

**FULTON SCHOOLS
INDICATORS OF SUCCESS**

#1. Student Achievement

Fulton Schools' students will achieve academic success and be prepared for future educational, employment, and life choices.

**Measurement
Instrument**

**Current Status
% of Proficiency**

Standard of Excellence

MEAP

	<u>Elementary</u>			
	2003		2004	
	<u>Fulton</u>	<u>State</u>	<u>Fulton</u>	<u>State</u>
Math	86	65	77	73
ELA	67	60	55	64
Reading	94	75	77	80
Writing	40	47	34	48
Science	82	77	85	78
Social Science	28	27	27	31

Student results in MEAP testing at or above State Average and meeting Adequate Yearly Progress (AYP) in all areas.

AYP – The measure used to hold schools and districts responsible for student achievement in English, Language Arts and Mathematics.

	<u>Middle School</u>			
	2003		2004	
	<u>Fulton</u>	<u>State</u>	<u>Fulton</u>	<u>State</u>
Math	44	52	75	63
ELA	60	58	69	57
Reading	54	61	71	61
Writing	79	57	74	47
Science	72	65	68	66
Social Studies	23	33	23	29

AYP is based on Michigan Educational Assessment Program (MEAP) test results, participation rates in MEAP testing, and attendance or graduation rates.

#1. Student Achievement

Measurement Instruments

**Current Status
% of Proficiency**

Standard of Excellence

MEAP

	<u>High School</u>			
	2002		2003	
	Fulton	State	Fulton	State
Math	66	52	55	52
ELA	N/A	N/A	73	64
Reading	73	71	89	71
Writing	47	50	36	50
Science	57	57	77	57
Social Studies	20	34	34	34

ACT

High School

	<u>2002 (35 tested)</u>	<u>2003 (28 tested)</u>	<u>State 03</u>	<u>National 03</u>
Science	21.1	22.4	21.6	20.8
Math	21.4	21.2	21.1	20.6
Reading	20	21.4	21.7	21.2
English	19.8	20.9	20.5	20.3
Composition	20.7	21.6	21.3	20.8

ACT composite at or above State average and increase in the number of students taking the test by ten percent per year.

**#1. Student Achievement
Measurement
Instruments**

Current Status

Standard of Excellence

**PLAN
Pre-ACT**

Class of	2006 (66 students)	2005 (17 students)	2004 (35 students)	State Avg.	National Avg.
English	16.4	18.2	18.3	18.3	16.5
Math	17.2	18.2	19.4	19.1	16.5
Reading	15.5	19.0	19.6	18.2	16.0
Science	16.7	19.4	18.9	19.4	17.0
Composite	17.5	18.8	19.2	18.9	16.6

PLAN district composite score at or above state average.

Eighty percent of students reading and writing at grade level (level 3) in Michigan Literacy Progress Profile (MLPP).

MLPP

(Fall 2004)

Post Graduate Survey

(Beginning Winter of 2005)

Seventy-five percent of post-graduate surveys will be completed through a phone survey by students five years after graduation.

Graduation Rate

2003
98%

2004
98%

Maintain a graduation rate of 95% or higher.

Work Keys

(Spring of 2005)

25% of Alternative Education Students tested will achieve a passing grade on the Work Keys.

Double the number annually of alternative students who qualify for the MERIT Scholarship.

#1. Student Achievement

Strategies

	Person(s) Responsible	Date of Implementation
All teachers will increase the amount of required student writing in their classrooms.	All Principals	Fall 2004
Teachers will include at a minimum, one writing exercise per week in their classroom as documented in their lesson plans.	All Principals	Fall 2004
Staff sharing seminars will be organized to strengthen writing exercises.	All Principals	Fall 2004
School wide writing prompts will take place at least once per Quarter.	All Principals	Fall 2004
Prompts will focus on several different styles of writing and interpretation of data and be corrected with staff input for student feedback.	HS Principal	Fall 2004
All teachers will adopt a common system for giving appropriate feedback to all students writing assignments.	HS Principal/ HS Writing Committee	Fall 2004
Professional Development for the Staff in the areas of strong writing techniques.	Principals/ Building's Professional Development Committees	Fall 2004
Teachers will increase the use of visual information in the classroom, including the use of charts, graph, maps and informational reading.	HS Principal	Fall 2004
Professional Development offered to increase teacher awareness of activities that develop interpretive skills in students.	HS Principal	Fall 2004
Sharing sessions for the staff to learn from each other.	HS Principal	Fall 2004

#1. Student Achievement

<u>Strategies</u>	Person(s) Responsible	Date of Implementation
Teachers will include at a minimum, one interpretive activity in their classes each week.	HS Principal	Fall 2004
Provide professional development to certify all K-5 teachers in MLPP.	ES Principal	Fall 2004
Provide summer school opportunities for students in the areas of math and reading.	Principals	Summer 2004
Use MLPP end of year assessments to individualize reading instruction.	ES Principal	Spring 2005
Continue aligning curriculum K-12 through providing release time once per month.	Superintendent	Fall 2004
Curriculum review on five (5) year cycle.	Superintendent	Fall 2004
Provide extra student study time/computer lab outside of school day.	Superintendent/Principals	Ongoing
Middle School students will be given survey on the interest and knowledge of social studies as presented in grades 7 and 8 curriculum guide. This will be of a pre and post format. This will be used to guide and adjust instruction.	MS Principal	Fall 2004
Middle School students will read at designated times for a designated amount of time and staff will keep reading records for each student.	MS Principal	Ongoing

