

School Improvement Plan

Title I - Targeted Assistance

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: George Defer Elementary School

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

Ms. Karen Sullivan

Building Code: 01386

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:	George Defer Elementary School
District:	Grosse Pointe Public Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	01386
City:	GROSSE POINTE PARK
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Our District's Vision is: "Excellence in Education: Learning and Leading for Today and Tomorrow".

The Defer School Community's vision is to foster a caring sense of community within an academically challenging environment.

Mission Statement

Defer Elementary School community's mission is to help every students attain self-confidence and the knowledge, skills, and behavior to function effectively.

Beliefs Statement

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

Goals

Name	Development Status	Progress Status
Improved Math Skills	Complete	Open
Improved Reading Skills	Complete	Open
Improved Writing Skills	Complete	Open

Goal 1: Improved Math Skills

Content Area: Math

Development Status: Complete

Student Goal Statement: All Defer students will demonstrate improved Math skills.

Gap Statement: Gap Statement - The Gap between students scoring in the top 30% on the Math MEAP Math and those students in the bottom 30% is significant and is the focus of school improvement. This was identified as a goal area based on a review of disaggregated data from a variety of sources:

-MEAP Math scores for Gr. 3 have increased and remained stable and high the last six years:

05-06 = 86% (first year of test)

06-07 = 97%

07-08 = 97%

08-09 = 96%

09-10 = 97% (District avg. = 95%)

10-11 = 100%

11- 12 = 68% (District avg. = 62%)

>Males scored slightly higher than Females in 2008-09(98% vs. 94%), while in 2009-10 and 2010-11 they both scored at 100% proficient. The District average for Males and Females was 98% in 2010-11. Females scored slightly higher in 2011- 2012 with 70% for females and 65% for males.

>African-American students scored lower than Caucasian students in 2008-09 (86% vs. 100%), but both groups scored at 100% in 2009-10 and 2010-11. The District average for 2009-10 was 90% for African-Americans and 99% for Caucasians. The District average for 2010-11 was 92% for African-Americans and 99% for Caucasians. In 2011-2012 Blacks scored 50% passing vs. 71% for Whites.

>Econ. Disadvantaged students scored below Non-Econ. Disadv. students (82% vs. 98%) in 2008-09, but there were not enough students in that sub-group at Defer to get an average score for 2009-10 and 2010- 11. During the 2011 - 2012 year Econ. disadvantaged scored 23% passing and non-econ. disadvantages scored 78%. This continues to be the largest gap.

-MEAP Math scores for Gr. 4 have been relatively high and stable:

02-03 = 83%

03-04 = 91%

04-05 = 81%

05-06 = 94%

06-07 = 91%

07-08 = 94%

08-09 = 94%

09-10 = 93% (District avg. = 97%)

10-11 = 97% (District avg. = 98%)

11-12 = 71% (District avg. = 72%)

>Males scored higher than Females in 2008-09 (96% vs. 92%) and just slightly higher in 2009-10 (93% vs. 92%). The District average was 97% vs. 98%. In 2010 - 11 females scored higher at 100% vs. Males at 95% with the district average was 98% for both. There is a 10 point gap in 2011- 2012 with Females scoring 76% and Males 66% passing.

>African-American students scored lower than Caucasian students (84% vs. 98%) in 2008-09, and even lower in 2009-10 (72% vs. 98%). The District comparison for 2009-10 was 87% vs. 99%. In 2010-11 African-Americans scored 85% and Caucasian students scored 100%. The District comparison for 2011-11 was 95% vs. 99%. IN 2011 - 2012 Blacks passed at 40% rate and Whites at 78%.

>Econ. Disadvantaged students scored below Non-Econ. Disadv. students (71% vs. 99%) in 2008-09, and again in 2009-10 (80% vs. 95%). The District average for 2009-10 was 92% vs. 98%. In 2010-11 the Econ. Disadvantaged students scored 91% and Non-Econ. Disadv. students scored 98%. The District average for 2010-11 was 97% vs. 98%. In 2011-2012 Econ. Disadvantaged scores 41% and Non - econ. Disadvantaged scores 80%. This mirrors the district average of 48% (Econ. Disadv.) vs. 77% (non-Econ. Disadv.)

-MEAP Math scores for Gr. 5 have been relatively high, but still below desired levels:

05-06 = 84% (first year of test)

06-07 = 93%

07-08 = 87%

08-09 = 87%

09-10 = 91% (District avg. = 93%)

10-11 = 84.9% (District avg. = 91%)

11-12 = 70% (district average = 65%)

>Males scored only slightly lower than Females in 2008-09 (87% vs. 88%) and in 2009-10 (90% vs. 92%). In 2010-11, Females scores 83% and males scored 85%. The District comparison for 2009-10 was 93% for Males vs. 94% for Females. In 2010-11 the District comparison is Females scored 91% and males 92%. IN 2011 - 2012 Females scored 67% passing and males 73%.

>African-American students scored lower than Caucasian students (73% vs. 94%) in 2008-09, in 2009-10 (74% vs. 97%),similarly in 2010-11 (64% vs/ 92%, and in 2011- 12 (50% vs. 81%) The District average for 2009-10 was 81% vs. 95%. The district average for 2010-11 was 75% vs. 95%. The district average for 2011- 12 was 33% vs. 72%.

>Econ. Disadvantaged students scored below Non-Econ. Disadv. students (65% vs. 93%) in 2008-09,somewhat better in 2009-10 (72% vs. 96%). In 2010-11 was 58% vs. 90% and in 2011-12 it was 11% vs. 78% The District comparison for 2009-10 was 77% vs. 95%, the 2010-11 average was 83% vs. 93% and in 2011 - 2012 it was 31% vs. 72%.

-NWEA Math averages for Spring 2009-10 for the sub-groups are not yet available. The scores below are based on the Spring 2008-09 averages:

-NWEA Math scores for Gr. 1: avg. %ile = 72.2%; the District avg. was 68.4%.

>Males scored higher than Females (74.2% vs. 69.8%); District avg. = 69.7% Vs. 67.1%.

-NWEA Math scores for Gr. 2: avg. %ile = 62.4%; the District avg. was 63.2%.

>Males scored higher than Females (68.8% vs. 53.9%); District avg. = 64.4% vs. 61.8%.

-NWEA Math scores for Gr. 3: avg. %ile = 63.4%; the District avg. was 61.9%.

>Males scored higher than Females (64.2% vs. 62.3%); District avg. = 64.5% vs. 58.9%.

-NWEA Math scores for Gr. 4: avg. %ile = 69.8%; the District avg. was 65.3%.

>Males scored higher than Females (71.2% vs. 67.9%); District avg. = 68.6% vs. 61.3%.

-NWEA Math scores for Gr. 5: avg. %ile = 61.6%; the District avg. was 63.2%.

>Males scored higher than Females (64.3% vs. 57.5%); District avg. = 63.3% vs. 63.1%.

