

School Improvement Plan

Title I - Targeted Assistance

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Stevens T. Mason Elementary School

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

Dr. Elaine Middlekauff

Building Code: 02430

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The 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: | Stevens T. Mason Elementary School |
| District: | Grosse Pointe Public Schools |
| Public/Non-Public: | Public |
| Grades: | K,1,2,3,4,5 |
| School Code Number: | 02430 |
| City: | GROSSE POINTE WOODS |
| State/Province: | Michigan |
| Country: | United States |

Vision, Mission and Beliefs

Vision Statement

The vision of Grosse Pointe Schools is Excellence in Education: Learning and Leading for Today and Tomorrow.

Mason Elementary School affirms our role in creating that shared vision. "Excellence in Education" means we are providing a supportive learning setting for our students with the highest quality academic education, and a foundation in social skills and character development.

Mission Statement

The mission of Mason Elementary School is to create an environment that cultivates knowledgeable, responsible, and caring citizens who embrace life's possibilities with a passion for continuous learning.

Beliefs Statement

"EACH and EVERY STUDENT; EACH and EVERY DAY"

We believe:

Every student is entitled to be respected, nurtured, and valued.

Every student is entitled to a safe, positive learning environment.

Every student is entitled to the best possible education to maximize his or her academic achievement.

Education is a shared responsibility among students, educators, parents and the community.

A strong home school partnership is an essential component of successful student learning.

The best interest of students, and their educational needs, will be considered the basis for good decision making.

Every staff member makes a difference.

Staff are committed to continuous improvement and optimal use of district resources for students.

A professional learning community is an avenue for teacher growth and school improvement.

The use of technology by staff and students is an expectation of our global society.

Goals

| Name | Development Status | Progress Status |
|--------------------------------|--------------------|-----------------|
| Student Achievement in Math | Complete | Open |
| Student Achievement in Reading | Complete | Open |
| Student Achievement in Writing | Complete | Open |

Goal 1: Student Achievement in Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will increase their knowledge of and proficiency in mathematical skills. Students will gain proficiency in math concepts, math problem solving and automaticity of math facts.

Gap Statement: Although MEAP cut score changed, it was possible to review scores by gender to discern patterns of assessment performance. In review of MEAP and NWEA scores, an analysis shows a variance between gender.

2011-2012 MEAP: A review of the percentage of students achieving satisfactory scores indicated progress in closing the gender gap.

Grade 3 63% of females received a satisfactory score, 23% lower than males(84%)

Grade 4 67% of females received a satisfactory score, 4% lower than males(71%)

Grade 5 70% of females received a satisfactory score, 3% higher than males(67%)

2010-2011 MEAP: A review of the percentage of students achieving satisfactory scores indicated progress in closing the gender gap.

Grade 3 100% of both females and males received a satisfactory score (100%)

Grade 4 100% of females received a satisfactory score, 3% higher than males (97%)

Grade 5 92% of females received a satisfactory score, 1% higher than males (91%)

2009-2010 MEAP: A review of the percentage of students achieving satisfactory scores indicated a difference in gender sub-groups:

Grade 3, 96% of females received a satisfactory score, 4% lower than males (100%)

Grade 4, 91% of females received a satisfactory score, 4% lower than males (95%)

Grade 5, 95% of females received a satisfactory score, 12% higher than males (83%)

NWEA Math Scores: 2011-2012

Grade 2 average percentile for females was 77%, 3% higher than males (74%)

Grade 3 average percentile for females was 35%, 37% lower than males (72%)

Grade 4 average percentile for females was 63%, 21% lower than males (84%)

Grade 5 average percentile for females was 59%, 4% lower than males (63%)

NWEA Math Scores: 2010-2011

Grade 2 average percentile for females was 59%, 23% higher than males (82%)

Grade 3 average percentile for females was 57%, 31% lower than males (88%)

Grade 4 average percentile for females was 55%, 1% lower than males (56%)
 Grade 5 average percentile for females was 56%, 6% lower than males (62%)

NWEA Math Scores: 2009-2010

Grade 2 average percentile for females was 64%, 29% lower than males (93%)
 Grade 3 average percentile for females was 60%, 4% higher than males (56%)
 Grade 4 average percentile for females was 49%, NO GAP with males (49%)
 Grade 5 average percentile for females was 75%, 2% lower than males (77%)

Cause for Gap: A detailed review of MEAP and NWEA scores, and analysis of patterns, shows that there are differences in the test scores, based upon gender. The variance in scores may be attributed to differences in the actual enrollment by gender by grade, as well as the knowledge of math concepts and automaticity of math facts.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP scores and NWEA scores were carefully analyzed to identify gaps in performance among the student population. There was a comparison of the percentage of males and females receiving MEAP satisfactory NWEA scores were reviewed for student progress toward the target growth scores, as well as differences in gender. Further monitoring of the variance was reviewed by grade level across time. There was a comparison by gender of scores for the end of the year assessment. Scores for the honors math exam are monitored for gender differences.

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? NWEA -

Increase the percentage of students who meet or exceed their targeted performance growth.
 Narrow the gap between the percentage of males and females achieving satisfactory performance. Monitor the variance by gender at grades 1-3 during each testing period.

MEAP -

Increased the percentage of students who meet or exceed the state standards at each grade tested: grades 3,4,5
 Narrow the gap between the percentage of males and females achieving satisfactory performance.

District level assessment measure:

Increased student proficiency on end of the year assessments in grades 3,4,5

District level assessment measure:

End of Year Assessment for Middle School Honors at 5th grade- increase the number of students who qualify for the honors math program at sixth grade and monitor for gender variance.

Contact Name: Michelle Orhan

List of Objectives:

| Name | Objective |
|--------------------------------------|--|
| Increase student proficiency in math | Students will increase their understanding of math concepts, use of multiple problem solving strategies, computational accuracy and math fact automaticity. Teachers will focus instructional strategies to increase the percentage of students who achieve at level 1 and level 2, which is satisfactory proficiency on MEAP. Students will use their NWEA RIT test scores to benchmark their own progress towards greater proficiency in math. Students will create target goals for their |

own growth. Students will monitor their progress on NWEA assessments and proficiency on unit math tests to achieve their target growth.

1.1. Objective: Increase student proficiency in math

Measurable Objective Statement to Support Goal: Students will increase their understanding of math concepts, use of multiple problem solving strategies, computational accuracy and math fact automaticity. Teachers will focus instructional strategies to increase the percentage of students who achieve at level 1 and level 2, which is satisfactory proficiency on MEAP.

Students will use their NWEA RIT test scores to benchmark their own progress towards greater proficiency in math. Students will create target goals for their own growth. Students will monitor their progress on NWEA assessments and proficiency on unit math tests to achieve their target growth.

List of Strategies:

| Name | Strategy |
|--|--|
| Focused daily instruction | Teachers will commit 60-90 minutes a day to math instruction. Using assessment data, knowledge of the common core standards and curriculum objectives, teachers will identify goals for student learning. They will create appropriate lessons that provide necessary differentiation. Teachers will assess students' understanding of math concepts and monitor the accuracy of students' computation. Teachers will seek auxiliary services to support student learning. |
| Supplemental Assistance for Title 1 Part A eligible students | Using a RTI model, teachers will provide extended support and supplemental time for struggling learners. Teachers will utilize student performance data to identify students participating in the Title 1 program. They will use student NWEA strand data, MEAP strand data and pre-tests results to identify students needing classroom level assistance, monitor individual student growth, determine which students need supplemental instruction and support to achieve the level of required proficiency. |

1.1.1. Strategy: Focused daily instruction

Strategy Statement: Teachers will commit 60-90 minutes a day to math instruction. Using assessment data, knowledge of the common core standards and curriculum objectives, teachers will identify goals for student learning. They will create appropriate lessons that provide necessary differentiation. Teachers will assess students' understanding of math concepts and monitor the accuracy of students' computation. Teachers will seek auxiliary services to support student learning.

Selected Target Areas

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|---|
| I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge. |
| I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students. |
| I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it. |
| 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.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction. |

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

Research in best practices indicates learners are more successful when they are given the essential objectives. According to Marzano's research on the instructional practices that impact student learning, a guaranteed viable curriculum with time on task is positively correlated to increased student achievement. Additional resources:

- Common Core Standards in Mathematics
- Everyday Math program goals and pacing guide
- Kathy Checkley, The Essentials of Mathematics K-6
- National Council of Teachers of Mathematics, Principles and Standards for School Mathematics
- NCTM: Administrator's Guide: How to Support and Improve Mathematics Education in Your School

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|---|
| Homework support | 2012-09-24 | 2013-05-30 | Title 1 teacher, Additional Certified Teacher for Homework Club, classroom teachers Parent lunchtime volunteer |
| Math fact practice using technology | 2012-09-24 | 2013-06-10 | Classroom teachers in grades 2-5, Title 1 teacher, Computer lab assistant, District computer tech support staff, Building Administrator |
| Teachers will use data to inform instruction | 2012-09-17 | 2013-06-12 | Classroom teachers grades 1-5 Building Administrator Computer lab assistant to support data retrieval Title 1 teacher Resource Room teacher |

1.1.1.1. Activity: Homework support

Activity Type: Other

Activity Description: Providing students homework additional time within the school day supports their ability to successfully practice math skills. Lunch and learn is available daily as an option for students to complete math assignments during the day. This activity is monitored by a highly competent parent volunteer. Teachers may communicate expectations for assignments to the parent volunteer to enable students to have appropriate levels of supervision or guidance. Lunch and learn also provides opportunities for peer tutoring with older students as mentors. Students can also be assisted by classmates, if they have difficulty understanding an assignment. After school, the Homework Club is open to students in grades 3-5 for assistance on Mondays and Thursdays. Certified teachers assist students in the completion of their homework. Math assignments are completed and checked with the guidance of the teachers.

Planned staff responsible for implementing activity: Title 1 teacher, Additional Certified Teacher for Homework Club, classroom teachers
Parent lunchtime volunteer

Actual staff responsible for implementing activity: Title 1 teacher, Additional Certified Teacher for Homework Club, classroom teachers
Parent lunchtime volunteer

Planned Timeline: Begin Date - 2012-09-24, End Date - 2013-05-30

Actual Timeline: Begin Date - 09/24/2012, End Date - 05/30/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|------------------|----------------|----------------|---------------|
| Homework support | Other | 1,500.00 | |

1.1.1.2. Activity: Math fact practice using technology

Activity Type: Technology

Activity Description: Students will use the FASTT math computer program to practice math facts. The computer program supports the practice of facts using addition, subtraction, multiplication and division. All students in grade 2 use this program 3-4 times per week. To support at risk and struggling learners, Title 1 students in grades 3-5 will be assigned a math license, based upon their NWEA MAP math test score and teacher recommendation. The program can be used by students either in their classroom or at the computer lab. Students are able to progress monitor their own growth in math through this program. The district has made program access available to Title 1 students from home to increase practice opportunities.