#1. Student Achievement

Strategies

	Person(s) Responsible	Date of Implementation
Thematic, interdisciplinary teaching units at each grade level will scored be using the same rubric. Random sample of student’s scores will be reviewed annually.	MS Principal	Ongoing
Definition of a Rubric: a standard of measurement used by a teacher to set up guidelines for successful completion of an assignment. A rubric may be used to show a student what parts of the assignment, test or project have or have not been mastered. Rubrics are used most often with subjective assessments such as, writings/projects rather than with objective assessments such as, a multiple choice exam.		
Staff will record the percentage of assignments completed in each class, each marking period.	MS Principal	Fall 2003
Develop a post graduate survey to measure student life achievement.	HS Principal	Winter 2005
Implement Work Keys into the Alternative Education Curriculum.	Alternative Ed. Director	Fall 2004
Provide professional development for implementation of grade level content expectation.	Superintendent	Fall 2004
Analyze and evaluate assessments annually and then determine staff development needs and curricular adjustments.	Principals	Ongoing

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#2. Parental Involvement

Fulton Schools' students will work to involve parents as full partners in the education of their children.

**Measurement
Instrument**

Current Status

Standard of Excellence

Frequency of parental contacts through conferences, phone calls, newsletters and written notices.

Parent Teacher Conferences

	<u>2003</u>	<u>2004</u>
Elementary School	97.8%	98%
Middle School	94%	94%
High School	59%	56%

(Total # of Parental Contacts Beginning in Fall of 2004 by semester)

Increase the number of parental contacts (conferences, phone calls, newsletters, written notices) in each building by 5% each year through written or verbal contacts made by teachers and administrative staff.

Initially, 50% of parents accessing student information through "Teacher Ease" internet program, with an increase of 5% per year thereafter.

#2. Parental Involvement

Strategies

Adopt Teacher Ease internet program district wide, including appropriate in-service activity on system use.

**Person(s)
Responsible**
Principals/Teachers

**Date of
Implementation**
Fully implemented by Fall 2005 District wide.

Course/grade expectations to be communicated to every student's parents at the beginning of each school year through a common format. (Bill Banach)

Principal/Teacher

Fall 2004

Log parental contacts and compile results on a semester basis.

Administrators/Teachers

Fall 2004

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#3. Climate

Fulton Schools will provide for the caring and safety for all students to enhance learning.

Measurement Instruments	Current Status		Standard of Excellence
Elementary Exit Survey	(Beginning Spring 2005)		To be determined
7-12 Climate Survey			3.0 or above on a scale of 1-5
Senior Exit Survey	<u>2003</u> 97%	<u>2004</u> 99%	90% at grade of "C" or better on Exit surveys.
Alternative Education Exit Survey	(To be developed Spring of 2005)		

Strategies

		Person(s) Responsible	Date of Implementation
Student Recognition Programs	(Pirate Pride, Silent Mentoring, Good Citizenship, Homework help after school, DARE, TEAM, Student of the Week, Academic Awards Assembly, Student Leadership Forum, Optimist Club Awards, Senior Scholarships, Operation Graduation, ABC Club, EDP's, Career Pathway, Middle School Reward Trips)	Principals/Teachers	Ongoing

Strategies

Annually monitor measurement instrument results and develop strategies to improve areas of concern.

K-6 Anti Bullying

**Person(s)
Responsible**

Principals/Teachers

Principal/Teacher

**Date of
Implementation**

Ongoing

Ongoing

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#4. Resource Management – Fiscal, Physical, Technology and Human Resources

Fulton Schools will be a responsible steward of its financial, physical and technology resources and will maintain the resources necessary to provide a quality educational experience for all students.

Measurement Instruments	Current Status		Standard of Excellence
<u>Fiscal</u>			
Annual Financial Audit	<u>2003</u> 100% Satisfactory	<u>2004</u> 100% Satisfactory	100% satisfactory year end audit.
Sound Budgetary Process			Other than one-time expenses, the District will continue its level of fund balance until current fiscal crisis subsides. General accounting practices suggest a minimum fund balance of 10%-15% of operating budget.
<u>Physical Plant</u>			
Facilities Audit with input from teachers, administration, support staff, parents and community.			Provide the best environment, tools, equipment, materials and facilities to foster learning and student achievement.

**Measurement
Instruments**

Current Status

Standard of Excellence

Technology

Technology Audit with input from teachers, administration, support staff, parents and community.

District Technology Plan 2002-2006

Create a list of needs.

Human Resources

Evaluation

High quality staff as determined by evaluation by administration.

All employees meet goals set in Individual Development Plan (IDP).

Strategies

Facilities Audit

**Person(s)
Responsible**
Superintendent

**Date of
Implementation**
Fall 2005

Maintain a strong mentoring system for new staff.

Principals/Teachers

Ongoing

Maintain a committee style search and interview process.

Administration

Ongoing

Provide quality professional development for staff.

Administration

Ongoing

Provide information regarding housing, recreation & shopping opportunities for new staff.

Central Office

Summer 2004

Develop a process and instruments for evaluation of support staff.

Superintendent

Fall 2005

Exit interviews for departing staff.

Administration

Spring 2005

Strategies

	Person(s) Responsible	Date of Implementation
Form a facilities study committee, including addressing grade configuration.	Superintendent	Fall 2005
Develop a staff input survey.	Superintendent	Spring 2005
Provide on going technology training for staff in the area of using technology.	Superintendent	Fall 2004
Develop a furniture and equipment replacement plan for major, minor needs.	Superintendent	Spring 2005