NWEA Math averages for Spring 2010 - 2011 are:

- NWEA Math scores for Gr. 1: avg. %ile = 80.6%; District avg. was 75.2%

- > Males scored lower than Females (80.6% vs. 81%) ; District avg. = 72.6% vs. 76.9%
- NWEA Math scores for Gr. 2: avg. %ile = 67.7%; District avg. was 71.1%
- > Males scored higher than Females (71.7% vs. 63.9%); District avg. = 73.5% vs. 68.6%
- NWEA Math scores for Gr. 3: avg. %ile = 77%; District avg. was 75.4%
- > Males scored higher than Females (79.3% vs. 75.1%); District avg. = 78.5% vs. 71.8%
- NWEA Math scores for Gr. 4: avg. %ile = 77.5%; District avg. was 68.3%
- > Males scored higher than Females (82.4% vs. 71%); District avg. = 70.1% vs. 65.7%
- NWEA Math scores for Gr. 5 avg. %ile = 63.1%; District avg. was 66.9%
- > Males scored higher than Females (67.9% vs. 56.9%) District avg. = 70.1% vs. 63.6%

NWEA Math average scores for 2011 - 2012 are:

- Gr. 1: average % 67%; District average was 63%
- > Males scored lower than females (61% vs. 73%) District avg. = 63% vs. 66%
- Gr. 2: average % 70%; District average was 72%
- >Males scored lower than females (57% vs. 68%); District avg. = 72% vs. 73%
- Gr. 3: average % 77%; District average was 69%
- > Males scored higher than females (80% vs. 74%); District avg. = 71% vs. 67%
- Gr. 4: average % 75%; District avg. was 68%
- > Males scored lower than females (69% vs. 79%); District avg. = 68% for both groups
- Gr. 5: average % 74%; District avg. was 64%
- > Males scored higher than females (77% vs. 69%) ;District avg. = 66% vs. 61%

Cause for Gap: Causes for the Gap that exists between the high-performing students and the struggling learners are: limited resources to provide additional instruction focused at targeted weaknesses, inconsistency of learning experiences for students entering the school after 1st grade, and the lack of help for parents of struggling learners in the ways to best support instruction.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Math - grades 3 - 5

NWEA-MAP Math Assessment - 3 times/year; grades K-5

Everyday Math: Summative and Formative Unit assessments, End-of-Year assessment - grades 1 -5

Middle School Math assessment - grade 5

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Increase in percentage of students who Meet or Exceed (Level 1 & 2) the MI standards on the MEAP Math Test in Gr. 3-5.

- Decrease the Gap between high-performing students and struggling learners on the MEAP Math Test in Gr. 3-5
- >Decrease the gap in math achievement between male and female students.
- >Increase the percentage of African-American students scoring at the Meet or Exceeds level on the MEAP
- >Increase the percentage of Economically-Disadvantaged students scoring at the Meet or Exceeds level on the MEAP
- >Benchmarks (Periodic): >Grade level common assessments for each chapter through Everyday Math program - improvement and mastery at 80% or higher
- >Growth on NWEA Math reflected on 3 'testings windows' each year

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Ronald Wardie	In Progress	This goal is currently In Progress.

Contact Name: Karen Sullivan

List of Objectives:

Name	Objective
Frequency of Instruction	A range of 60 to 90 minutes will be devoted to math curriculum instruction each day.
Increasing Parent/School Communication around Math Instruction	Attendance at Parent Education evenings and increased response to staff communication, through email and newsletters, on methods to support math at home will be the measure of growth.
Mastery of Basic Facts	Students in each grade level have expectations for fact mastery. Mastery is reached when a student has ready recall of any math basic fact applicable to their grade level.
Struggling Math students to receive additional instructional assistance.	Struggling math students identified through the MEAP and NWEA testing will receive additional support through Title 1, ISP, and classroom differentiated instruction to achieve a score of Proficient or higher on the Math MEAP and to achieve grade-level % on Spring NWEA testing in Math.

1.1. Objective: Frequency of Instruction

Measurable Objective Statement to Support Goal: A range of 60 to 90 minutes will be devoted to math curriculum instruction each day.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Ronald Wardie	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Instructional Time	The instructional time for math may be divided throughout the day. For example, there may be 15 minutes of review/problem solving at the beginning of the day and the scheduled math

lesson may be taught at a later time. Student homework will be provided regularly to reinforce concepts and skills.

1.1.1. Strategy: Instructional Time

Strategy Statement: The instructional time for math may be divided throughout the day. For example, there may be 15 minutes of review/problem solving at the beginning of the day and the scheduled math lesson may be taught at a later time.

Student homework will be provided regularly to reinforce concepts and skills.

Selected Target Areas

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

I.2.B.3 School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

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

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

Information provided from a district curriculum committee review of teacher time devoted to math instruction.

Review research on best practices.

Everyday Math program pacing guidelines.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Ronald Wardie	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Pacing Guide	2009-09-08	2012-06-15	Administration and Math Curriculum Specialists will provide the pacing guide. Classroom teachers will implement daily math instruction following the pacing guide.
Professional development to	2011-	2012-	Principal District K-12 Math Curriculum Specialist(s)

support improved math instructional and skills.	09-06	06-15	Grade Level Math Leaders Everyday Math consultant Assistant Supt. for Curriculum, Instruction & Assessment
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1.1.1.1. Activity: Instructional Pacing Guide

Activity Description: An instructional pacing guide for the Everyday Math program will be provided to teachers at all grade levels (Gr. 1-5).

Planned staff responsible for implementing activity: Administration and Math Curriculum Specialists will provide the pacing guide.
Classroom teachers will implement daily math instruction following the pacing guide.

Actual staff responsible for implementing activity: Administrator
Math Curriculum Specialist
Classroom teachers

Planned Timeline: Begin Date - 2009-09-08, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Ronald Wardie	In Progress	Progress Status changed from Open to In Progress

1.1.1.2. Activity: Professional development to support improved math instructional and skills.

Activity Description: Professional development to support improved math instruction and skills.

Planned staff responsible for implementing activity: Principal
District K-12 Math Curriculum Specialist(s)
Grade Level Math Leaders
Everyday Math consultant
Assistant Supt. for Curriculum, Instruction & Assessment

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Ronald Wardie	In Progress	Progress Status changed from Open to In Progress

1.2. Objective: Increasing Parent/School Communication around Math Instruction

Measurable Objective Statement to Support Goal: Attendance at Parent Education evenings and increased response to staff communication, through email and newsletters, on methods to support math at home will be the measure of growth.

List of Strategies:

Name	Strategy
Parent Education to support Math instruction at Home	Direct instruction on Math algorithms, strategies, and teaching methods shared with parents beginning with the Back-to-School events and continued through the school year.

1.2.1. Strategy: Parent Education to support Math instruction at Home

Strategy Statement: Direct instruction on Math algorithms, strategies, and teaching methods shared with parents beginning with the Back-to-School events and continued through the school year.

Selected Target Areas

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

Student achievement is maximized when the instruction in school is supported and strengthened at home.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parents supporting learning at home	2012-09-04	2013-06-21	> Classroom staff > Title 1 staff > Resource Room Staff, Social Worker

1.2.1.1. Activity: Parents supporting learning at home

Activity Type: Other

Activity Description: Facilitate parents/families in supporting their child's math instruction by:

- > Basic math algorithms demonstrated at Back-to-School parent meetings
- > "Make & Take" - parent workshops to provide practical materials to use for home reenforcement
- > Year-long newsletters/emails providing guidance for strategies for parents

Planned staff responsible for implementing activity: > Classroom staff

- > Title 1 staff
- > Resource Room Staff, Social Worker

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-21

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Hands-On Materials for Math Support	Title I Part A	200.00	

1.3. Objective: Mastery of Basic Facts

Measurable Objective Statement to Support Goal: Students in each grade level have expectations for fact mastery. Mastery is reached when a student has ready recall of any math basic fact applicable to their grade level.

List of Strategies:

Name	Strategy
Mastery of Basic Math Facts	Students need to be fluent with the basic math facts required at each grade level of instruction. Time will be provided on a weekly basis to review facts and practice for fluency.

1.3.1. Strategy: Mastery of Basic Math Facts

Strategy Statement: Students need to be fluent with the basic math facts required at each grade level of instruction. Time will be provided on a weekly basis to review facts and practice for fluency.

