology in the classroom on a daily basis

Strategy Statement: Teachers and students will be able to use technology (interactive white boards, iPad 2 tablets, and internet access to materials) on a daily basis, integrating this use into daily learning activities.

Selected Target Areas

--

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

internet articles, seminars on technology integration

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
usage of interactive whiteboards (promethean boards) in the classroom	2012-08-30	2012-08-30	Ted Delphia

3.1.1.1. Activity: usage of interactive whiteboards (promethean boards) in the classroom

Activity Type: Professional Development

Activity Description: Teachers will go offsite to see a demonstration of the Promethean interactive board system, and the software associated with it (ActivEngage, ActivInspire, etc).

Planned staff responsible for implementing activity: Ted Delphia

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-30, End Date - 2012-08-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Consultant Fee for seminar	Title II Part A	850.00	
Group bus	Other	20.00	

Goal 4: Literacy at grade level by Grade 3

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Our students will be reading at grade level by the end of grade 3, so that they can develop the literacy skills needed as good readers to comprehend content-specific academy texts in addition to fiction.

Gap Statement: Our school has a predominant population of ELL students, as well as a smaller group of free or reduced lunch students. These 2 populations are shown in most studies to be at risk of not reading at grade level by 3rd grade, and having a subsequent "learning gap" with their peers in following years that is difficult to eliminate without supplemental support.

Cause for Gap: For the ELL students, the main causes are lack of English vocabulary, and the need to connect their English and other language (Japanese) content learning together as they continue their academic growth.

Multiple measures/sources of data you used to identify this gap in student achievement: We have not used any measurement data other than their general ELPA scores and test results on the DRA assessment. The gap is currently identified by assuming that membership in an at-risk group results in the need for such supplemental literacy help in English.

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? We need our students to be at grade level by the end of 3rd grade in their reading and literacy skills. This can be measured by the DRA assessments, as well as internal assessments in our ELA text program (National Geographic REACH) and an external norm-referenced test such as the SAT-10 (which we are considering starting this year).

Contact Name: Ted Delphia

List of Objectives:

Name	Objective
Comprehensive review of Nat. Geo. REACH materials	Staff will begin a comprehensive review of REACH materials to understand inherent strategies for ELL community and other at-risk groups
Initiation of Fountas Pinnell Levelled Literacy Intervention materials	We will identify students who will benefit from the intermediate RTI literacy program (Fountas & Pinnell, Levelled Literacy Intervention materials) after assessing students (1st and 2nd grades at the beginning of the year, K at the middle of the year)

4.1. Objective: Comprehensive review of Nat. Geo. REACH materials

Measurable Objective Statement to Support Goal: Staff will begin a comprehensive review of REACH

materials to understand inherent strategies for ELL community and other at-risk groups

List of Strategies:

Name	Strategy
Usage of REACH materials for differentiated learning	We will implement differentiated levels of use for the REACH materials for 1st and 2nd grades, and Kindergarten after assessing students.

4.1.1. Strategy: Usage of REACH materials for differentiated learning

Strategy Statement: We will implement differentiated levels of use for the REACH materials for 1st and 2nd grades, and Kindergarten after assessing students.

Selected Target Areas

--

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

We have been studying the REACH materials and different levels of approach available, so that we can use the appropriate level once we know the right level for each individual student.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
REACH PD presentation	2011-08-29	2011-08-29	Ted Delphia

4.1.1.1. Activity: REACH PD presentation

Activity Type: Professional Development

Activity Description: Overview of REACH, and workshop on how to use and extend REACH program materials for mainstream, at-risk, and ELL populations

Planned staff responsible for implementing activity: Ted Delphia

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2011-08-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
REACH presentation by Heinemann	No Funds Required		

4.2. Objective: Initiation of Fountas Pinnell Levelled Literacy Intervention materials

Measurable Objective Statement to Support Goal: We will identify students who will benefit from the intermediate RTI literacy program (Fountas & Pinnell, Levelled Literacy Intervention materials) after assessing students (1st and 2nd grades at the beginning of the year, K at the middle of the year)

List of Strategies:

Name	Strategy
Small Group intervention for at-risk readers	We will begin using the Fountas & Pinnell LLI program for small-group supplemental instruction to bring students up to grade level at or before 3rd grade.

4.2.1. Strategy: Small Group intervention for at-risk readers

Strategy Statement: We will begin using the Fountas & Pinnell LLI program for small-group supplemental instruction to bring students up to grade level at or before 3rd grade.