An additional math practice computer program, IXL will be piloted with struggling students, based upon their MEAP and NWEA MAP math tests scores, as well as a review of math performance by the classroom teacher. IXL will offer students additional practice of core skills within the instructional day and available at home as well.

Planned staff responsible for implementing activity: Classroom teachers in grades 2-5, Title 1 teacher, Computer lab assistant, District computer tech support staff, Building Administrator

Actual staff responsible for implementing activity: Classroom teachers in grades 2-5, Title 1 teacher, Computer lab assistant, Building Administrator

Planned Timeline: Begin Date - 2012-09-24, End Date - 2013-06-10

Actual Timeline: Begin Date - 09/24/2012, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--|----------------|----------------|---------------|
| FASTT math license for grade 2 students | General Funds | 300.00 | 0.00 |
| Math students, grades 2-5, will use IXL math program | General Funds | 1,300.00 | |

1.1.1.3. Activity: Teachers will use data to inform instruction

Activity Type: Technology

Activity Description: Teachers will use NWEA data reports to review the NWEA Measures of Academic Progress for each student, taken three times a year. Teachers will use CLASS A and district reports to review the MEAP individual student reports and scores, class analysis and school summary reports. The review of data will enable a teacher to plan appropriate targeted instruction for all students. Teachers will use common assessments, such as end of Everyday Math chapter tests, to support decisions regarding necessary review or enrichment.

Planned staff responsible for implementing activity: Classroom teachers grades 1-5
 Building Administrator
 Computer lab assistant to support data retrieval
 Title 1 teacher
 Resource Room teacher

Actual staff responsible for implementing activity: All Classroom teachers grades 1-5
 Building Administrator
 Computer lab assistant to support data retrieval
 Title 1 teacher
 Resource Room teacher

Planned Timeline: Begin Date - 2012-09-17, End Date - 2013-06-12

Actual Timeline: Begin Date - 09/17/2012, End Date - 06/12/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|------------------------------------|----------------|----------------|---------------|
| Staff development in data analysis | General Funds | 400.00 | 0.00 |

1.1.2. Strategy: Supplemental Assistance for Title 1 Part A eligible students

Strategy Statement: Using a RTI model, teachers will provide extended support and supplemental time for struggling learners. Teachers will utilize student performance data to identify students participating in the Title 1 program. They will use student NWEA strand data, MEAP strand data and pre-tests results to identify students needing classroom level assistance, monitor individual student growth, determine which students need supplemental instruction and support to achieve the level of required proficiency.

Selected Target Areas

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

Response to Intervention strategies for students struggling in math, indicates that students benefit from support in gaining proficiency in Foundations of Math(Whole Numbers and Operations), the underlying structure of word problems and daily practice with fact fluency. Education NorthWest: Math Interventions: What Strategies Work for Struggling Learners, indicates that systematic and explicit instruction, use of visual representations, use of manipulatives, pictures and graphs as well as peer assisted instruction supports at risk learners. Doing What Works: United States Department of Education, Institute of Education Sciences suggests that screening, monitoring, focused interventions with intentional explicit instruction supports at risk learners. These same strategies are also listed in the Institute of Education Sciences What Works Clearinghouse: Assisting Students struggling with Math: Response to Intervention for Elementary and Middle School(April 2009)

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Extended learning opportunities and use of supportive technology | 2012-09-11 | 2013-06-10 | Classroom teachers, Title 1 Teacher, computer lab assistant, and staff assigned to any supplemental activities for students. |

1.1.2.1. Activity: Extended learning opportunities and use of supportive technology

Activity Type: Other

Activity Description: Teachers will provide students with support to achieve proficiency in math skills and concepts. Title I support will be provided through push in or pull out services, coordinated with the classroom teachers to maximize success. With targeted supplemental support, the student will progress in proficiency of targeted math skills. The classroom teacher and the Title 1 teacher will communicate expectations for growth and progress monitoring. Title 1 teacher will employ varied instructional strategies, utilize data from FASTT,IXL and other programs and technology, along with PinPoint Math to provide explicit instruction and targeted practice. Students will use iPads to practice and secure math concepts. Supplemental assistance will also be available during Lunch and Learn, Homework Club and through the Title 1 summer school program.

Planned staff responsible for implementing activity: Classroom teachers, Title 1 Teacher, computer lab assistant, and staff assigned to any supplemental activities for students.

Actual staff responsible for implementing activity: Classroom teachers, Title 1 Teacher, computer lab assistant, and staff assigned to any supplemental activities for students.

Planned Timeline: Begin Date - 2012-09-11, End Date - 2013-06-10

Actual Timeline: Begin Date - 09/11/2012, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--|----------------|----------------|---------------|
| Instructional Technology and additional programs for students | Title I Part A | 800.00 | |
| Professional Development-MACUL technology conference to support students | Title I Part A | 200.00 | |

Goal 2: Student Achievement in Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve their skills in reading across the curriculum.

Gap Statement: In review of data, there is a gender gap in achievement in reading as measured by MEAP and NWEA. The data for economically disadvantaged students was only available for 2010-2011 at one grade level.

MEAP 2011-2012

Grade 3 63% of females achieved satisfactory, 21% lower than males (84%)

Grade 4 93% of females achieved satisfactory, 12% higher than males (81%)

Grade 5 93% of females achieved satisfactory, 11% higher than males (82%)

MEAP 2010-2011

Grade 3 100% of females achieved satisfactory, 5% higher than males (95%)
Grade 4 96% of females achieved satisfactory, 1% lower than males (97%)
Grade 5 92% of females achieved satisfactory, 6% higher than males (86%)

MEAP 2009-2010

Grade 3 96% of females achieved satisfactory, 5% higher than males (91%)
Grade 4 84% of females achieved satisfactory, 2% lower than males (89%)
Grade 5 90% of females achieved satisfactory, 2% lower than males (92%)

NWEA Reading Scores: 2011-2012

Grade 2 average percentile for females was 68%, 7% higher than males (61%)
Grade 3 average percentile for females was 43%, 22% lower than males (65%)
Grade 4 average percentile for females was 70%, NO GAP WITH males (70%)
Grade 5 average percentile for females was 60%, 3% higher than males (57%)

NWEA Reading Scores: 2010-2011

Grade 2 average percentile for females was 47%, 24% lower than males (71%)
Grade 3 average percentile for females was 65%, 8% lower than males (73%)
Grade 4 average percentile for females was 49%, 4% higher than males (45%)
Grade 5 average percentile for females was 66%, 7% higher than males (59%)

NWEA Reading Scores: 2009-2010

Grade 2 average percentile for females was 67%, 18% lower than males (85%)
Grade 3 average percentile for females was 56%, 7 % higher than males (49%)
Grade 4 average percentile for females was 61%, 11% higher than males (50%)
Grade 5 average percentile for females was 81%, 16% higher than males (65%)

Cause for Gap: The gender gap, analyzed with NWEA and MEAP, indicates that a discrepancy in performance occurs at grades 4 and 5, with females demonstrating greater proficiency than males. Grade 4 will focus on instructional strategies to close this gap along with interventions at Grade 5 to further reduce the discrepancy. With further analysis of NWEA data, there was no significant difference in narrative and informational reading skills of students.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP reading assessments, NWEA Measures of Academic Progress. During the school year, students will be assessed with Fountas & Pinnell Instructional Level Reading Assessment Program to monitor their reading skills. This data can inform instruction to reduce gender gaps.

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? All students will improve their MEAP reading scores by 4% in order for continuous improvement toward 100% proficiency. The gender gap will be reduced to a range within 7%. Progress monitoring will be the NWEA MAP and Fountas & Pinnell Reading Assessment- with a mid year check on progress. At risk students may also be monitored more often.

Contact Name: Kari Krausmann

List of Objectives:

| Name | Objective |
|---|---|
| Increase student reading comprehension skills across the curriculum | All students will increase their reading comprehension skills of complex text; both narrative and informational. Students will reference specific examples from the text when summarizing passages, identifying themes and comparing texts. Reading proficiency will be measured by MEAP, NWEA Measures of Academic Progress and Fountas and Pinnell Reading Assessments. Teachers will focus instructional strategies to increase the percentage of students who achieve at level 1 and level 2, which is satisfactory on MEAP, as well as attaining grade level proficiency as measured by NWEA, MAP. |

2.1. Objective: Increase student reading comprehension skills across the curriculum

Measurable Objective Statement to Support Goal: All students will increase their reading comprehension skills of complex text; both narrative and informational. Students will reference specific examples from the text when summarizing passages, identifying themes and comparing texts. Reading proficiency will be measured by MEAP, NWEA Measures of Academic Progress and Fountas and Pinnell Reading Assessments. Teachers will focus instructional strategies to increase the percentage of students who achieve at level 1 and level 2, which is satisfactory on MEAP, as well as attaining grade level proficiency as measured by NWEA, MAP.

List of Strategies:

| Name | Strategy |
|--|---|
| Supplemental Assistance for Title 1 Part A eligible students | Students who are at risk as readers need to receive explicit instruction and extended opportunities to practice and increase their reading skills. Using an RTI model, teachers will provide extended support and supplemental time for struggling learners. Teachers will use student NWEA strand data, MEAP strand data and reading assessment results to identify students needing classroom level assistance, monitor individual student growth, determine which students need supplemental instruction and support to achieve the level of required proficiency. The reading specialist will work with students who are at risk as defined by MEAP, NWEA. The Title 1 teacher will collaborate with the reading specialists to continue to support reading instruction to the level needed by students eligible for the program. |
| Teachers will explicitly teach reading comprehension strategies. | General education teachers, reading support teachers, Title 1 teacher, and special education teachers, will provide students with explicit reading instruction as well as opportunities for independent reading to build and strengthen reading comprehension skills. Teachers will collaborate in utilizing Marzano's questioning techniques to improve students' reading comprehension skills through a reading workshop format of instruction. Teachers will provide differentiated instruction and monitor student growth through Fountas & Pinnell assessments as well as teacher created rubrics and assessments. |

2.1.1. Strategy: Supplemental Assistance for Title 1 Part A eligible students

Strategy Statement: Students who are at risk as readers need to receive explicit instruction and extended opportunities to practice and increase their reading skills. Using an RTI model, teachers will provide extended support and supplemental time for struggling learners. Teachers will use student NWEA strand data, MEAP strand data and reading assessment results to identify students needing classroom level assistance, monitor individual student growth, determine which students need supplemental instruction and support to achieve the level of required proficiency. The reading specialist will work with students who are at risk as defined by MEAP, NWEA. The Title 1 teacher will collaborate with the reading specialists to continue to support reading instruction to the level needed by students eligible for the program.