Selected Target Areas

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

Using our testing resources - both the MEAP and NWEA - and disaggregating the data, student errors can often be traced to lack of mastery of the basic facts for addition, subtraction, multiplication, and division.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom practices to develop fact mastery with home/school connection.	2012-09-04	2013-06-21	Staff will use PLC time to research strategies along with conferring with the Title 1 staff for further support on fact mastery.
Mastery of Basic Math Facts	2011-09-06	2013-06-20	Classroom teachers are responsible for providing regular, if not daily, practice in mastering the basic math facts.

1.3.1.1. Activity: Classroom practices to develop fact mastery with home/school connection.

Activity Type: Other

Activity Description: Use of Best Practices to provide classroom instruction and practice time to master math facts.

Planned staff responsible for implementing activity: Staff will use PLC time to research strategies along with conferring with the Title 1 staff for further support on fact mastery.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-21

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.3.1.2. Activity: Mastery of Basic Math Facts

Activity Type: Technology

Activity Description: Students will use a variety of resources to learn basic facts including FAST Math, and Successmaker - both computer programs. These programs will be made available to parents at home as well.

Planned staff responsible for implementing activity: Classroom teachers are responsible for providing regular, if not daily, practice in mastering the basic math facts.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2013-06-20

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Best Practices for fact mastery in the classroom	No Funds Required		
Mastery of Basic Math Facts	Title I Part A	300.00	

1.4. Objective: Struggling Math students to receive additional instructional assistance.

Measurable Objective Statement to Support Goal: Struggling math students identified through the MEAP and NWEA testing will receive additional support through Title 1, ISP, and classroom differentiated instruction to achieve a score of Proficient or higher on the Math MEAP and to achieve grade-level % on Spring NWEA testing in Math.

List of Strategies:

Name	Strategy
Focused instruction for struggling learners in Math	Using both the Math MEAP data and the NWEA data to identify students struggling in Math, a plan to remediate and provided additional help to build prerequisite skills to ensure grade-level success will be put in place through the use of Title 1 staff, ISP assistance, and differentiate instruction by the classroom teachers.

1.4.1. Strategy: Focused instruction for struggling learners in Math

Strategy Statement: Using both the Math MEAP data and the NWEA data to identify students struggling in Math, a plan to remediate and provided additional help to build prerequisite skills to ensure grade-level success will be put in place through the use of Title 1 staff, ISP assistance, and differentiate instruction by the classroom teachers.

Selected Target Areas

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

This strategy reflects the RtI approach to addressing support for struggling learners through the use of the Tier 1,2, and 3 types of interventions. This strategy provides support specific to areas of weaknesses identified through the use of achievement data.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Grouping students for guided interventions	2012-09-04	2013-06-21	> Title 1 staff = .5 teacher and 1.5 assistants > Resource Room staff to provide ISP help as available > Classroom staff

1.4.1.1. Activity: Grouping students for guided interventions

Activity Type: Other

Activity Description: Use of technology, manipulative, and texts to provide interventions focused on student weaknesses. Progress monitoring will be used at regular intervals to determine progress and provide direction for further interventions.

Planned staff responsible for implementing activity: > Title 1 staff = .5 teacher and 1.5 assistants
 > Resource Room staff to provide ISP help as available
 > Classroom staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-21

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title 1 staff	Title I Part A		

Goal 2: Improved Reading Skills

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All Defer students will improve Reading skills.

Gap Statement: The Gap between the top 30% of the students and the bottom 30% of students in Reading indicates a need to provide additional support to our struggling Readers in order to close the Gap.

Reading was identified as a goal area based on a review of disaggregated data from two main sources:

-MEAP Reading scores for Gr. 3 have been relatively stable:

05-06 = 96%

06-07 = 97%

07-08 = 96%

08-09 = 93%

09-10 = 97%

10-11 = 98%

11-12 = 78% (New Cut Scores)

>Males have typically scored slightly below Females each year. In 2009-2010, Males and Females scored at the same level = 97%. In 2010- 2011, Males scored 97% and Females scored 100%. In 2011 - 2012, MAles scored 74% and females scores 82%. This gap is greater than in previous years.

>African-American students scored below Caucasian students in 09-10: 92% vs. 100% and 2010-2011, African-American students soored 92% and Caucasians scored 100%. African American students scored below Caucasian student in 10-11: 92% vs. 100% and in 2011 - 2012 is was 70% vs. 81%.

>Economically-Disadvantaged students scored below Non-Economically Disadvantaged students in 08-09: 73% vs. 97%, and about the same as the district avg.: Defer = 73% vs. District = 74%. The number of SED students in 09-

10 was too low to record. Economically Disadvantaged students in 2010-2011 scored 94% vs 100% of Non-Economically Disadvantaged students. The District average was 86% vs. 97%. Economically disadvantaged students in 2011 - 2012 scored 38% passing vs. 87% for Non -Economically Disadvantaged students. 43% of Econ. Disadv. students passed in 2011 -2012 vs. 83 % Non-Econ. Disadvantaged students at the District level.

-MEAP Reading scores for Gr. 4 have been high during the past five years, but fluctuating:

05-06 = 94%

06-07 = 96%

07-08 = 98%

08-09 = 94%

09-10 = 91%

10-11 = 93%

11-12 = 85% (New Cut Scores)

>Scores for Males and Females have fluctuated each year. In 09-10, Males scored just slightly below Females: 91% for Males, 92% for Females. In 2010-11 male and females were less than 1% point apart with females being slightly higher. IN 2011 - 2012 females scored 97% and males 74%.

>African-American students scored below Caucasian students in 09-10: 74% vs. 97%; in 10-11: 78% vs. 98%, and in 2011 -2012 65% vs. 88%.

>Economically-Disadvantaged students scored below Non-Economically Disadvantaged students in 09-10: 80% vs. 94%; in 10-11: 75% vs. 96% and in 2011 -2012 64% vs. 92%.

-MEAP Reading scores for Gr. 5 have been high, but fluctuating:

05-06 = 90%

06-07 = 95%

07-08 = 94%

08-09 = 95%

09-10 = 91%

10-11 = 95%

11-12 = 86% (New Cut Scores)

>Scores for Males and Females have fluctuated from year to year. In 09-10, Males scored 90% while Females were at 92%. The District comparison was 95% for Males vs. 97% for Females. In 10-11, Males scored 97% and Females were 93%. The district average for males was 90% and females were 93%. In 2011 - 2012, females scored 89% and Males 84%.

>African-American students scored below Caucasian students in 09-10: 83% vs. 93% and in 2010-11 it was: 78% vs. 100% The District comparison in 2010-11 was 77% vs. 95%. In 2011 -2012 African-Americans scored 63% and Caucasian students scored 91%. The District comparison for 2011- 2012 was 64% African-American vs. 92% Caucasian students.

>Economically-Disadvantaged students scored below Non-Economically Disadvantaged students in 09-10 (72% vs. 96%), while the District avg. was 75% vs. 98%. In 2010-11 Economically-Disadvantaged students scored below Non-economically Disadvantaged students with a score of 83% vs. 98%, while the district average was 80% vs. 94%. In 2011 - 2012 Economically Disadvantaged students scored 65% vs. 92% for Non-Economically Disadvantaged students and this also reflected the district average of 60% vs. 90%.

-Averages for the Spring 2009-2010 NWEA-MAP Reading Test are not yet available. The scores below are for Spring 2008-09:

-NWEA Reading scores for Gr. 1: avg. %ile = 73.1%; the District avg. was 66.9%.

>Males scored lower than Females (71.3% vs. 75.2%); District avg. = 65.0% Vs. 68.8%.

-NWEA Reading scores for Gr. 2: avg. %ile = 62.5%; the District avg. was 58.0%.

>Males scored slightly higher than Females (62.7% vs. 62.1%); District avg. = 55.0% vs. 66.1%.

-NWEA Reading scores for Gr. 3: avg. %ile = 65.3%; the District avg. was 60.9%.

>Males scored lower than Females (60.1% vs. 71.9%); District avg. = 59.7% vs. 62.3%.