Selected Target Areas

--

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

We reviewed field studies and other examples of the LLI program, and decided that this would be a good use for our 31a supplemental funds.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
LLI workshop on how to use the LLI materials	2011-11-08	2011-11-08	Ted Delphia

4.2.1.1. Activity: LLI workshop on how to use the LLI materials

Activity Type: Professional Development

Activity Description: perform a workshop using LLI materials to help teachers understand how it works with small groupings to supplement our REACH program, so that we can determine time allocations, what benchmark assessment tool to use (DRA or Fountas-Pinnell Benchmark Assessment 2nd ed)

Planned staff responsible for implementing activity: Ted Delphia

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-11-08, End Date - 2011-11-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Fountas & Pinnell benchmark assessment level 1	Section 31 a	350.00	
Fountas & Pinnell LLI system blue	Section 31 a	2,475.00	
Fountas & Pinnell LLI system Green	Section 31 a	2,200.00	

Goal 5: RTI development of strategies for both US, Japanese style education environ

Content Area: Other

Development Status: Complete

Student Goal Statement: Students will have a strong educational environment to meet their individual needs, met within the framework of both US and Japanese educational environments.

Gap Statement: Students from diverse backgrounds have differing needs, which need to be met with an understanding of their cultural environments, and also our school needs to have a solid understanding of the different ways we can meet student needs within both US and Japanese educational systems.

Cause for Gap: Our school is trying to create a new school environment by synthesizing two very different educational systems together. We are still in the process of understanding both systems so that we can create a hybrid that works for both staff and students.

Multiple measures/sources of data you used to identify this gap in student achievement: Observational cues from teachers and parents, as well as outside observations conducted by Eastern Michigan University

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? We will be able to measure success by surveys and feedback from families and students, as well as from the teachers themselves, on how our school is representing both educational environments and how students are having their individual needs met within both systems.

Contact Name: Kim Tsukiyama

List of Objectives:

Name	Objective
Teacher methods of RTI within the US school environment framework	By the end of the first trimester each school year, teachers will be able to share and understand one strategy each that will enhance the RTI ability of the staff as a whole and the school itself.
Understanding of the Japanese school system, goals, and methods	By the end of the first trimester, US teachers will be familiar with and comfortable with goals, curricular styles and ways of reaching individual students as presented by the Japanese teachers (with supporting materials in English)

5.1. Objective: Teacher methods of RTI within the US school environment framework

Measurable Objective Statement to Support Goal: By the end of the first trimester each school year, teachers will be able to share and understand one strategy each that will enhance the RTI ability of the staff as a whole and the school itself.

List of Strategies:

Name	Strategy
Teacher sharing of RTI strategies (Professional Development)	Teachers will work together to share one strategy each that will be helpful to all staff in responding to individual students' needs within the classroom and the school community.

5.1.1. Strategy: Teacher sharing of RTI strategies (Professional Development)

Strategy Statement: Teachers will work together to share one strategy each that will be helpful to all staff in responding to individual students' needs within the classroom and the school community.

Selected Target Areas

--

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

Teacher observations at the school, and Teacher-directed strategies for school improvement (as mentioned by Marzano & DuFour in "Leaders of Learning").

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
teacher-led workshop on teaching implementation strategies for RtI	2012-08-31	2012-08-31	Kim Tsukiyama

5.1.1.1. Activity: teacher-led workshop on teaching implementation strategies for RtI

Activity Type: Professional Development

Activity Description: Teachers will give examples and demonstrate teaching strategies they have found to be effective for Response to Intervention.

Planned staff responsible for implementing activity: Kim Tsukiyama

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-31, End Date - 2012-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Co-teaching that works strategy handout (from PD seminar)	General Funds	125.00	

5.2. Objective: Understanding of the Japanese school system, goals, and methods

Measurable Objective Statement to Support Goal: By the end of the first trimester, US teachers will be familiar with and comfortable with goals, curricular styles and ways of reaching individual students as presented by the Japanese teachers (with supporting materials in English)

List of Strategies:

Name	Strategy
Japanese teacher-led overview and presentation of Japanese school system	Japanese teachers within the school will give an overview of the Japanese elementary and kindergarten educational systems to present to all the teachers, and explain through a compare/contrast session some of the similarities and differences between the two systems. This will give us a better understanding of what aspects we need to emphasize, and work to integrate together.

5.2.1. Strategy: Japanese teacher-led overview and presentation of Japanese school system

Strategy Statement: Japanese teachers within the school will give an overview of the Japanese elementary and kindergarten educational systems to present to all the teachers, and explain through a compare/contrast session some of the similarities and differences between the two systems. This will give us a better understanding of what aspects we need to emphasize, and work to integrate together.