Selected Target Areas

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

Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Institute of Education Sciences, U.S. Department of Education. This guide offers five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement. It cites the explicit instruction of reading strategies, identifying text structures, high quality discussion of text meanings, texts to support comprehension practice and selecting materials that engage and motivate readers. These strategies support RtI and multi-tier intervention methods and frameworks at the classroom or school level. Recommendations cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress. Additionally teachers reviewed: Lucy Calkins, Teachers College, Units of study, and 2010 Institute of Education Sciences: Improving Reading Comprehension in K-3rd grade. Carnine, D.W., Silbert, J., Kame'enui, E.J., Tarver, S.G., & Jungjohann, K. (2006). Teaching struggling and at-risk readers: A direct instruction approach. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Building comprehension skills using supplements and technology | 2012-09-11 | 2013-06-10 | Title 1 teacher, reading specialist, classroom teacher and computer lab assistant as well as staff assigned to supervise students in extended learning opportunities |

2.1.1.1. Activity: Building comprehension skills using supplements and

technology

Activity Type: Other

Activity Description: The Title 1 teacher will collaborate with the reading specialist and classroom teacher to continue to support reading instruction to the level needed by students eligible for the program, as well utilize data from any opportunities for students to use Success Maker. The Title 1 teacher will utilize varied instructional strategies, resources including SIPPS by Developmental Studies, Great Source Daybooks and technology to enhance student proficiency. Students will use computer programs and iPads to increase their reading comprehension skills. Extended learning time may include Lunch and Learn, Homework Club and the Title 1 summer school program. Students will use iPads to practice and increase their reading proficiency in core academic areas.

Planned staff responsible for implementing activity: Title 1 teacher, reading specialist, classroom teacher and computer lab assistant as well as staff assigned to supervise students in extended learning opportunities

Actual staff responsible for implementing activity: Title 1 teacher, reading specialist, classroom teacher and computer lab assistant as well as staff assigned to supervise students in extended learning opportunities

Planned Timeline: Begin Date - 2012-09-11, End Date - 2013-06-10

Actual Timeline: Begin Date - 09/11/2012, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---|----------------|----------------|---------------|
| Supplemental reading materials and technology | Title I Part A | 600.00 | |

2.1.2. Strategy: Teachers will explicitly teach reading comprehension strategies.

Strategy Statement: General education teachers, reading support teachers, Title 1 teacher, and special education teachers, will provide students with explicit reading instruction as well as opportunities for independent reading to build and strengthen reading comprehension skills. Teachers will collaborate in utilizing Marzano's questioning techniques to improve students' reading comprehension skills through a reading workshop format of instruction. Teachers will provide differentiated instruction and monitor student growth through Fountas & Pinnell assessments as well as teacher created rubrics and assessments.

Selected Target Areas

| |
|---|
| I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge. |
| I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog |

is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

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

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

Staff reviewed the book, A Handbook for Classroom Instruction That Works by Robert Marzano, as well as the DVD's from the Professional Video Journal of Education, What Works in Classroom Instruction: Research-Based Strategies, presented by Salle Quakenboss. The staff utilized material from Differentiated Literacy Strategies for Student Growth and Achievement in Grades K-6, by Gayle H. Gregory and Lin Kuzmich. Additional research on reading included:

Schools That Work: Where All Children Read and Write by Richard Allington and Patricia Cunningham. The Daily Five and CAFE- Engaging All Students in Daily Literacy Assessment & Instruction by Boushey and Moser,

Lessons in Comprehension by Frank Serafini and the Continuum of Literacy Learning K-8, by Fountas & Pinnell.

Staff have attended various professional development activities on reading workshop strategies to improve student reading skills, based upon Lucy Calkins, Teacher's College, Reading and Writing Project.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---|------------|------------|--|
| Effective Reading Instructional Program Structure | 2012-08-29 | 2013-06-10 | Staff development consultants, classroom teachers, Title 1 teacher, reading specialist, special education staff, administrators. |
| Teacher Lesson Planning Based on Common Core | 2012-09-04 | 2013-06-10 | All K-5 classroom teachers and support staff teachers will collaborate in this activity. |
| Teachers use data to monitor student progress | 2012-09-11 | 2013-06-10 | All K-5 classroom teachers, reading support, Title 1, special education and support staff and administrator. |
| Teachers will utilize Making Meaning as a part of reading instruction | 2012-09-06 | 2013-06-10 | Staff responsible would include all K-5 classroom teachers, reading support and special education support staff. |

2.1.2.1. Activity: Effective Reading Instructional Program Structure

Activity Type: Professional Development

Activity Description: Staff development will be provided to classroom teachers, Title 1 teacher, Reading Specialists and special education teachers in developing Reading Workshop for student instruction. Consultants provided by the Department of Curriculum, Assessment, Instruction and Technology, will provide sustained staff development throughout the school year, with an expectation of implementation for 2012-2013. Additional focused training will occur for teachers in grades 3-5 to implement reader's workshop.

Planned staff responsible for implementing activity: Staff development consultants, classroom teachers, Title 1 teacher, reading specialist, special education staff, administrators.

Actual staff responsible for implementing activity: Staff development consultants, classroom teachers, Title 1 teacher, reading specialist, special education staff, administrators.

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-10

Actual Timeline: Begin Date - 08/29/2012, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---|----------------|----------------|---------------|
| Increase range of reading materials in the classroom | General Funds | 1,000.00 | 1,000.00 |
| Staff Development Consultants for Reading Workshop Training | Other | 500.00 | |

2.1.2.2. Activity: Teacher Lesson Planning Based on Common Core

Activity Type: Professional Development

Activity Description: Teachers will collaborate with grade level partners, cross grade level teachers, the Title 1 teacher and the Reading Specialist to create lesson plans aligned with the common core objectives, utilizing district materials, specifically incorporating a variety of effective instructional strategies to improve reading comprehension across the curriculum. Teachers, Title 1 teacher, reading support specialist, and special education teachers will provide additional explicit instruction and extended learning time for "at risk" students.

Planned staff responsible for implementing activity: All K-5 classroom teachers and support staff teachers will collaborate in this activity.

Actual staff responsible for implementing activity: All K-5 classroom teachers
 Title 1
 Reading support
 Special education services support

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-10

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------------------------|----------------|----------------|---------------|
| K-5 grade level planning support | General Funds | 400.00 | 0.00 |

2.1.2.3. Activity: Teachers use data to monitor student progress

Activity Type: Other

Activity Description: Classroom teachers, Reading teacher, Title 1, Special Education staff will assess and/or monitor student progress in reading comprehension. MEAP reading scores, NWEA reading scores and Fountas & Pinnell Reading Assessment levels will be used to support student learning. Teachers will access Class A & NWEA data, and Fountas & Pinnell data to inform instructional decisions and progress monitor students.

Planned staff responsible for implementing activity: All K-5 classroom teachers, reading support, Title 1, special education and support staff and administrator.

Actual staff responsible for implementing activity: All K-5 classroom teachers, reading support, Title 1, special education and support staff and administrator.

Planned Timeline: Begin Date - 2012-09-11, End Date - 2013-06-10

Actual Timeline: Begin Date - 09/11/2012, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|------------------------------------|----------------|----------------|---------------|
| Staff development on data analysis | General Funds | 400.00 | 0.00 |

2.1.2.4. Activity: Teachers will utilize Making Meaning as a part of reading instruction

Activity Type: Other

Activity Description: Classroom teachers, Title 1 teacher, Reading Support teacher, and special education teachers will utilize Making Meaning as an instructional reading component. Making Meaning promotes authentic conversations, connections between text and real world themes, and comprehension of written material. As part of Tier 1 of the RTI model, teachers will differentiate instruction and the use of materials to provide both enrichment and supplemental instruction and extended learning time to at risk and struggling learners.

Planned staff responsible for implementing activity: Staff responsible would include all K-5

classroom teachers, reading support and special education support staff.

Actual staff responsible for implementing activity: Staff responsible would include all K-5 classroom teachers and special education support staff along with administrator.

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-10

Actual Timeline: Begin Date - 09/06/2012, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---|----------------|----------------|---------------|
| Making Meaning extended resources and support | General Funds | 100.00 | 0.00 |

Goal 3: Student Achievement in Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve their writing skills across all content areas.

Gap Statement: Writing data analysis has a variety of components due to the changing MEAP assessment format. Grade 4 received writing scores for 2010 and 2011, so there is only a two year comparison for MEAP writing data.

2011 MEAP Grade 4 Writing Score

Gender: 67% & of the females achieved a satisfactory score, compared to 62% of the males.

2010 MEAP Grade 4 Writing Score

Gender: 70% & of the females achieved a satisfactory score, compared to 76% of the males.

Analysis: There was a 14% difference in the number of males who achieved a satisfactory score when comparing performance between the two years. This variance will be addressed through school improvement strategies.

2011 MEAP Sub-group Economically Disadvantaged: No data was reported

2010 MEAP Sub-group Economically Disadvantaged: This sub-group was reported for the first time.

33% of students achieved a satisfactory score, compared with 84% of students not identified as economically disadvantaged. The variance of 51% is significant. There was a 17% variance in reading.

Analysis: No comparisons can be made.

Grosse Pointe Writing Assessment data indicates that there is a variance in performance levels when examining gender subgroups.

2011: The gender gap in performance begins at grade 4.

2010: The gender gap in performance begins at grade 3.

2009: The gender gap in performance begins at grade 3.

Analysis: The gender gap at grade 3 has been closed. The focus will be closing the gap at grade 4 and interventions to prevent gaps at grade 5.

From 2008-2011

Students in grades 1 & 2 perform in the 98-100% level.

Students in grade 3 have closed the gender gap over the past three years

2011-2012: Boys 100% Girls 94.4%

2010-2011: Boys 57.9% Girls 88.5%

2009-2010: Boys 77.4% Girls 91.3%

Students in grade 4 demonstrate a gender gap:

2011-2012: Boys 65% Girls 81.5%

2010-2011: Boys 63.9% Girls 72%

2009-2010: Boys 70% Girls 87%

Students in grade 5 demonstrate a gender gap:

2011-2012: Boys 60% Girls 70.4%

2010-2011: Boys 50% Girls 69.2%

2009-2010: Boys 70% Girls 90%

Cause for Gap: In comparing subgroups performance on the Grosse Pointe Writing Assessment, and MEAP, females as a group had higher percentages of satisfactory performance. When comparing subgroup writing skills, there may be a difference in the development of the topic through the use of details, and the length of the finished writing piece. The variance in scores may also be attributed to the difference in actual enrollment by gender by grade.

Multiple measures/sources of data you used to identify this gap in student achievement: The measures used to identify the gap in student achievement were MEAP writing scores for the school populations as well as subgroups.

The Grosse Pointe Writing Assessment was used to evaluate total student achievement as well as gender subgroups.

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? Grosse Pointe Writing

The percentage of students achieving a satisfactory score will increase.

The gap will be narrowed between the percentage of females and males who achieve a satisfactory score.

MEAP

The percentage of students achieving a satisfactory score will increase.