-NWEA Reading scores for Gr. 4: avg. %ile = 64.9%; the District avg. was 65.9%.

- >Males scored higher than Females (66.7% vs. 62.4%); District avg. = 65.9% for both Males and Females.
- NWEA Reading scores for Gr. 5: avg. %ile = 66.8; the District avg. was 67.8%.
- >Males scored lower than Females (65.9% vs. 68.2%); District avg. = 64.7% vs. 71.1%.

NWEA Spring 2010-11 scores:

- NWEA Reading scores for Gr. 1: avg. %ile = 80.5%; the District avg. was 78.3.
- >Males scored lower than Females (77.7 vs. 84.1%); District avg. = 71% vs. 85.8%
- NWEA Reading scores for Gr. 2: avg. %ile = 57.3%; the District avg. was 62.5%
- >Males scored lower than Females (52% vs. 62.3%); District avg. = 57.8 vs. 67.2%
- NWEA Reading scores for Gr. 3: avg. %ile = 65.2%; the District avg. was 65.5%
- >Males scored lower than Females (56.4% vs. 75.3%); District avg. = 61.2% vs. 69.6%
- NWEA Reading scores for Gr. 4: avg. %ile = 68.21%; the District avg. was 63.4%
- >Males scored higher than Females (71.5% vs. 64.%); the District avg. = 60.7% vs. 66%
- NWEA Reading scores for Gr. 5: avg. %ile = 63%; the District avg. was 68.1%
- >Males scored higher than Females (63.7% vs. 61.7%); the District avg = 65.2% vs. 71.4%

NWEA SPRING 2011 - 12 Reading Scores:

- Grade 1: avg. %ile = 67%; the District average was 62%
- > Males scored lower than females 61% vs. 73%; the District avg. = 58% vs. 66%
- Grade 2: avg. %ile = 62%; the District avg. was 65%
- >Males scored lower than females 57% vs. 68%; the District avg. = 60% vs. 71%
- Grade 3: avg. %ile = 67%; the District avg. was 62%
- > Males scored slightly higher than females: 68% vs. 65%; the District avg. = 61% vs. 64% (females higher)
- Grade 4 avg. %ile = 66%; the District avg. = 65%
- >Males scored lower than females: 67% vs. 72%; the District avg. = 61% vs. 68%

Cause for Gap: Causes for the Gap include: more support needed for struggling learners, curriculum and instruction inconsistency of students entering the district after 1st grade, and a lack of support for parents on ways to best support learning at home.

On the assessments, specific sub-groups scored lower than the overall grade level populations.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Reading test

NWEA-MAP Reading test

Houghton-Mifflin chapter tests Gr. 1-3

Classroom literature-based assessments Gr. 4-5

Making Meaning Assessments - Gr. 1- 5

Fountas and Pinnell Testing - Gr. 1 - 5

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? -Increase the percentage of all students scoring at Levels 1 and 2 on the MEAP Reading Test in Grades 3-5.

-Decrease the gap between struggling learners and the general population of students on the MEAP Reading Test in Gr. 3-5 and on the NWEA-MAP Reading Test in Gr. 1-5.

>Decrease the gap in reading achievement between male and female students.

>Increase the percentage of African-American students scoring at Meets or Exceeds level on the MEAP Reading test and increase the average percentile score for these students on the NWEA-MAP Reading test.

>Increase the percentage of Economically-Disadvantaged students scoring at Meets or Exceeds level on the MEAP Reading test and increase the average percentile score for these students on the NWEA-MAP Reading test.

-Benchmarks (Periodic):

>Grade level common assessments for Grades 1-5 from Making Meaning.

- >MEAP testing in Reading for grades 3-5
- >NWEA testing in Reading for grades 1-5
- >Common assessments from Houghton Mifflin - Gr. 1 - 3
- >Fountas and Pinnell Reading level testing - Gr. 1 -5

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Ronald Wardie	In Progress	Progress Status changed from Open to In Progress

Contact Name: Karen Sullivan

List of Objectives:

Name	Objective
Increased parent ability to support struggling readers at home	There will be an increase in opportunities, and participation in home/school connections including: Back-to-School Evening Title 1 Parent evenings Make and Take parent workshops at specific grade levels
Instructional Strategies for Reading	Teachers will use instructional strategies for Reading focus areas for each grade level.
Reading Interventions to address Struggling Learners in Reading	Students will demonstrate reading growth as measured by MEAP Reading and will achieve a level of Proficient or higher. The Gap between the top 30% of students in Reading will narrow as compared to the bottom 30% of students. Students will demonstrate reading growth as measured by the NWEA.
Teachers will provide a 105-minute block of instructional time for L.Arts	Teachers will provide a 105-minute block of daily instructional time for Language Arts; Reading instruction will be 60 minutes daily.

2.1. Objective: Increased parent ability to support struggling readers at home

Measurable Objective Statement to Support Goal: There will be an increase in opportunities, and participation in home/school connections including:
 Back-to-School Evening
 Title 1 Parent evenings
 Make and Take parent workshops at specific grade levels

List of Strategies:

Name	Strategy
Parent Information Programs	Provide sustained opportunities through the entire school year to build parent skills for supporting their child's reading growth at home.

2.1.1. Strategy: Parent Information Programs

Strategy Statement: Provide sustained opportunities through the entire school year to build parent skills for supporting their child's reading growth at home.

Selected Target Areas

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

The connection between home and school enhances the learning of all students.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent/ School connection	2012-09-04	2013-06-21	Classroom Teachers Administrator Title 1 staff Reading Intervention staff Resource Room staff

2.1.1.1. Activity: Parent/ School connection

Activity Type: Other

Activity Description: BAcK to School program
 Title 1 Reading Evening
 Grade-level Parent Reading workshops

Planned staff responsible for implementing activity: Classroom Teachers
 Administrator
 Title 1 staff
 Reading Intervention staff
 Resource Room staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-21

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Parent Evening Programs	Title I Part A	200.00	

2.2. Objective: Instructional Strategies for Reading

Measurable Objective Statement to Support Goal: Teachers will use instructional strategies for Reading focus areas for each grade level.

List of Strategies:

Name	Strategy
Instructional Strategies for Reading	Strategies as a part of Reading Workshop instruction will include (but not limited to): word study lessons, common grade level questions, reading comprehension, and making inferences. Making Meaning will be used as a part of the Readers Workshop approach to teaching reading. FOuntas and Pinnell testing will be used to identify reading levels of each student and reading materials will be provided at that level.

2.2.1. Strategy: Instructional Strategies for Reading

Strategy Statement: Strategies as a part of Reading Workshop instruction will include (but not limited to): word study lessons, common grade level questions, reading comprehension, and making inferences. Making Meaning will be used as a part of the Readers Workshop approach to teaching reading. FOuntas and Pinnell testing will be used to identify reading levels of each student and reading materials will be provided at that level.

Selected Target Areas

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.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.

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.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

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

The instructional staff analyzed student assessment data to determine specific areas of focus for Reading instruction for each grade level. Reading Workshop as a method of instruction is being implemented. They also reviewed Best Practice instructional strategies based on the adopted curriculum and instructional materials, such as the Houghton-Mifflin reading series and Making Meaning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Reading Instruction	2011-09-06	2012-06-15	Principal, Language Arts Curriculum Specialist(s), Classroom Teachers, Assistant Superintendent for Curriculum, Instruction, Assessment, and Technology
Independent Directed Reading	2011-09-06	2013-06-20	Classroom teachers will be implementing this reading activity daily in their classroom. Fountas and Pinnell reading testing will occur in the fall and progress will be monitored by reassessing in the Spring. IDR time will provide time for focused instruction to both small groups and individuals.