Selected Target Areas

--

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

internet research, as well as books by Gail Benjamin ("Japanese Lessons"), Joseph Tobin ("Preschool in 3 cultures"), and Lois Peak ("Learning to go to school in Japan").

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Seminar by Japanese teachers on Japanese educational methods and goals	2012-08-31	2012-08-31	Mitsuyo Delphia

5.2.1.1. Activity: Seminar by Japanese teachers on Japanese educational methods and goals

Activity Type: Professional Development

Activity Description: Japanese teachers will share with their American colleagues at the school about Kindergarten and Elementary school routines, beliefs, and methodologies. All teachers then will get together to discuss how these aspects relate to and affect RtI within the school setting as a whole.

Planned staff responsible for implementing activity: Mitsuyo Delphia

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-31, End Date - 2012-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading materials on Japanese materials	Other	60.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$3,475.00	\$910.00
Section 31 a	\$5,025.00	\$0.00
Other	\$80.00	\$0.00
Title II Part A	\$850.00	\$0.00
No Funds Required	\$0.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

This is our 2nd year of preparing the school improvement plan. We are using goals and objectives from the 1st year and refining/developing them going forward. The framework is helping us develop a plan going forward until we start getting a larger student population and more data to work with.

The CNA was conducted by comparing last year's goals and objectives, assessing our progress in these areas, and also determining new areas that might need to be addressed now and in our future projections.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Together with our academic advisory committee from Eastern Michigan University (using our charter school implementation funds), we built out our crosswalk between Japanese and Michigan content requirements, and curriculum structure going up through grade 4, with an outline also for grades 5 and 6. This curriculum is still being developed, and will continue to undergo revision based on assessment and observations by members of our Eastern Michigan University-based Academic Advisory Committee as well as our own staff.

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

We still depend on the research done through our relationship with EMU and our academic advisory committee to determine our initial curriculum and assessment systems. However, we are now more and more having opportunities for staff input to refine and even redirect some of our curriculum and assessment decision making processes, and eventually will have a deep enough pool of staff members to be self sufficient in these areas. We also have a lot of input from our school board members who take a strong interest in these areas. We look to develop our professional learning community structure further, so we can broaden our approach and give access to all stakeholders.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

We already have built-in to our system authentic assessment through our work sampling system portfolio rubrics, that provide referential materials in context for on-going evaluation of students. We are now structuring a wikispaces area that will also provide access and feedback from parents (online).

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

We have develop our internet portal for parents, so that learning can be extended beyond the classroom, and also so that parents who only speak one of our two instructional languages will be able to share experiences at home with their children. We will have full implementation of tech-based instruction (touch-screen tablets) for each student during second grade. We plan to have PD opportunities for all staff to enhance their teaching through technology by using interactive whiteboards.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

This is our second SIP. We had some of the SIP materials in the background of our school instructional climate, but we did not formally look at, evaluate and discussion the SIP together as a whole staff. This is something we plan to do starting in NOV 2012 for the upcoming SIP (2012-13), We still don't have data from state assessments, but we are working to develop reliable indicators of academic achievement and are starting to use the IOWA test and other nationally normed tests to use as indicators, in addition to our portfolio assessment system and teacher observations.

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

We will translate all important findings in both English and Japanese, using summation of findings that uses

layman's terms and avoid educational jargon as much as possible.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Because of limited resources (time, personnel), the only two people engaged in refining the current SIP are the lead administrator and head of grades 1-3 (English). We also are limited by the language barrier arising from the high level of technical language found in the SIP in English (a foreign language for many of our staff and other stakeholders).

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments: *Our school in 2011-12 tested first grade using the CogAT and Iowa tests.*

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).
If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *No*

Comments: *We have not produced an AER yet, but we will be doing so for this coming year.*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments:

Health and Safety (HSAT)

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

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments: *We have a basic written policy that is age appropriate for kindergarten and first grade, since the older grades don't exist yet. Going forward, we are using our school board policies currently under development to direct a more comprehensive policy for grades 2-6 once they exist.*

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments: *We are small, so we do individualized support and PD based on that teacher's abilities.*

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

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

Response: *No*

Comments: *We don't have data from the past yet.*

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *No action taken*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments: *We have basic hygiene information and activities that we have shared with parents.*

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *No*

Comments: *We are currently having the PE requirements taught by the self-contained classroom teachers.*

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments: *We are starting to combine Japanese with Michigan standards, so it's a hybrid curriculum. We do follow the Michigan Model for Health Curriculum.*

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *No action taken*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *No*

Comments: *We currently provide food service through our local school district program (Livonia Public*

Schools and Plymouth-Canton School District)