The gap will be narrowed between the percentage of females and males who achieve a satisfactory score.

NWEA Language Usage

The percentage of students achieving target growth performance will increase.

Contact Name: Lisa Rheume

List of Objectives:

| Name | Objective |
|---|---|
| Increase student proficiency in writing assignments across core subjects. | Students' writing samples will reflect quality writing traits. Students will increase their writing proficiency as measured by the MEAP for fourth grade students. Teachers will focus instructional strategies to increase the percentage of students who achieve at level 1 and level 2, which is satisfactory. Student writing is also measured by the annual Pointe Writing Assessment for students in grades 1-5. There will be an increase in the number of students who are rated proficient on the Grosse Pointe Writing Assessment. Students will maintain a writing folder or notebook to record their scores on written work across core subjects. |

3.1. Objective: Increase student proficiency in writing assignments across core subjects.

Measurable Objective Statement to Support Goal: Students' writing samples will reflect quality writing traits. Students will increase their writing proficiency as measured by the MEAP for fourth grade students. Teachers will focus instructional strategies to increase the percentage of students who achieve at level 1 and level 2, which is satisfactory. Student writing is also measured by the annual Pointe Writing Assessment for students in grades 1-5. There will be an increase in the number of students who are rated proficient on the Grosse Pointe Writing Assessment. Students will maintain a writing folder or notebook to record their scores on written work across core subjects.

List of Strategies:

| Name | Strategy |
|--|--|
| Instructional Frequency | Teachers will commit a minimum of 45 minutes daily to writing instruction. Teachers will be introducing and modeling writing traits. Teachers will support student learning through differentiated instructional approaches and tiered assignments. Teachers will assist students in increasing sustained writing along with appropriate spelling and grammar conventions. Teachers will utilize the Grosse Pointe Language Arts Curriculum and common core standards in developing lessons, explicit instruction, and writing activities. Teachers will be demonstrating the organization of persuasive and opinion papers using supporting arguments and details. Teachers will review, use and teach students the Grosse Pointe Writing Assessment rubric. Teachers will support struggling writers with more individualized support, visual organizers, dictionaries and reference materials, conferencing and samples of student writing with rubrics. Struggling and at risk students will be progress monitored to support skill development. |
| Supplemental Assistance for Title 1 Part A eligible students | Using an RTI model, teachers will provide extended support, additional resources and supplemental time for struggling learners. They will use Grosse Pointe Writing student scores, MEAP writing score where applicable, NWEA reading and language usage data as a reference, along with impromptu and assigned writing samples to identify students needing classroom level assistance. Teachers will monitor individual student growth, and determine which students need supplemental instruction and support to achieve the level of required proficiency. Teachers will utilize student performance data and samples of written work to |

identify students participating in the Title 1 program.

3.1.1. Strategy: Instructional Frequency

Strategy Statement: Teachers will commit a minimum of 45 minutes daily to writing instruction. Teachers will be introducing and modeling writing traits. Teachers will support student learning through differentiated instructional approaches and tiered assignments. Teachers will assist students in increasing sustained writing along with appropriate spelling and grammar conventions. Teachers will utilize the Grosse Pointe Language Arts Curriculum and common core standards in developing lessons, explicit instruction, and writing activities. Teachers will be demonstrating the organization of persuasive and opinion papers using supporting arguments and details. Teachers will review, use and teach students the Grosse Pointe Writing Assessment rubric. Teachers will support struggling writers with more individualized support, visual organizers, dictionaries and reference materials, conferencing and samples of student writing with rubrics. Struggling and at risk students will be progress monitored to support skill development.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

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.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

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

Marzano's Classroom Instruction that Works- researched based strategies for increasing student achievement. Explicit instruction by a highly effective teacher following the curriculum with fidelity, differentiating for individual students will lead to increased student achievement. Instruction using the Writing workshop approach supports the strategies of setting objectives and providing feedback, utilizing a rubric, a cooperative setting of peer feedback and editing, conferencing that reinforces effort and provides recognition as well as the use of additional materials for support.
Ruth Culham's Six Plus One Traits,

Ruth Culham's Daily Trait Warm Ups, Revision and Editing Activities.
 V. Spandel- Creating Writers through Six Trait Writing Assessment and Instruction
 Lucy Calkins, Teachers College Units of Study
 Schools That Work Where All Children Read and Write by Richard Allington and Patricia Cunningham
 The Mindful School- Balanced REading and Writing- bonnie Burns
 Ralph Fletcher- Boy Writers

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Common writing instructional strategies across grades and subjects | 2012-09-11 | 2013-06-10 | Building Staff Classroom teachers, grade K-5 Resource Room teacher, EI special education teacher, Title 1 teacher Resource support from: Stephanie Erhard Lisa Rheaume, Darcy Demas, District Grade Level Content Leaders in English Language Arts |
| Monitor Student Progress | 2012-10-03 | 2013-06-10 | Teachers in grades K-5, Special education and resource room teachers. Kindergarten teachers will develop their own writing topics and developmental assessments matched to the GPW skills. |

3.1.1.1. Activity: Common writing instructional strategies across grades and subjects

Activity Type: Professional Development

Activity Description: Teachers will develop common terminology, anchor charts, rubrics, word walls and frameworks for explicit characteristics for each trait through PLC time. Teachers will display the GPW rubric and incorporate the rubric for student use. Teachers will teach students the framework and rubrics for writing across the core subjects.

Teacher representatives may attend MRA, and relevant workshops from county ISD, to increase their expertise in writing instruction.

As a result of a common approach to writing, students will have greater consistency in terminology. Students will use "COPS" (Capitalization, Organization, Punctuation, Spelling) as an editing and revising tool. For some assignments, students will be asked to "GBTTT" (Go back to the text)to provide explicit examples and details from text to support their writing.

Planned staff responsible for implementing activity: Building Staff Classroom teachers, grade K-5 Resource Room teacher, EI special education teacher, Title 1 teacher

Resource support from:
 Stephanie Erhard
 Lisa Rheaume, Darcy Demas, District Grade Level Content Leaders in English Language Arts

Actual staff responsible for implementing activity: Classroom teachers, grade K-5
 Resource Room teacher, EI special education teacher
 Title 1 teacher
 Support from Stephanie Erhard, Lisa Rheume, Darcy Demas

Planned Timeline: Begin Date - 2012-09-11, End Date - 2013-06-10

Actual Timeline: Begin Date - 09/11/2012, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---|----------------|----------------|---------------|
| Increased professional expertise in writing instruction | General Funds | 400.00 | 0.00 |
| Professional Library of Writing Strategies | General Funds | 100.00 | 0.00 |

3.1.1.2. Activity: Monitor Student Progress

Activity Type: Other

Activity Description: Teachers will monitor the progress of all students by assessing both formal and informal writing activities. Teachers will create writing assignments across core curriculum. Teachers will schedule 3 practice writing sessions for the Grosse Pointe Writing Assessment. Teachers at each grade level will receive suggested topics from central office or select common topics with reference to the common core, and evaluate writing samples using the Grosse Pointe Writing Assessment rubric. Teachers will provide students with knowledge of their performance. Teachers will hold individual conferences with "at risk" writers, giving them specific and detailed feedback for improvement.

Planned staff responsible for implementing activity: Teachers in grades K-5, Special education and resource room teachers. Kindergarten teachers will develop their own writing topics and developmental assessments matched to the GPW skills.

Actual staff responsible for implementing activity: Teachers in grades K-5, special education and resource room teachers. Title 1 will provide additional support in partnership with the classroom teacher.

Planned Timeline: Begin Date - 2012-10-03, End Date - 2013-06-10

Actual Timeline: Begin Date - 10/03/2012, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--|----------------|----------------|---------------|
| Progress updates w. Grade level meetings | General Funds | 100.00 | 0.00 |

3.1.2. Strategy: Supplemental Assistance for Title 1 Part A eligible students

Strategy Statement: Using an RTI model, teachers will provide extended support, additional resources and supplemental time for struggling learners. They will use Grosse Pointe Writing student scores, MEAP writing score where applicable, NWEA reading and language usage data as a reference, along with impromptu and assigned writing samples to identify students needing classroom level assistance. Teachers will monitor individual student growth, and determine which students need supplemental instruction and support to achieve the level of required proficiency. Teachers will utilize student performance data and samples of written work to identify students participating in the Title 1 program.

Selected Target Areas

| |
|--|
| |
|--|

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

Supporting Struggling Writers in the Elementary Classroom. Kids InSight Series, K-12. ED463549 cites the effectiveness of using individual writing strategy instruction within a writing-process classroom and offers examples of strategies to try with students. Focused instruction, models, additional supports and feedback are important strategies.

Research in Writing Instruction: What We Know and What We Need to Know

Gary A. Troia Michigan State University M. Pressley, A. Billman, K. Perry, K. Refitt, & J. M. Reynolds (Eds.), Shaping literacy achievement: Research we have, research we need. New York: Guilford Press.

Struggling students produce papers that are shorter, more poorly organized, and weaker in overall quality. Teachers need to support students by explicitly teaching organizational, editing and revising skills.

Connecting the Dots in a Research Program to Develop, Implement, and Evaluate Strategic Literacy Interventions for Struggling Readers and Writers by Carol Sue Englert MSU, April 2009 notes importance of text structure instruction with the provision of instructional scaffolds to support students' participation in a literacy discourse and strategies in advance of independent performance.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Writing resources and instructional technology | 2012-09-11 | 2013-06-11 | Title 1 teacher, classroom teacher, computer lab assistant and any staff assigned to support and supervise students in these activities. |

3.1.2.1. Activity: Writing resources and instructional technology

Activity Type: Other

Activity Description: Students will receive supplemental support in developing writing proficiency

using the writing traits. The Title 1 teacher will work with the classroom teacher to identify specific areas for support. Students will use graphic organizers and visual supports to organize their thoughts. Students will use spelling and grammar resources to assist in editing and revising their writing. Additional handwriting programs such as Writing Without Tears will be made available to support students as appropriate. The use of technology to enhance writing skills as well as the use of iPads for writing practice will support students. Extended learning time through Lunch and Learn, Homework Club and Title 1 summer school will also be provided.

Planned staff responsible for implementing activity: Title 1 teacher, classroom teacher, computer lab assistant and any staff assigned to support and supervise students in these activities.

Actual staff responsible for implementing activity: Title 1 teacher, classroom teacher, computer lab assistant and any staff assigned to support and supervise students in these activities.

Planned Timeline: Begin Date - 2012-09-11, End Date - 2013-06-11

Actual Timeline: Begin Date - 09/11/2012, End Date - 06/11/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---|----------------|----------------|---------------|
| Supplemental materials, resources and computer programs | Title I Part A | 200.00 | |

Resource Profile

| Funding Source | Planned Amount | Actual Amount |
|-----------------------|-----------------------|----------------------|
| Title I Part A | \$1,800.00 | \$0.00 |
| Other | \$2,000.00 | \$0.00 |
| General Funds | \$4,500.00 | \$1,000.00 |

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?