2.2.1.1. Activity: Differentiated Reading Instruction

Activity Description: Teachers will provide differentiated Reading instruction to address the key focus areas for each grade level as determined by the School Improvement Team and the individual grade level PLC teams. The strategies used by each grade level will be developmentally appropriate for that grade level and will be based on best practices in reading instruction, including those identified through the District curriculum and instructional materials documents. Readers Workshop will be the focus of year-long professional development with Making Meaning as one of the key components.

Planned staff responsible for implementing activity: Principal,
Language Arts Curriculum Specialist(s),
Classroom Teachers,
Assistant Superintendent for Curriculum, Instruction, Assessment, and Technology

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplemental Instructional Resources	General Funds	100.00	0.00

2.2.1.2. Activity: Independent Directed Reading

Activity Type: Other

Activity Description: A period of increasing length in time will be given each day for focused independent reading. Use of the Fountas and Pinnell Reading testing program will be used to determine individual reading levels for each student. Students will be guided to read 'just right' books that are appropriate to their independent reading level. As student stamina grows the IDR time will be extended.

Planned staff responsible for implementing activity: Classroom teachers will be implementing this reading activity daily in their classroom. Fountas and Pinnell reading testing will occur in the fall and progress will be monitored by reassessing in the Spring. IDR time will provide time for focused instruction to both small groups and individuals.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2013-06-20

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom leveled libraries	General Funds	300.00	

2.3. Objective: Reading Interventions to address Struggling Learners in Reading

Measurable Objective Statement to Support Goal: Students will demonstrate reading growth as measured by MEAP Reading and will achieve a level of Proficient or higher. The Gap between the top 30% of students in Reading will narrow as compared to the bottom 30% of students.

Students will demonstrate reading growth as measured by the NWEA.

List of Strategies:

Name	Strategy
Additional Instruction in Reading Interventions for Struggling Learners	Support staff (Title 1, Resource Room, Reading Specialist) will provide focused interventions as determined by analysis of reading performance data.

2.3.1. Strategy: Additional Instruction in Reading Interventions for Struggling Learners

Strategy Statement: Support staff (Title 1, Resource Room, Reading Specialist) will provide focused interventions as determined by analysis of reading performance data.

Selected Target Areas

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

Review of data provided by MEAP, NWEA, and classroom assessments to determine areas of weakness. Work of teacher PLC teams and staff resources to identify best practice and resources to use for sustained interventions with progress monitored frequently.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Focused Reading Interventions to support struggling learners	2012-09-04	2013-06-21	Title 1 staff Reading Specialist Resource Room staff

2.3.1.1. Activity: Focused Reading Interventions to support struggling learners

Activity Type: Other

Activity Description: Use of FAST Reading Program, SIPPS Reading, Successmaker, and Reading Trends materials to provide small group instruction and remediation.

Planned staff responsible for implementing activity: Title 1 staff

Reading Specialist
Resource Room staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-21

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading materials focused on Interventions	Title I Part A	200.00	

2.4. Objective: Teachers will provide a 105-minute block of instructional time for L.Arts

Measurable Objective Statement to Support Goal: Teachers will provide a 105-minute block of daily instructional time for Language Arts; Reading instruction will be 60 minutes daily.

List of Strategies:

Name	Strategy
Instructional Time	The Language Arts instructional time will be provided across the curriculum throughout the school day. Instructional time for Reading will provide for whole group instruction as well as guided reading groups, strategy groups, and individualized instruction and interventions. Instructional time for Reading will provide for Independent Reading on a daily basis. Reading Workshop method of instruction will be employed.

2.4.1. Strategy: Instructional Time

Strategy Statement: The Language Arts instructional time will be provided across the curriculum throughout the school day. Instructional time for Reading will provide for whole group instruction as well as guided reading groups, strategy groups, and individualized instruction and interventions. Instructional time for Reading will provide for Independent Reading on a daily basis. Reading Workshop method of instruction will be employed.

Selected Target Areas

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

The District K-12 Language Arts Curriculum Committee researched best practices in the teaching of reading. The Committee reviewed available instructional resources (including basal reader programs, Making Meaning, and the Reading Workshop method) to support the adopted curriculum. The committee has adopted a Readers Workshop approach for the instruction of reading. Making Meaning will be used as a component of Reading Instruction. Staff continues to receive year-long professional development on Readers Workshop.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development to support improved reading skills.	2011-09-06	2012-06-15	Principal, K-12 Language Arts Curriculum Specialist(s), Grade Level Language Arts Leaders, PreK - 5 Director for Curriculum, Instruction, Assessment and Technology
Use of adopted instructional resources	2011-09-06	2012-06-15	Principal, District Language Arts Specialist(s), Grade Level Language Arts Leaders, Assistant Supt. for Curriculum, Instruction, Assessment and Technology

2.4.1.1. Activity: Professional development to support improved reading skills.

Activity Type: Professional Development

Activity Description: Teachers will be provided professional learning opportunities to further enhance their reading instructional strategies throughout the school year. The focus will be Readers Workshop. Teachers will meet by grade level teams during common planning times and during PLC sessions with the focus on Readers Workshop. Grade level teams will also meet during IBM's (Inter-Building Meetings) for the purpose of discussing and improving their instructional skills for reading. Time will be provided as necessary during specific building Site Meetings for data analysis.

Planned staff responsible for implementing activity: Principal, K-12 Language Arts Curriculum Specialist(s), Grade Level Language Arts Leaders, PreK - 5 Director for Curriculum, Instruction, Assessment and Technology

Actual staff responsible for implementing activity: Principal

K-12 Language Arts Curriculum Specialist
Grade Level Language Arts Leaders

PreK -5 Curriculum, INstruction, Assessment and Technology

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development funding	General Funds	500.00	
Professional Development funding	Title I Part A	500.00	

2.4.1.2. Activity: Use of adopted instructional resources

Activity Description: Teachers will use the instructional resources as adopted by the district:

- Grade K-3 will use the Houghton-Mifflin reading materials.
- Grades 4-5 will use sets of books from the approved reading list of materials.

Teachers will use Making Meaning and other materials as designated by the adoption of Readers' Workshop approach to Reading. Classroom libraries will be provided with leveled books.

Planned staff responsible for implementing activity: Principal,
District Language Arts Specialist(s),
Grade Level Language Arts Leaders,
Assistant Supt. for Curriculum, Instruction, Assessment and Technology

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Materials funding	General Funds	200.00	
Instructional Materials funding	General Funds	250.00	0.00

Goal 3: Improved Writing Skills

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All Defer students will demonstrate improved writing skills.

Gap Statement: Writing Gaps exist between the top 30% of students and the struggling learners in the bottom 30% of students and between males and females.

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

-GP Writing scores for Gr. 1 have remained consistently high since 2002-03, however Gr. 1 showed a slight decrease in 08-09 and again in 09-10. In 09-10 females scored 90% and males 96%.

>Gr. 1:

02-03 = 88.9% at grade level

03-04 = 86.8%

04-05 = 94.1%

05-06 = 94.7%

06-07 = 95.7%

07-08 = 95.7%

08-09 = 92.5% (District avg. = 93.5%)

09-10 = 92% (District avg. = 94%)

10-11 = 100%

11-12 = 96.8% (Males = 93%; Females = 100%)

>Gr. 2: Writing scores have stayed consistently high with a drop in 08-09 and an increase in 09-10. There has been a drop in score for the last 2 school years 10-11, 11-12.