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments: *We currently provide food service through our local school district program (Livonia Public Schools and Plymouth-Canton School District)*

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

Response: *No*

Comments: *We currently provide food service through our local school district program (Livonia Public Schools and Plymouth-Canton School District)*

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *No*

Comments: *We currently provide food service through our local school district program (Livonia Public Schools and Plymouth-Canton School District)*

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments: *We have a basic written policy that is age appropriate for kindergarten and first grade, since the older grades don't exist yet. Going forward, we are using our school board policies currently under development to direct a more comprehensive policy for grades 2-6 once they exist.*

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *No action taken*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments: *We don't provide food at staff meetings.*

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written Policy, but not fully implemented*

Comments: *We are starting to implement policies developed in 2011-12 for family involvement.*

31. Our school has a parent education program.

Response: *Yes*

Comments: *We have implemented a program about educating parents in both cultures represented in our school community.*

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to no indoor facilities*

Comments: *We lease the school space from a public school district (Livonia Public Schools), so we can't give access to other groups.*

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *No*

Comments: *We have not had a district school improvement team or access to CIMS data.*

2. CIMS data is used to prepare the District Improvement Plan.

Response: *No*

Comments:

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *No*

Comments: *There is currently no student access to the internet.*

2. The district has a process to monitor adult and student use of the internet.

Response: *No*

Comments: *There is currently no student use of the internet. Staff members are not monitored.*

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments: *An internet safety policy was passed by our school board in 2011-12. However, there is still no student access to the internet.*

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *No*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *No*

Comments: *Internal assessments are done by periodic discussion groups within the staff and administration on IT development going forward. However, we have not had any formal school-wide assessments such as MEAP, etc.*

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *No*

Comments:

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *We have started to develop a one-to-one program for our new grade 2 starting in 2012-13, and have purchased equipment for grade 2 as well as earlier grades (interactive whiteboards)*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments: *We are working with the GLCE for technology literacy.*

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *When we have 2nd or 3rd grade students or higher, we will adjust our curriculum to depend on more tablet-based learning, since each student will have one available.*

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.	Ted	Delphia	Lead Administrator	t.delphia@hinoki-school.org
Ms.	Kim	Tsukiyama	Grade 1-3 head (Eng)	k.tsukiyama@hinoki-school.org

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.

Name/Position:	Ted Delphia / Lead Administrator
Address:	36611 Curtis Rd., Livonia, MI 48152
Telephone Number:	734 422-5931

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

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- District Board Policy on Parent Involvement

PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

Reference: Sec. 1112, 1118 ESEA
MCL 380.1294

The Board of Directors recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

Through this policy, the Board directs the establishment of an Intercultural Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the School. The plan must encompass parent participation, through meetings and other forms of communication. The Intercultural Parental Involvement Plan shall reflect the Board's commitment to the following:

A. Relationships with Families

1. cultivating intercultural school environments that are appropriately welcoming, supportive, and student-centered;
2. providing professional development for school staff that helps build partnerships between families and schools;^{1,2}
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers;^{1,2}
4. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities.²

B. Effective Communication

1. providing information to families to support the proper health, safety, and well-being of their children;
2. providing information to families about school policies, procedures, programs, and activities;^{1,2}
3. promoting regular and open communication between school personnel and students' family members;
4. communicating with families in a format and language that is understandable, to the extent practicable;^{1,2}
5. providing information and involving families in monitoring student progress;²

6. providing families with timely and meaningful information regarding the academic standards of Michigan and appropriate Japan's State and local assessments, and pertinent legal provisions;^{1,2}
7. preparing families to be involved in meaningful discussions and meetings with school staff.^{1,2}

C. **Volunteer Opportunities**

1. providing volunteer opportunities for families to support their children's school activities;²
2. supporting other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events.²

D. **Learning at Home**

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school;^{1,2}
2. working with families to establish learning goals and help their children accomplish these goals;
3. helping families to provide a school and home environment that encourages learning and extends learning at home.¹

E. **Involving Families in Decision Making and Advocacy**

1. involving families as partners in the process of school review and continuous improvement planning;²
2. involving families in the development of its School-wide parent involvement policy and plan, and distributing the policy and plan to families.^{1,2}

F. **Collaborating with the Community**

1. building constructive partnerships and connecting families with community-based programs and other community resources;^{1,2}
2. coordinating and integrating family involvement programs and activities with School initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development.^{1,2}

Implementation

The Lead Administrator will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the School's continuous improvement, and individual school improvement plans. The plan will be distributed to all parents and students through publication in the Student Handbook or other suitable means. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the School plan.

¹Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

²Indicates Title I Section 1118 parent involvement requirements