The comprehensive needs assessment was conducted at the start of the school year and reviewed mid-year and at the close of the school year. The principal and Title 1 teacher gathered student performance data for review after each NWEA testing window, and again as MEAP data and Grosse Pointe Writing Assessment data was received. The Title 1 teacher utilized the school data to review the performance growth, and math and reading test scores of students previously served through the Title 1 program.

Grade level teachers reviewed their individual student data with the Title 1 teacher. Individual student NWEA Measures of Academic Performance, were shared with the reading teacher to ensure adequate support for struggling students. MEAP scores were reviewed at grades 3-5 with the reading teacher as well. The Title 1 teacher and principal then reviewed all students who would be eligible for service, either direct or monitoring progress for the year.

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted at the start of the school year and reviewed mid-year and at the close of the school year. The principal and Title 1 teacher gathered student performance data for review after each NWEA testing window, and again as MEAP data and Grosse Pointe Writing Assessment data was received. The Title 1 teacher utilized the school data to review the performance growth, and math and reading test scores of students previously served through the Title 1 program.

Grade level teachers reviewed their individual student data with the Title 1 teacher. Individual student NWEA Measures of Academic Performance, were shared with the reading teacher to ensure adequate support for struggling students. MEAP scores were reviewed at grades 3-5 with the reading teacher as well. The Title 1 teacher and principal then reviewed all students who would be eligible for service, either direct or monitoring progress for the year.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Staff identify students who may be considered at risk of failing to meet core curriculum standards for Title 1 Part A services by examining:

**past academic performance, measured by standardized tests*

**report card data based upon assessment and classroom performance in the four core areas*

- *recommendations made by a Child Study Team or prior year classroom teacher*
- *behavior patterns, tracked through the Positive Behavior Support program, which may adversely impact learning.*
- *a student's past participation in Tier 2 interventions, such reading support*
- *a student's eligibility for Limited English Proficiency services*
- *recommended participation in summer school activities*
- *additional support or intervention, such as Speech and Language, or Resource Room, provided by a certified staff member.*

Parents may contact the classroom teacher or Title I teacher directly to request additional support. The Title I teacher would have conversation with the classroom teacher and parent to determine eligibility for service.

Additionally, the building child study team, whose members include the building administrator, classroom teacher, reading teacher, Title I teacher, special education resource room teacher, special education speech and language pathologist, school psychologist, school social workers, may also provide input into the identification process. They focus on students who are disengaged, lacking motivation to complete daily work or behaviors that impede their personal learning. Speech students served for processing, ECDD, or language development may also be reviewed for academic performance. Resource room students may be reviewed for content areas for which they did not qualify for service through their IEP. After the list is compiled, it is reviewed collaboratively with the Title 1 teacher and building administrator and remains open for teachers or parents who may request that a student be monitored if they believe a student may be at risk, although not currently identified for the program.

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

The following assessments are utilized to establish criteria and identify children who are failing or most at risk of failing:

- *Northwest Education Assessment Measures of Academic Progress (RIT scores) in reading and math.*
 - NWEA provides a table of mean data scores at each level which are normed for 2011. Based upon this data, students at the 25% level, or scoring 2 standard deviations below grade level expectations receive services. Students with achievement scores between 25-40% are further reviewed for progress monitoring or additional supplemental supports as available.*
- *MEAP*
 - Students who receive Not Proficient scores in Reading, Math or Science.*
 - Students who receive Partially Proficient scores for 2 years in Reading or Math*
 - Students whose performance is marked as significant decline are reviewed for service.*
- *Grosse Pointe Writing Assessment*
 - Students with scores of 3 or below (1-7 scale)*
 - Students whose performance has declined across time.*

This data informs staff of a potential "at risk" student, which requires further analysis.
- * Social Studies Common Assessment*
 - Students who fail to show proficiency on social studies common assessments, receiving a "D" or "not Yet" progress mark in lower grades.*
 - Students whose performance has declined across time, by report card information.*
- * Science Assessment- Curriculum units of study*
 - Students who fail to show proficiency on science common assessments, receiving a "D" or "not yet"*

progress mark in lower grades.

-Students whose performance has declined across time, by report card information.

This data is compiled on each student who may be failing or "at risk of failing".

Student performance profiles are then reviewed. Criteria for service is further reviewed for consistency at grades 3-5, then consistency at grade 2. This grouping is necessary due to the evaluation tools identified. MEAP is administered at grade 3-5. The NWEA format used at the beginning of first grade is different from that used at second grade. NWEA scores for students in grades 2-5 can be used to document fall to spring growth. Formative classroom assessments such as Fountas and Pinnell or DRA scores may not capture concerns expressed by teachers or parents. Additional work samples, skills assessments or anecdotal data may be used.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

Due to a reduction in funding, students in grade K-2 will not be served through Title I funds directly, however teachers may ask through the Child Study team meeting, that the Title I teacher along with the reading specialist assist in progress monitoring. Second grade teachers will utilize information from the report cards, NWEA scores for literacy and math, Fountas and Pinnell reading assessments, writing samples, math program assessments, proficiency in social studies and science units as measured by common assessments, as well as parent conferences to identify students who are significantly at risk. Students may then be considered for summer school opportunities as well as support within the school day, if funding options are available. Teachers generate a list of students for consideration and share that with the Title I Coordinator and building administrator. Student progress, growth and development are carefully monitored to note developmental delays as well as "at risk" concerns.

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

The School Improvement team reviews all student data to determine academic performance, as well as specific trends and patterns of proficiency and performance demonstrated by sub-groups. The team identifies strategies that would be classroom based for all students, interventions at the classroom level to support struggling learners. The strategies and activities are then incorporated into the school improvement plan. Through the Response to Intervention Model, staff identify students with low or declining levels of performance who require interventions, consistent support, and frequent progress monitoring. The School improvement plan includes one strategy and activity for each goal area that is specifically connected to Title I supplemental assistance with additional resources and extended time for learning, although other

activities are intended to be inclusive of all students who would benefit by the intervention activity. This inclusive commitment is made by the staff within the framework of the school improvement plan.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

Students who receive services through Special Education; Speech and Language, Resource Room, Categorical Programs, as well as services such as reading support or support for students with limited English proficiency, are eligible for Title I Services if the performance criteria is met. These services are coordinated by the classroom teacher or case manager with the educational service provider(s), and the Title I teacher to ensure that the student benefit from time with multiple delivery personnel, that time outside the classroom is minimized, and that the multiple services are interwoven. The Title I teacher supplements the primary support the student may receive in core content areas as defined by the IEP. The goal is to coordinate the focus on a targeted skill acquisition through a planned service model with appropriate units of service time, effective instructional materials and assessments, with a centralized mode of communication between teacher, multiple service providers, student and parent.

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.

The Grosse Pointe School District provides a rigorous and comprehensive curriculum, which is aligned to the Michigan curriculum framework and reflects a commitment to the implementation of the Common Core standards. The district strives to produce curriculum that is challenging, consistent and comprehensive, incorporating both differentiation and technology. This alignment serves the school improvement goals by providing a high quality curriculum, with a rich foundation of research based instructional strategies, materials and technology. The impact on student learning of instructional fidelity to a viable curriculum is significant according to Marzano's work.

The Department of Curriculum, Assessment, Instruction and Technology, oversees the curriculum review process and cycles of review. At the beginning of the process, the Educational Programs Leadership Council, approves the request for curriculum study. A public forum is held to inform stakeholders of the purpose, goal and intended outcome of the study. A study committee may be comprised of teachers, administrators, central office administrators, parents, community members, and students, as well as content specific consultants. After completion of the study, another community forum is held to report results.

Results are also reported to the Educational Programs Leadership Council, with a discussion of action steps. The report is given to the Board of Education for acceptance and approval. Curriculum reviews are extensive and are followed by pilots of potential instructional materials, and technology to support the proposed curriculum. The results of the pilot of instructional materials is reported to the Educational Programs Leadership Council, and the Board of Education for acceptance and approval.

Each of the core curriculum areas have a schedule of review that includes: Review and potential revision of district curriculum to align with common core standards, review of currently adopted instructional materials, a review and pilot of newly recommended instructional materials or technology, reports to the EPLC and Board of Education for acceptance and approval. Next a plan for implementation and staff development are created. This is an essential component of the curriculum adoption. The Department of Curriculum, Instruction, Assessment and Technology oversees this process and collects data on student performance, which is utilized to monitor the alignment with the state standards.

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

At the building level, decisions about curriculum, instruction and assessment align with the district curriculum and board policies. The Grosse Pointe School District provides a rigorous and comprehensive curriculum, which is aligned to the Michigan curriculum framework. The district strives to produce curriculum that is challenging, consistent and comprehensive, incorporating both differentiation and technology. Curriculum is produced by committees of teachers, parents, administrators and students, and goes through a public hearing and defined approval process. The district offers parents and community members the opportunity to serve on committees through district announcements and publications. Teachers have the opportunity to serve on the Educational Programs Leadership Council as well as curriculum committees for each subject area. District Elementary core subject area specialists help to support lessons and unit planning. The district curriculum web page offers additional resources to help with reading and the writing curriculum. Teachers serve on the Assessment Committee and share expertise in data analysis and goal setting for students.

The School Board reviews and approves recommendations made by the EPLC and district curriculum committees. PTO members serve as School Board liaison and receive information about each area of curriculum up for review and study as well as information about recommended courses and text.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

All teachers in the school are determined to be Highly Qualified, with credentials filed in the Human Resources Department of the Grosse Pointe Public School System. The Title I teacher holds a Masters degree along with additional graduate hours. She has served as the Instructional Support Specialist for 8 years, diagnosing and working with elementary students who were at risk of academic failure, prior to the Title I position, which she has held for the last 6 years.

High-Quality and Ongoing Professional 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. The 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. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

PRIOR TO THE START OF SCHOOL

New families are invited to a special Evening Orientation to meet the principal, tour the building, visit classrooms, and become familiar with school routines prior to the start of school. This initial meeting also is used to help parents become familiar with the ways in which they can become involved in their child's school.

The next afternoon, kindergarten students and other students new to the school, are invited to come to the school with their parents, and meet their teachers, prior to the start of school.

Before school starts, PTO Board members make calls to welcome families and encourage participation in school activities. PTO also sponsors a breakfast the first morning of school to welcome new families and encourage parent involvement.

STUDENT REGISTRATION PACKET

The packet includes a welcome letter from the PTO president, the PTO registration, and activity information with sign up sheets for each family. Activity sheets provide detailed descriptions of activities, a calendar of these events and activities as well as a time frames for commitment. There is a range of levels of support needed; within the classroom, across grade levels, at lunch, and with extra curricular activities that enables families to provide time or expertise in a variety of areas. Each family is encouraged to return this volunteer information, creating a data base of parent volunteers. This data base is accessed for each school and PTO school event.