2-03 = 82.6% at grade level

03-04 = 92.1%

04-05 = 95.4%

05-06 = 96.9%

06-07 = 93.9%

07-08 = 94.9%

08-09 = 89.3% (District avg. = 93.3%)

09-10 = 97% (District avg. = 95%)

10-11 = 89.4%

11-12 = 84.4% (Males = 74%; Females = 100%)

-GP Writing scores for Gr. 3 & 4 have fluctuated since 2002-03; there was a significant decrease from 06-07 to 07-08, but then we had a slight increase in 08-09 for Gr. 3, and a significant decrease in 09-10. Grade 3 continues to rise in 11-12. In Gr. 4 showed a significant increase in 09-10 and continues to maintain but not show further growth.

>Gr. 3:

02-03 = 65.0% at grade level

03-04 = 49.4%

04-05 = 71.6%

05-06 = 66.3%

06-07 = 72.8%

07-08 = 61.4%

08-09 = 62.7% (District avg. = 60.7%)

09-10 = 53% (district avg. = 62%)

10-11 = 70%

11-12 = 81.2% (Males = 70.6%; Females = 91.4%)

>Gr. 4:

02-03 = 64.5%

03-04 = 63.5%

04-05 = 54.9%

05-06 = 68.9%

06-07 = 65.0%

07-08 = 52.5%

08-09 = 48.8% (District avg. = 59.2%)

09-10 = 64% (District avg. = 71%)

10-11 = 65%

11-12 = 62.7% (Males = 46.2%;Females = 80.6%)

-GP Writing scores for Gr. 5 have declined from 2002-03 to 2005-06, but there have been steady increases from 05-06 to 08-09. There was a significant decrease in 09-10. Scores significantly improved in 11-12 and the gap between males and females narrowed.

>Gr. 5:

02-03 = 74.3%

03-04 = 84.5%

04-05 = 52.1%

05-06 = 45.1%

06-07 = 54.5%

07-08 = 58.4%

08-09 = 62.2% (District avg. = 66.3%)

09-10 = 50% (District avg. = 66%)

10-11 = 61%

11-12 = 83% (Males 81%;Females = 85.7%)

-MEAP Writing scores for Gr. 3 have increased since 2005-06 (first year of testing), but well below desired levels. (Note: MEAP Writing was discontinued for Gr. 3 in 09-10)

05-06 = 67%

06-07 = 78%

07-08 = 77%

08-09 = 84% (District avg. = 73%)

09-10 = NA

-MEAP Writing scores for Gr. 4 have fluctuated since 2002-03, but have shown steady improvement since 2006-07. (Note: MEAP Writing was only a pilot for Gr. 4 in 09-10)In 2010-11 MEAP scores were significantly higher for females vs. males - 84% vs. 66%

02-03 = 62%

03-04 = 66%

04-05 = 48%

05-06 = 81%

06-07 = 64%

07-08 = 68%

08-09 = 74% (District avg. = 69%)

09-10 = NA

10-11 = 74%

11-12 = 65% New Cut Scores - District average = 72%

-MEAP Writing scores for Gr. 5 have remained steady, but below desired levels since 2005-06 (first year of testing). There was an increase in 2008-09. (Note: MEAP Writing was discontinued for Gr. 5 in 2009-10)

05-06 = 80%

06-07 = 80%

07-08 = 80%

08-09 = 85% (District avg. = 81%)

09-10 = NA

-Males typically scored below females at all 3 grade levels (Gr. 3-5) on the MEAP Writing test and on the GP Writing test. However, for 2008-09 on the MEAP, only Gr. 4 showed a significant discrepancy. Defer scored quite

well above the District average for all Males and Females on the 2008-09 MEAP Writing test except for the Gr. 5 Females. Whereas on the GPWA, Defer Males and Females scored below the District average for all grades except for Gr. 3. In 2010-11 males scored significantly lower on the 4th grade MEAP writing.

MEAP Writing for 2008-09:

Gr. 3 M = 83% F = 85% (District avg. is M = 69% F = 77%)

Gr. 4 M = 69% F = 81% (District avg. is M = 62% F = 76%)

Gr. 5 M = 84% F = 85% (District avg. is M = 75% F = 87%)

MEAP Writing for 2010 - 11:

Gr. 4 M = 66% F = 84% (District avg. is M = 61% F = 79%)

MEAP Writing for 2011 - 12:

Gr. 4 M = 54% F = 76% (District avg is M = 50% F = 74%)

GPWA for 2008-09:

Gr. 1 M = 91.9% F = 93.3% (District avg. is M = 90.5% F = 96.5%)

Gr. 2 M = 90.7% F = 87.5% (District avg. is M = 90.9% F = 96.2%)

Gr. 3 M = 57.1% F = 69.7% (District avg. is M = 55.6% F = 66.5%)

Gr. 4 M = 43.8% F = 55.6% (District avg. is M = 53.2% F = 66.3%)

Gr. 5 M = 57.1% F = 69.7% (District avg. is M = 58.0% F = 75.3%)

GPWA for 2009-10:

Gr. 1 M = 96% F = 90% (District avg. is M = 91% F = 96%)

Gr. 2 M = 97% F = 96% (District avg. is M = 93% F = 97%)

Gr. 3 M = 50% F = 57% (District avg. is M = 55% F = 69%)

Gr. 4 M = 58% F = 71% (District avg. is M = 65% F = 78%)

Gr. 5 M = 50% F = 51% (District avg. is M = 58% F = 75%)

-Our sub-groups typically score well below our majority of students on the MEAP Writing test (results are from 10 -11):

>African-American compared to Caucasian: Gr. 4 (45% vs. 74%);

>Econ. Disadvantaged students scored below Non-Econ. Disadvantaged: Gr. 4 (40% vs. 74%)

>Students With Disabilities vs. Non-Disabled Students: scores are typically about 3% less for Students With Disabilities for Gr. 4 than for Non-Disabled Students.

>

Cause for Gap: Contributing to the Gap are several factors: limited resources for struggling learners, entering students in grades 2 - 5 from other districts with different curriculum focuses, and the need for more parent education on supporting your child's academic work. On the MEAP Writing and the GP Writing Assessment, specific subgroups of students scored lower than the overall grade level populations. Generally, males score much lower than females.

Multiple measures/sources of data you used to identify this gap in student achievement: -MEAP Writing (Gr. 3-5) prior to 2009-10, including Comment and Condition Codes

-MEAP Writing Gr. 4 - 2010-11

-GP Writing Assessment (Gr. 1-5)

-Teacher input based on daily and periodic student writing samples

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? -Increase the percentage of students who Meet or Exceed (Level 1 or 2) the Michigan Standards on the MEAP Writing Test in Grade 4 for 2012 - 2013. (Note: Starting in 2010-2011, the MEAP Writing Test will only be given at Gr. 4).

-Increase the percentage of students performing at grade level expectations or above on the GP Writing Assessment in Grades 1-5.

-Decrease the gap between sub-groups and the general population (Males/Females; African-American/Caucasian;

Economically Disadvantaged/Non-Economically Disadvantaged).

-The measures of success will be: MEAP Writing (Gr. 4), including Comment and Condition Codes and the GP Writing Assessment (Gr. 1-5)

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Ronald Wardie	In Progress	Progress Status changed from Open to In Progress

Contact Name: Karen Sullivan

List of Objectives:

Name	Objective
Frequency of Instruction	Classroom teachers will provide a 45-minute block of time daily devoted to writing instruction which will result in an increase in the GP Writing Assessment and MEAP Writing.
Writers' Workshop	Classroom teachers will continue to expand their knowledge and use of Writers' Workshop.
Writing Lesson Designs	Classroom teachers will design specific lessons with provisions for differentiation using best practice.

3.1. Objective: Frequency of Instruction

Measurable Objective Statement to Support Goal: Classroom teachers will provide a 45-minute block of time daily devoted to writing instruction which will result in an increase in the GP Writing Assessment and MEAP Writing.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Ronald Wardie	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Instructional Time	The 45-minute writing block can take any form (e.g., 10 minute mini-lesson, 30 minutes to write while conferencing with students, and 5 minute wrap-up).