FIRST HALF DAY OF SCHOOL

As a neighborhood school, many parents arrive for the first day of school with their children to meet the teachers. PTO serves a continental breakfast to encourage a friendly "meet and greet" setting that encourages participation in PTO activities. PTO officers talk with parents and encourage them to sign up for activities.

BACK TO SCHOOL

**Teachers send class notes, e-mails, post cards, and make personal phone calls and contacts to invite families to the September Back To School night.*

**Teachers give students incentives to increase family attendance.*

**Staff put sign up sheets out for a variety of classroom activities and supports.*

**The Principal gives the PA25 report and identifies areas of improvement, encouraging school and home*

support.

**The PTO challenges each parent/family to contribute 3 hours of time to the school, for either the teacher or school wide support.*

**Teachers provide opportunities for parents to be active classroom volunteers, room parents, chaperone field trips and events, and volunteer opportunities for special events such as Mystery Reader and Kindergarten Cafe.*

**Title 1 teacher uses the Back To School night for meeting with parents to explain the program and the parent school compact, answer parent questions and develop opportunities for parent support. A survey is used to ask parents what types of support they need and what help they would like to provide to the school on their child's behalf. Options include: activities before school, during the day, after school, evening and weekend times. The Title 1 room location is easily accessible to parents as they enter the school building and the parent library is located outside the Title 1 classroom.*

PARENT TEACHER CONFERENCES

**formally held twice a year at mutually agreed upon times*

**attended by the Title 1 teacher*

**review of parent/school compact*

**action plan developed as needed involving home and school*

THROUGHOUT THE SCHOOL YEAR

**Parent signatures required on student's daily assignment notebook*

**Weekly Class newsletters and daily "boomerang" folders to organize papers and notes between home and school.*

**Teachers pick up and dismiss classes onto the playground, making them available for informal parent conversation throughout the entire school year.*

**E-alerts and Parent Connect help inform parents of school and student information.*

**The bulletin board outside the school office has a sign up sheet for parent activities.*

**Parent library cart with pertinent books and pamphlets is located by the volunteer bulletin board*

**Volunteers for school activities are solicited in the school newsletter, class newsletters, on twitter, and on some class websites.*

**School newsletters are online and e-mailed to families as well.*

**Parents receive thank you notes for volunteering for activities.*

**Main Bulletin Board has recognition for volunteers.*

**Volunteer Appreciation Breakfast celebrates parent volunteers with entertainment provided by students*

**Title 1 evening meeting to support parents and encourage involvement*

**Title 1 evening meeting to support homework help with basic reading & math strategies*

**Title 1 ice cream sundae party for Title 1 families to receive certificates for their child's participation in the program, and also to receive summer review packets and family resources for the summer.*

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

An instructional support program for at risk students was developed as a district model through the student services department. This model was piloted at the school, and with parent input this model has been successfully used for Title 1 services. An annual parent meeting is held which includes specific

conversation about the viability of this model. The design of the program reflects a differentiated approach to individual student's levels of need and service, using both a push in and pull out support model. These components match the criteria for a Title I funded program. Individual parent input has continued to support this model, based upon their individual child's performance so that intervention, problem solving and student advocacy are at the center of decision making.

2b. Implementation

Mason School staff and families have utilized an Instructional Support program that focused on "at risk" learners for many years. This program provided the framework for our Title I program. Classroom teachers, as "case managers" for their student, meet with Title I teacher to create a student schedule of support that maximizes learning and has smooth transitions between service providers. Title I staff solicited parents' input on individual student needs and levels of support ranging from small group to individual assistance, through push in and pull out models, as well as time outside of the school day. Through ongoing communication with classroom teachers, parents, Title I staff and principal, the needs and progress of students are monitored. Title I staff has collaborated with parents in developing individual student plans for behavior plans and learning contracts. Fall and spring conferences were used to evaluate ongoing services. The Title I teacher collaborated with other Title I staff in elementary buildings in the district regarding the selection of review materials for parents for summer support based upon student needs.

2c. Evaluation

Evaluation is multi-faceted:

- 1. Parent input on how the program has supported their child throughout the year, at parent teacher conferences and informal parent contacts*
 - 2. Parent feedback on how Title I supports their student's academic performance, improvement and growth as measured by standardized tests such as MEAP and NWEA, and the ease of understanding the reports at conference time and informal parent contacts.*
 - 4. Performance evaluations through parent teacher conference conversation and report cards.*
 - 5. Parent input on changes in their child's organization of materials, work completion or attitude toward school performance.*
 - 6. Parent attendance and feedback on parenting topics and any curriculum training for parents offered through the school and school district.*
 - 7. End of the year Title I parent meeting and survey to discuss program components and develop suggestions for improving/enriching the program.*
3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Parents are given a cumulative student progress report each fall. This includes data as well as charts and graphs that document test data. The classroom teacher and Title I teacher explain results and interpret graphs to parents during conferences. If functional language presents a further challenge, our LEP coordinator will provide support.

If through a Child Study team meeting, additional testing is recommended, Title I staff will assist parents in fully understanding both benefits and outcomes of additional testing and or service. Parents' rights and responsibilities are explained by staff.

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

The Title I Brochure was initially created from models from schools more experienced with Title I programs. Sample School Parent Compacts were gathered and used to create the current form. Parent input and feedback was solicited in examining compacts. The components of the School Parent compact and expectations of both parties were contained within Title I Brochure which explains the program. Parent input and feedback on the compact was informally solicited during the discussion and distribution of the Title I Informational Brochure. The compact was used at least annually, during parent teacher conferences for discussion of student progress and home school partnerships to increase achievement.

5. Describe how the parent involvement components of the targeted plan will be evaluated.

Parent involvement components will be evaluated by:

**Attendance at Back to School Night or other contact with the classroom teacher*

**Attendance at Parent Teacher Conferences*

**Attendance at school functions and or PTO activities*

**Signature on daily student planner/support for completion of assignments*

**Title I Parent Survey Results*

**Attendance at Title I functions*

**Informal parent feedback or notes addressed to the Title I teacher.*

**Parent attendance or student participation in school events or activities for student support, such as Homework Club, March is Reading Month, use of computer programs such as FASTT math, IXL math ,or Reading A-Z (Raz Kids),Tumblebooks, to encourage further practice at home.*

This year we will begin a "One Book, One School" program and will monitor parent support and participation.

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

Based upon feedback and data, the evaluation results will be used to create priorities, to assess the merit of activities, redesign activities, provide better or more timely communication about activities, or tie an activity to one which may be more viable for parent attendance.

- Many volunteer parent activities occurred when parents were unavailable due to work schedules, child care,transportation, etc.

- Parents new to the school attended the Back To School Night

- Parents attended school functions such as: the Halloween Parade and Party, PTO Holiday event, vocal music concerts, field day, Spring Fest and tin can auction, and class picnics. Major events have increased notice so that parents can make arrangements to attend.

-Attendance at Parent Teacher Conferences was high. It is valued by all parties. When attendance was not possible, phone contacts were made and alternate conferences were scheduled.

Title I activities will have a larger budget to provide parents with more sustained support and materials to take home and use throughout the year.

Title I will continue to look at scheduling more events, like the ice cream sundae party, that do not require

babysitting and have a convenient timeframe for families.

Title 1 will look at parent involvement opportunities and connect them to social events or activities. An example would be a pizza dinner and movie for students, while parents attended a math night. Title 1 offered a "babysitting read-in" so that parents could attend a presentation by the school social worker.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Programs such as Head Start will be offered for the first time in 2012-2013 in conjunction with the Grosse Pointe Public School System. General pre-school and early childhood program activities are coordinated through the Family Center of Grosse Pointe and Harper Woods, and the Grosse Pointe Neighborhood Club Community Services Program. Play Central through Barnes Early Childhood Center and Neighborhood Club, offers drop-in socialization and gym sessions for children and their parents/caregivers. The Family Center offers two specific programs targeting kindergarten readiness skills and making an successful transition into kindergarten. The Neighborhood Club partners with Beaumont Hospital to offer family wellness programs. Topical programs on wellness, family life, and topics for families with kindergarten eligible children are presented. Barnes Early Childhood Center offers two family seminars "Kindergarten Get Ready" and "Successful Transition" which are publicized throughout the district and are open to all families. "Ask The Expert" articles related to parenting education are published in the weekly local newspaper, courtesy of the Family Center.

The Grosse Pointe Public Schools offers newspaper articles and local television programs on kindergarten readiness. Visitations to individual buildings, web page information, and PowerPoint presentations are avenues for parents to learn more about the transitions to kindergarten.

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.

The goal is to progress monitor student growth. Recognizing the need to attain accurate measures of progress, teachers utilize common classroom assessments aligned to the curriculum. Along with state and national testing, teachers use chapter tests, Fountas & Pinnell/DRA reading assessments, writing activities, math and reading computer programs, projects, research reports and a variety of rubrics. Using an alternate modality or tool in which the student has proficiency, increases the ability to accurately capture a skill level. Decisions about informal and formal classroom assessment tools or which accommodation is made will be done in concert with the classroom teacher, the Title 1 teacher, and supporting service staff. As a team they may review assessments and options.

Coordination of Title I, Part A and Other Resources

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

At the elementary level, students can participate in breakfast and lunch programs. Sodexo Food Services provides students with nutritional meals and gives parents information about the nutrition program. Parents are have the opportunity to access programs listed above through the Family Center services, and Grosse Pointe Community Services.

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

The on-going process and assessment tools used to monitor the progress of participating eligible students includes:

- *Feedback from teachers and parents regarding student performance*
- *Feedback from the Child Study team's monthly meetings*
- *NWEA mid year and end of the year test results in reading and math. This NWEA/MAP data is used to track progress based upon the targeted individual student growth.*
- *Mid year writing test to check student progress in Language Arts.*
- *Mid year DRA/Fountas & Pinnell reading scores for students*
- *Everyday Math Unit tests to monitor GLCE & Common Core.*
- *Science and social studies unit tests, projects and assignments.*
- *MEAP test results/MEAP data analysis.*
- *Changes in attendance patterns*
- *Changes in student behavior, tracked through the PBS system*
- *Participation rate in Homework Club, use of Lunch and Learn to complete assignments.*

2. Describe how data will be utilized to inform instruction.

This set of data will be reviewed by the Title I teacher and staff, with the classroom teacher and the principal. Based upon the information gleaned about the student, changes will be made through a differentiated instruction model. The teachers may vary the level of support, providing greater or less intensive help and monitor student achievement progress. There may be greater use of technology or manipulatives as well as resource books and options in assignments. Students will be urged to attend Homework Club or Lunch and learn to receive additional support. Parents will be notified if the data suggests the need for increased parent/teacher coordination to complete and turn in daily work in order to monitor skill levels.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program

services for students.

Student performance data will be used to evaluate appropriate models of support and instructional delivery. Services within the school day vary in frequency and duration. Based upon students' academic needs:

- * the Title I teacher coordinates push in services*
- * use of flexible small group instruction*
- * utilize differentiated modalities for assignments*
- * increased use of technology/SMART BOARDS*
- * increased access to the computer lab*
- * increase motivation through PBS TIER II support*

Students' needs will also dictate the structure and options of support for before and after school, as well as at lunchtime programs.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

Based upon the program evaluation, student academic performance, and personal profile and family needs, the following examples of professional development have been offered.

Professional Development to identify "At Risk" students

- * Data analysis- NWEA individual student growth.*
- * Reading assessments using Fountas & Pinnell. Training is set for the end of August, before school starts.*
- * Writing assessment training will be held through staff meetings and intra-building meets.*
- * Science and social studies study guides for assessments will be reviewed by teachers to support "at risk" students*

The building level NWEA team will also update individual teacher notebooks for each grade level. Teachers will progress monitor each student's performance and growth for the academic year.

This notebook assisted teachers in identifying at risk students using a data driven model. Students were then brought up for discussion with Title I staff and or Child Study Team for appropriate supports and interventions.

** Class A training will be provided to acquaint teachers with the location of student data, and the protocols for data retrieval.*

Core Academic Support for Student Success:

**Readers' Workshop- Staff will receive on going professional development support for Readers' Workshop as the structure for developing the classroom reading program.*

**Everyday Math support for teachers newly assigned to a grade level teachers*

**In reading, the reading specialist and Title I teacher will continue to work with grade level teachers to introduce and review F.A.S.T. reading strategies.*

**The reading specialist will continue to work with upper grade teachers to utilize Fountas & Pinnell assessment materials.*

Mason teachers will implement Words Their Way, as a sustained school wide program for increased spelling proficiency. Increased accuracy in spelling will support more proficiency as a writer.

**Two teachers attended MACUL and MRA and presented workshop and conference information to the staff.*

** On-going support for FOSS science curriculum, and social studies curriculum, through the grade level*

leaders in these content areas.

Technology:

- *Teachers attended the Rochester Schools Saturday workshop on SMART BOARD technology.*
- *Two teachers attended the MACUL conference and shared SMARTBOARD and IPAD activities.*
- *The district technology specialist worked with staff to increase their use of SMARTBOARDS within daily lessons.*

Student Interventions:

- *PBS: PBS team attended a series of workshops at Wayne RESA on Tier II support, and worked on active supervision*
- *Student Motivation: Staff utilized the expertise of district personnel.*
- *School Assemblies have focused on character development.*
- *Character Education material was purchased for use this year at each grade level.*

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 assessed, through an informal survey of staff and collaborative grade level conversation, the need for integrated technology. Data analysis of NWEA, MEAP, FASTT Math has been identified as needing additional time for teachers. One half day before school starts is devoted to data analysis. This time will be utilized to access and understand data analysis, identify the means to retrieve individual goal setting data and monitor student learning based upon targeted growth.

With financial support from our PTO as well as a special grant from the Grosse Pointe Foundation, SMARTboards were installed in all teaching areas. Teachers have attended a county SMARTBoard training and the Title 1 teacher attended MACUL to support technology in the classroom. Teachers will attend professional development activities offered throughout the year on technology to support reading, writing and math lessons. Staff has worked with building colleagues and the district tech. curriculum specialist to implement SMARTBoard technology into their daily lessons. Lessons and activities can be accessed by teachers on the district's X drive.

Hardware needs include response clickers, along with training and access to sample lessons. This year students served through our Title 1 program will have access to iPads which will provide additional programs to support student learning.

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.

The administrator and teachers review the MEAP results as well as the AYP targets to ensure adequate progress. Data is analyzed to determine measures of performance relative to the school improvement goals. Student performance data generates information that School Improvement Teams used to modify and adjust goals, strategies and activities. Additional student performance data, generated through classroom assessments, is used to triangulate data along with the MEAP, NWEA MAP and Grosse Pointe Writing.

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

The PA 25 Annual Report is shared with the large parent audience at the Parent Back to School Night in early September. The report is also posted on the school and the district website. The report is also a topic at the fall PTO meeting. Points of the school improvement plan will also be shared in the school newsletter to parents, that is both sent home and e-mailed, as well as posted on the school website. Use of the district LEP coordinator's services will ensure that the Grosse Pointe School District data, Mason School data, and student performance data and activities are available to stakeholders in a language that they can understand. The district provides the necessary resources to ensure that school community members can fully participate in the educational partnership.

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 receiving Title I, Part A services 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.

The Annual PA-25 report provides a forum for a review of our student data, a discussion of patterns and trends of student performance and the subsequent development of academic goals by the school improvement team and school community. Once teachers and parent representatives have met to review proposed goals, teachers work with grade level teams and vertical teams to refine and further develop the established goals and create intervention strategies. Throughout the school year, teachers are monitoring student achievement and adjusting goal strategies to best meet the needs of students. Teachers diligently work to provide the optimal setting for student learning and share student progress with parents through fall and spring parent teacher conferences, as well as through report cards. Standardized tests such as MEAP and NWEA, as well as student growth, report cards, parent feedback help to monitor the impact of our interventions as well as evaluate our progress. Teacher teams communicate their progress through staff meetings, professional learning community activities and PT meetings. At the district level, parents and community members are invited to participate in the development of the district strategic plan.

Assurances

EdYES!

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

Response: *Yes*

Comments: *NWEA Measures of Academic Progress is administered three times a year to students in grades 1-5*

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: *Yes*

Comments: *<http://gpschools.schoolwires.net/gpmason/site/default.asp>
The Annual Report is available on the school website.*

*The Annual Report is also on the district
website:<http://gpschools.schoolwires.net/site/default.aspx?PageID=1>*

<http://gpschools.schoolwires.net/page/388>

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: *Mason Elementary School is K-5.*

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, fully implemented*

Comments: *Our school district has a written policy on school safety. This policy is supported at the school level through administrative and staff leadership, the implementation of the Positive Behavior System, a published district student code of conduct, the presence of trained support staff such as a school social worker and school psychologist, and a home school partnership sharing responsibility for school safety.*

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

Response: *Yes*

Comments: *Teachers have received professional development training in classroom management through university preparatory coursework, student teaching, or district led new teacher orientation, providing materials as well as resources such as Harry Wong's First Days of School. Teachers utilize appropriate strategies to introduce and maintain a positive learning setting. If assistance is needed, teachers seek the advice and support of the school social worker, school psychologist, and resource room teacher, whose background expertise is working with students with Emotional Impairments. Support staff members can assist in creating student behavior plans as well as provide the teacher with response strategies to ensure a calm orderly classroom.*

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: *The district elementary handbook communicates health and safety policies as well as specific notices for health and safety which are part of the school newsletters or posted notices. Immunization information is provided by the district for new student registration and transitions to sixth grade. Information about health and safety procedures, Positive Behavior Support is contained in the school's information book, which is issued to staff and updated annually. Substitute teachers have access to school information book during their assigned time at the school. Parents receive health and safety updates in a timely manner. Parents are provided information if a communicable disease is reported to the school. Parents receive information about healthy snacks at the start of the year from the classroom teacher. Information about food allergies and healthy snack alternatives is provided annually to parents.*

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: *Our school has not used the assessment data, however, our physical education teacher is outstanding in her dedication to promoting healthy habits for life. She has created activities to improve school environment and promote healthy life styles, such as: Jump Rope for Heart, Walk to School day, Gizmo Game Night, Field Day. She has introduced students to cup stacking activities for indoor recess, and encouraged students to exercise daily as part of the morning announcements. She has also provided staff training on a variety of Brain Gym activities for classroom use.*
Tar Wars, a non-smoking educational activity for fifth graders was organized and presented by Beaumont Hospital. Peer pressure skits have been created by the North High School "Strong Boys" club and presented to fifth graders.

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

Response: *Adopted policy, but not fully implemented*

Comments: *The school district follows the policy on Comprehensive School Health Education. Many health objectives are integrated into the framework of the science curriculum. The 4th and 5th grade curriculum on adolescent health is provided by trained teachers, using a curriculum and instructional materials that is district adopted and reviewed by the Curriculum Committee on Health Education. Notice is given to parents about a meeting to preview the curriculum and instructional materials, as well as the planned dates of instruction. Parents can preview materials, and determine the participation of their child. Students who are not participating are given alternative individual assignments or activities, unrelated to this topic.*

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

Response: *Yes*

Comments: *Teachers who provide the fourth and fifth grade adolescent health education instruction receive training specifically related to this instructional topic through the Intermediate School District.*

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

Response: *Yes*

Comments: *The Michigan Model for Health Curriculum was adopted by the school district.*

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

Response: *Yes*

Comments: *Components of the health curriculum promote family conversation: social and emotional health; nutrition and physical activity, safety, personal health and wellness.*
The school invites safety officers such as firemen and EMS officers to visit with students on topics of safety. Doctors, nurses, dentists or hygienist have provided students with information about health and wellness. CARE of Southeast Michigan has been a resource on alcohol, tobacco and drugs prevention education with their Tar Wars. High school students present skits

on peer pressure, which is followed by group discussion.

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments: *Elementary physical education teachers utilize the time devoted to Professional Learning Communities to research and develop lessons and activities to promote a healthy, active lifestyle for students. They collaborate on units such as dance and sport skills as well as in collecting and developing Brain gym activities. Teachers attend the Michigan Association of Health, Physical Fitness, Recreation and Dance Conference for further professional development.*

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

Response: *Other curriculum*

Comments: *The Grosse Pointe Elementary Physical Education Program was reviewed in 2009, and follows the standards of the state of Michigan and is aligned with the National Association of Sport and Physical Education Standards.*

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

Response: *Yes*

Comments: *The physical education teacher promotes a Walk to School, as a fall family event. The school is a neighborhood school, without bus transportation, so many families are able to participate in this event. Additionally, Jump Rope for Heart is planned to support the American Heart Association, with flyers and pamphlets available to help provide parents with further information. The Mason Fishflies, is a running club, created by Mason parents, to promote a healthy lifestyle, meets on the school playground. Parents are invited to run with their children. There is a spring PTO Walk-a-Thon- and school field days and picnics. Student Council, Pen Pal activities and Service/Safety events include bowling and rollerskating, with parent chaperones.*

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

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments: *The school district contracts with Sodexo for food services and complies with guidelines regarding nutritional standards. The school does not have vending machines available to students. Teachers promote healthy snacks and PTO room parents plan carefully to avoid food allergies, while providing healthy options on party menus.*

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

Response: *Yes*

Comments: *Sodexo provides continual professional development and training to their directors and managers, to ensure that the food service program meets appropriate guidelines. The district program stresses healthy choices, supplementing their entrees with a salad bar, fruit, and vegetable choices.*

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

Response: *Yes*

Comments: *The food services director/manager reinforces healthy and balanced foods, featuring fresh fruits and vegetables whenever possible. The choice approach to lunch service, encourages students to take appropriate portions. Sanitizers are available outside the lunchroom area. A salad bar cover supports early training of appropriate behaviors at common serving locations.*

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: *Yes*

Comments: *The school does not have an a la carte food service, school stores selling food, or vending machines for students. The PTO party planning meeting is held in the fall and there is an emphasis on healthy and balanced food items for school parties.*

Sodexo Food Services sought parent input on food services, by placing the information flyer and invitation on the PTO Bulletin Board outside the school office. The flyer promoted a scheduled spring parent meeting to receive feedback about the program and suggestions for improvement.