3.1.1. Strategy: Instructional Time

Strategy Statement: The 45-minute writing block can take any form (e.g., 10 minute mini-lesson, 30 minutes to write while conferencing with students, and 5 minute wrap-up).

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.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.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.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.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.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

II.1.A.3 School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.

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

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

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

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Ronald Wardie	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Frequent Writing with Meaningful Feedback	2011-09-06	2013-06-21	Administration Resource Room staff Classroom Teachers Title 1 staff
Staff Development in Writing Instruction	2011-09-06	2012-06-15	Grade level teachers will plan their common planning time and PLC activities, focused on student writing. The principal and School Improvement Team will determine specific activities for Site Meetings. The district Language Arts Curriculum Specialist(s) with input from the building principals, Grade Level Leaders, and the Assistant Superintendent for Curriculum, Instruction and Assessment will determine the district-wide in-service and staff development needs of teachers at each grade level for the coming school year.

3.1.1.1. Activity: Frequent Writing with Meaningful Feedback

Activity Type: Other

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

Students will demonstrate writing growth via scheduled assessment practice sessions throughout the year.

Students will receive detailed and meaningful feedback in response to their writing efforts individually and via whole-group.

Planned staff responsible for implementing activity: Administration

Resource Room staff

Classroom Teachers

Title 1 staff

Actual staff responsible for implementing activity: Classroom teachers

Resource Room staff

Title 1 staff

Administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2013-06-21

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Materials	General Funds	200.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Ronald Wardie	In Progress	Progress Status changed from Open to In Progress

3.1.1.2. Activity: Staff Development in Writing Instruction

Activity Description: Teachers will be provided opportunities for further professional learning regarding best practices in writing instruction throughout the school year. Such topics as 6 + 1 Traits, Writer's Workshop, student conferencing, and data analysis will be the focus.

Teachers will meet by grade levels during common planning times and during PLC sessions with the focus on student writing, especially scoring of student writing and data analysis. Time will be provided during PLC sessions and specific Building Site Meetings to analyze student data and to collaborate regarding best practices for writing instruction. District-wide learning opportunities and collaboration will take place during in-service days and Inter-Building Meetings (IBM) per the master calendar. Other district workshops and professional learning activities may be provided.

Planned staff responsible for implementing activity: Grade level teachers will plan their common planning time and PLC activities, focused on student writing. The principal and School Improvement Team will determine specific activities for Site Meetings. The district Language Arts Curriculum Specialist(s) with input from the building principals, Grade Level Leaders, and the Assistant Superintendent for Curriculum, Instruction and Assessment will determine the district-wide in-service and staff development needs of teachers at each grade level for the coming school year.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Education Funds	General Funds	200.00	

Title I Funding	No Funds Required		
Writing Instruction Time	No Funds Required		

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Ronald Wardie	In Progress	Progress Status changed from Open to In Progress

3.2. Objective: Writers' Workshop

Measurable Objective Statement to Support Goal: Classroom teachers will continue to expand their knowledge and use of Writers' Workshop.

List of Strategies:

Name	Strategy
Writers' Workshop	Increased use of Writers' Workshop process; Practice GP Writing Assessment 3 times per year; Scoring of student writing samples using GPWA rubrics; Focus on details, conventions, and checklist for quality writing across the content areas; Focus on beginning, middle, end; Use of student writing samples for modeling, revising, and editing;

3.2.1. Strategy: Writers' Workshop

Strategy Statement: Increased use of Writers' Workshop process;
Practice GP Writing Assessment 3 times per year;
Scoring of student writing samples using GPWA rubrics;
Focus on details, conventions, and checklist for quality writing across the content areas;
Focus on beginning, middle, end;
Use of student writing samples for modeling, revising, and editing;

Selected Target Areas

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.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.

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.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

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

Best practices in quality writing as researched by the GP Language Arts Committee
 Writers' Workshop
 Lucy Caulkins
 GP Writing Assessment rubrics
 FAST First Steps

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writers' Workshop professional learning opportunities	2011-09-06	2013-06-21	PreK- 5 Director of Curriculum and Assessment District and Building Administration Grade Level Specialists Classroom Teachers

3.2.1.1. Activity: Writers' Workshop professional learning opportunities

Activity Type: Professional Development

Activity Description: Classroom teachers will be provided opportunities to learn more about planning and implementing the Writers' Workshop model for instruction

Planned staff responsible for implementing activity: PreK- 5 Director of Curriculum and Assessment District and Building Administration
 Grade Level Specialists
 Classroom Teachers

Actual staff responsible for implementing activity: Classroom teachers
 Grade Level Specialists
 PreK-5 Director of Curriculum and Assessment

Planned Timeline: Begin Date - 2011-09-06, End Date - 2013-06-21

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writers' Workshop Professional Learning	General Funds	250.00	0.00

3.3. Objective: Writing Lesson Designs

Measurable Objective Statement to Support Goal: Classroom teachers will design specific lessons with provisions for differentiation using best practice.

List of Strategies:

Name	Strategy
6 + 1 Writing Traits	Classroom teachers will incorporate the 6 + 1 Writing Traits approaches within their writing lessons. Specific lessons will be focused on the various traits throughout the school year and across the grade levels as developmentally appropriate.

3.3.1. Strategy: 6 + 1 Writing Traits

Strategy Statement: Classroom teachers will incorporate the 6 + 1 Writing Traits approaches within their writing lessons. Specific lessons will be focused on the various traits throughout the school year and across the grade levels as developmentally appropriate.

Selected Target Areas

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.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.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

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

The District Language Arts Committee researched best practices in writing
Defer classroom teachers have also researched best practices in writing

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
6 + 1 Writing Traits	2011-09-06	2012-06-15	Classroom Teachers

3.3.1.1. Activity: 6 + 1 Writing Traits

Activity Type: Other

Activity Description: Classroom teachers will provide specific lessons for student writing using the 6 + 1 Writing Traits. For example, the lower grade levels will focus heavily on ideas, organization and conventions in narrative writing while the upper grades will focus more heavily on conventions and voice in narrative writing and writing across the content areas.

Planned staff responsible for implementing activity: Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Learning in 6 1 Traits	No Funds Required		

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Title I Part A	\$1,400.00	\$0.00
General Funds	\$2,000.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

A team made up of the administrator, teachers, support staff, and parents worked to identify our key needs. Data, including MEAP, NWEA-Map, Grosse Pointe Writing Assessment, Everyday Math assessment, FOSS assessments, Houghton-Mifflin assessments, Fountas and Pinnell testing, and FASTT Reading and Math, was disaggregated and studied for areas of concern and patterns. By studying the data and reviewing input from all groups, our needs as a building were assessed.

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.

Our building school improvement plan identifies the data that we use and analyze in determining the content areas and skills where students are not demonstrating proficiency, based on our adopted district curriculum. Within each of the identified content areas, we drill down to determine which individual students are not being successful with their learning. Our primary data sources are the MEAP, NWEA-MAP test, and the Grosse Pointe Writing Assessment. Students in the lowest performing quartile on any of those assessments are targeted for Title services. In addition, we use grade level and teacher-made tests to verify specific student needs. Teacher and parent recommendations for service are also sought and considered. When schedules from the Resource Room allow, ISP help is available as well.

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.

Each grade level teacher uses their GLCE's, and now the Common Core, as a guide to identify students at-risk in core content areas. Students take the NWEA test three times per year. Teachers use the normative data as a benchmark to identify students not achieving the expectations of the GLCEs and the Common Core.

As mentioned previously, MEAP Math and Reading test data are analyzed by grade level teams and the individual teachers along with NWEA-MAP test data and results from the GP Writing Assessment to determine which students would benefit from Title I services.