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: *Yes*

Comments: *The school serves both breakfast and lunch. Every effort is made to provide nutritional balance for students who use the program twice each day. There are no vending machines for students. A la carte items sold by Sodexo, are not available to students until all hot lunch students have been served or until at least half of the lunch period is over. Lunch supervisors are available to students to help open items, microwave items sent from home and to ensure that students do not skip eating planned lunches.*

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

Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*

Comments: *The district student services department ensures that a health services provider or nurse is accessible and can be contracted to respond to necessary student and school needs. The school coordinates County Health Services to screen for vision and hearing each fall.*

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: *The school district has a written policy on school safety. The school promotes a safe school environment by providing crossing guards at major intersections for student safety. The Principal and staff are aware of school safety procedures and schedules practice for fire drills, severe weather drills and lock down drills. There is a police liaison officer at the high school, who is available to the elementary schools as needed. If there are any suspicious incidents, these are reported immediately to police, to school personnel, to parents, and to other administrators for coordinated awareness bulletins. Staff can be assured of parent and community support of initiatives for student safety.*

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

Response: *Yes*

Comments: *The school office collects relevant student medical information through new student registration and immunization records, through notices of health plans, and through student medications kept in the school office and dispensed by school staff. Additionally, the office coordinates vision and hearing screening, keeps records of student absences and provides county notice and parent letters of communicable diseases. Daily student absence and tardies are recorded and the office maintains all student attendance records.*

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

Response: *Adopted policy, fully implemented*

Comments: *The school has adopted the Positive Behavior Support Program, and is currently working on elements of implementation related to Tier 11, and active supervision.*

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: *Yes*

Comments: *The school social worker and school psychologist have served the function of S.A.F.E.- student assistance, family education. The social worker and school psychologist, as trained professionals, have provided programs and activities related to bullying. They have incorporated both the PBS program and the DEBUG philosophy to teach classes and to support students needing assistance.*

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: *Yes*

Comments: *High School Students, from the Strong Boys Club, presented a skit on peer pressure and bullying to fifth graders at the end of the school year. The high school students created helpful conversation starters about the transition to middle school, friendships, and peer pressure. The School social worker was available to students for further supports if any were necessary.*

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: *Yes*

Comments: *Staff members sign up for snacks at staff meetings and create monthly staff luncheons. Menu choices promote healthy food choices.*

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, fully implemented*

Comments: *There is a written family involvement plan/policy to support home school connections. Parents are invited to attend the Back To School Night, Curriculum information events, Parent Teacher Conferences held three time a year, PTO events and meetings, school concerts and events such as Field Day, classroom trips and events, and the Volunteer Reception. Parent participation and volunteer efforts are greatly appreciated by staff and ensure that many student enrichment program can occur. A large percentage of parents are classroom volunteers and belong to the PTO.*

31. Our school has a parent education program.

Response: *Yes*

Comments: *Teachers, title 1, the school social worker offered parent information and training programs. Parents were given specific information on how to support literacy and were invited to author's teas as culminating activities. Parents went to Gizmo Game Night, Book Fair, and parent training and information sessions with the school social worker. Parents have attended information and training sessions for the Every Day math program. Parent information is included in the school and classroom newsletters. Within the district, parent information is provided on kindergarten readiness and a myriad of topics through the Family Center.*

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 all indoor facilities*

Comments: *School buildings are busy places. Community programs utilize space and facililites in school buildings during the evenings and summers. Evening and summer activities vary by building and available equipment, and are coordinated through the district, Community Services/ Neighborhood Club.*

Stakeholders

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

| Title | First Name | Last Name | Position | E-mail |
|--------------|-------------------|------------------|-----------------------|----------------------------------|
| Mrs. | Kari | Krausmann | 1st grade teacher | Kari.Krausmann@gpschools.org |
| Mrs. | Darcy | Demas | 3rd grade teacher | Darcy.Demas@gpschools.org |
| Mrs. | Karen | Frakes | 5th grade teacher | Karen.Frakes@gpschools.org |
| Mrs. | Karen | LaBarge | Title 1 | Karen.Labarge@gpschools.org |
| Mrs. | Debra | Hoshaw | parent representative | hoshaw@att.net |
| Dr. | Elaine | Middlekauff | Principal | Elaine.Middlekauff@gpschools.org |
| Mrs. | Arketa | Greer | parent representative | damonsmommy@gmail.com |

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: | Maureen Bur/Director for Pre-School and Elementary Programs |
| Address: | 389 St. Clair, Grosse Pointe, MI 48236 |
| Telephone Number: | (313) 432-3000 |

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:

- School-Parent Involvement Plan
- School-Parent Compact



Mason Elementary School
Parent Involvement Policy
2012-2013 Plan

At Mason Elementary children feel a family spirit! Our small size enables students, parents and staff to interact daily in a way that supports success. We foster a positive learning community through a strong parent and family partnership, an active Parent Teacher Organization, fabulous parent volunteers, and an outstanding staff of dedicated professionals. Together we build a foundation for the continuing academic and personal success of our students!

At Mason Elementary School, we believe that a partnership with parents is essential. The Title 1 School requirements are met by creating and fostering this strong parent-school partnership. In order to receive Title 1 funding for our school, programs that support parent involvement must be in place and implemented. As a school community encourage parent volunteerism and in cooperation with our PTO, we plan meaningful activities for families to connect home and school.

Annually, Mason Elementary School convenes a Title 1 meeting in conjunction with the Back to School Night, at the beginning of each school year. All parents are invited and encouraged to attend. The purpose of the meeting is to inform parents of the school's eligibility for Title 1 assistance, to explain Title 1 requirements, parent partnership, and the School Parent Compact. Mason Elementary School is a Title 1 targeted school, where struggling learners can benefit from additional academic support. Parents are invited to become part of the planning team to provide input, feedback and suggestions to enhance the program. Additionally, at Back to School Night, classroom teachers inform parents of the curriculum, the forms of assessment used to measure student progress, and the proficiency levels the students are expected to attain. Classroom teachers and the Title 1 teacher provide parents with support and materials to help improve their child's achievement.

The Title 1 teacher meets with parents to plan an appropriate support program. Parent representatives in conjunction with the Title 1 teacher, principal and staff representative, form the Title 1 planning team. At the school district level and at Mason School, parent involvement is encouraged. This partnership may include classroom volunteer

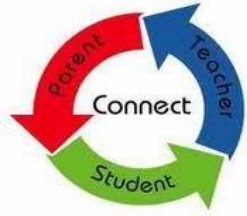
opportunities, participation on district committees, the Title I planning team, school improvement team, or as a PTO volunteer at the many family events that are planned throughout the school year.

Mason School will provide parents with timely and pertinent information regarding parent involvement, their child's achievement, and the school's performance. This will include but is not limited to, the following:

- Annual Back To School Night with a Title 1 presentation and parent meeting.
- School's Annual Report and School Improvement Goals
- Written communication from teachers including:
 - Daily student assignment notebooks or planners
 - Class newsletters
 - Report cards, distributed three times a year
 - MEAP, NWEA and Grosse Pointe Writing test score reports
- Oral communication from teachers including:
 - Phone or E-mail Contacts
 - Conference opportunities (at least two per year)
 - Interaction before or after school
 - Interactions at school functions
- Additional opportunities for communication and information:
 - PTO meetings
 - School Newsletters
 - Posting of upcoming events on school website
 - Timely responses to parent suggestions through telephone calls, e-mail, notes and conferences
 - Title 1 surveys distributed to parents at the end of each year

The school will collect suggestions and comments from parents on an ongoing basis. All data, comments and suggestions, including unsatisfactory comments regarding the Title I school plan and parent involvement policy, shall be collected and reviewed. This information will be considered in the revision of the Parent Involvement Policy and the Parent Involvement Plan for the school. The school will provide timely responses to suggestions. Title 1 funds may be used to pay a reasonable and necessary expense associated with parent involvement activities to enable parent participation in school related meetings and training sessions.

This policy is distributed at Back to School Night and is posted on the school website.



2012-2013 Mason Elementary School Parent Teacher Compact

Mason Elementary School and the parents of the students participating in activities, services and programs funded by Title I agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

Mason School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. Staff will provide parents with curriculum, instruction and assessment information at Back To School night, through the district website, and through personal contact when appropriate.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Formal conferences are twice a year, and informal conferences will be held as requested by parent or staff.
3. Provide parents with frequent reports on their children's progress: report cards, state and district assessment results, classroom tests and assessments. Parents will receive their child's data on MEAP, NWEA, Grosse Pointe Writing formal assessments, as well as results of classroom assessments.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation during formal and informal conferences. They will use assignment folders, communication notebooks, e-mail, written or phone contacts to communicate.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows: PTO Volunteer forms, Back To School Night, school and classroom activities with notification by newsletters or personal contact.

*This commitment is made on behalf of Mason Elementary School.
Dr. Elaine Middlekauff,
Principal*

The second page of this compact outlines specific responsibilities related to this compact and asks all participants to sign the compact.

2012-2013 Mason Elementary School Parent Teacher Compact

Parent Responsibilities:

- Attend conferences and parent meetings.
- Let the teacher know if my child has any problems with learning.
- Establish a quiet, well lighted place and time for homework.
- Read to/or with my child for 20 minutes a day.
- Use the support/review materials the school sends home to help my child.
- Attend parent information/support programs available at school or through the district.
- Participate in or volunteer for classroom or school activities.

Student Responsibilities:

- Let my teacher and family know if I need help.
- Be on time, pay attention to instruction, and always do my personal best.
- Write down assignments, do my homework every day, and turn it in when it's done.
- Give all school notices to my parents to read.
- Read by myself or with my family for 20 minutes a day
- Participate in support programs at school or through the district.
- Work on my academic skills at home, using the materials my teacher sends home.

Teacher Responsibilities:

- Create a partnership with the families of my students
- Make sure students understand the purpose/goal of lessons and assignments.
- Provide encouragement and meaningful feedback to students.
- Monitor student progress in core academic subjects.
- Make sure all students get help as soon as it's needed.
- Contact parents to report student success and discuss concerns.
- Send home learning materials to support student growth and success.

Parent Signature

Student Signature

Date

Teacher Signature

Date

Mrs. Karen LaBarge, Title 1 Teacher