The Title I teacher also reviews all of the student scores for each grade level to determine which students would qualify for T.I. services - the lowest quartile of students are typically recommended for this support. Teacher and parent input are also considered.

We also have an S3 (Strategies for Student Success) Team that meets monthly to review individual students' learning progress and to recommend support services (such as T.I.) to meet their needs. This process will be moving toward RtI in the coming school year.

NWEA DesCartes breaks down the GLCE's by strands and by a student's RIT ability score. This helps the teacher to create an educational plan for each student.

Several writing samples are also given throughout the year, as well as daily writing to identify at-risk students. We also give the GP Writing Assessment that assists in the identification process.

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.

Students in Grade 2 are referred for Title I services through parent and teacher recommendation. However, achievement data is also reviewed and analyzed to support the recommendations. All students in Grade 1 and 2 and all new students are tested for Reading by the Reading Specialist and results of the NWEA testing is used to identify students need help in the area of math. The data from these tests along with student daily progress in regards to the GLCE's, and now Common Core, are analyzed to determine if the student would benefit from T.I. support services.

In addition, the NWEA Math and Reading Test is administered three times during the year as well as at the end of Kindergarten to provide concrete data in regards to student achievement on Math and Reading GLCE's. The

NWEA has an early childhood component incorporating a self adjusting auditory academic survey. This along with common assessments given to students, help guide the educational plan for each student.

Kindergarten teachers give frequent readiness assessments in phonics, phonemic awareness, math and writing. Our Reading Specialist gives Fountas and Pinnell assessments with all first and second grade students several times a year to monitor student progress and address problem issues early.

Our speech pathologist spends time in the kindergarten rooms to observe the students and to evaluate any students that might have reading difficulties because of their speech and language. She then provides individual literacy support to those kindergarten students who qualify.

Title I services in Kindergarten and Math in first grade is provided based on need, parent input, and the school case load in grades 2 - 5. The same is true of ISP help.

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.

Our School Improvement Plan is focused on ensuring the learning success of every student. As identified previously, student achievement and test data are continually analyzed to determine the need for re-teaching as well as for individual student intervention. While student successes are celebrated, the needs of individual students who are struggling to learn the GLCE's, now Common Core, are constantly being analyzed, addressed, and monitored. We strive to have 100% of our students be successful within each content area.

The grade level teams meet in professional learning communities each Monday morning for 45 minutes. They analyze test data and other indicators of student success in regards to the standards for each grade level. Then they research best practices to determine plans of assistance and appropriate supports for individual students. They continually monitor each student's progress in relation to their individual plan of assistance and they make adjustments as necessary.

The building SIP is built from the ground up based on the grade level data analyses and plans of action. These plans of action focus heavily on the support and success for the T.I. students.

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).

Our instruction is designed to provide high expectations with academic excellence. To ensure this teachers provide differentiated instruction, flexible grouping, re-teaching, and other strategies to ensure student success. Our assessment process is ongoing in order to monitor student progress and to adjust instruction.

The teachers at each grade level plan together and share best practices at and across the grade levels.

Curriculum challenges and student groupings are based on student data. All students have academic goals based on standards and scoring.

Incoming kindergarten students and parents come to school to hear about and see what will happen when they enter kindergarten. Parental meetings occur three times before their children enter. Skills and expectations are shown. Pre-reading activities, phonics, phonemic awareness, and math skills are shown and described and instructions are given for fun activities to do at home. Children are taken on a tour of the school

before they begin. They experience a short time in the kindergarten classroom before their start date in the Fall.

Coordination between Title I and regular education teachers comes together naturally with all of the planning that takes place. Grade level teams meet regularly to plan, share resources, set goals, and review and analyze student data. Included in the teams are the Reading Specialist, Title I teacher, general education teachers, special education teachers and the principal.

Fifth grade teachers meet with middle school staff to plan appropriate course selections for each transitioning student. Students meet the middle school counselors to help them make class choices for the next year. Students also tour the building. Plans for Title I students are made between teachers in regular education, and the title I staff. Goals are made so the transition between buildings will be easy.

Students are identified that have limited English proficiency by classroom teachers and contact is made with the parents. Identified students receive ESL (English as a Second Language) instruction every day.

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.

Curriculum teams in each subject and at each grade meet to review the State standards in order to provide instruction to meet the academic goals. Additionally, District teams composed of administrators, teachers, parents, students, and curriculum specialists have a yearly subject focus. These teams meet for a full year focusing on the State's core curriculum - Common Core - and best practices for teaching this curriculum. The work of this committee is presently to a district curriculum review committee, called EPLC, for their approval. From there it is presented to the community and the School Board. Once the curriculum is approved by these groups it is then implemented. Reading was the elementary curriculum focus for 2011-12 and will continue to be in the 2012- 2013 school year. Components of our language arts program will also be reviewed during the 2012 - 2013 school year with a focus on spelling and grammar. A further focus will be Science and this is based on MEAP scores in Science from the fall of 2011.

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

Teachers and parent representatives participate as members of the District EPLC to provide recommendations regarding curriculum, instruction, and assessment. Teachers also have multiple opportunities for input at building Site Meetings, Inter-Building Meetings, Department Meetings, Grade Level meetings, and as members of various K-12 Curriculum Review Committees. The Board of Education is ultimately responsible for making decisions about curriculum and curriculum materials, but it relies heavily on the professional judgment of the K-12 Curriculum Committees and the EPLC.

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.

One hundred percent of our teachers and our Title I classroom assistants meet the highly qualified requirements. Before the district hires educators or assistants, they make sure that candidates meet the highly qualified requirements. The district developed a plan to continually check teacher qualifications to make sure each year that all teachers are highly qualified. Our classroom assistants have a minimum of a two-year Associates Degree. They have been trained and have the knowledge and skills to instruct reading, writing and math with the supervision of a certified teacher.

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.

A Defer Title I Parent Advisory Committee has been established in an effort to bring parents of T.I. students into the school. The purpose of the committee is to provide two-way communication about the T.I. program and to seek parent input in regards to their perception of how the program may or may not be addressing their child's needs.

In addition, several parent meetings are held during the year that focus on working with your child at home. Reading strategies and math algorithms are presented to parents so that they can support their child's learning at home.

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

- 2a. Design

During the Title I Parent Advisory Committee meetings, we discuss and review the design of the T.I. program. We ask parents for input in regards to what kinds of services they feel need to be continued and those that need to be changed or added, based on the needs of their children and on their own needs as the

parent. The Morning Club/Lunch Club was developed based on that input along with the Summer Learning Program.

Parents are also able to provide input and questions about the program design during the Parent-Teacher Conferences twice a year.

2b. Implementation

The Parent Advisory Committee reviews the way that the Title I services are implemented and provided to the students and they are asked for suggestions and input in regards to their perception of its success, especially as it relates to their child.

Program implementation for specific students is also discussed during Parent-Teacher Conferences twice a year.

2c. Evaluation

Student achievement data is shared with the Title I Parent Advisory Committee as a means of evaluating the program. Parents are invited to provide input, comments, and suggestions based on the data.

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 Assessment Report in the Fall of each year, which lists all tests of record for their child (MEAP, NWEA-MAP, GPWA, etc.). Parents of students in Gr. 3-5 are also given the MEAP Parent Report when that is available each year. Parents are also given a copy of their child's testing progress on the NWEA-MAP test each Spring when it is sent home with the report card. In addition, teachers, specialized staff, and the principal are available to discuss and explain the results of any of these tests during Parent-Teacher Conferences and at any other time of the year by parent request. In addition, with the implementation of a new report card in 2012 - 2013 based on the Common Core, a parent companion document has been prepared at each grade level that breaks the Common Core down in language that is clear for the parent and the student.

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.

FASTT MATH PROGRAM: is an individualized computer program that focuses on math facts in a game format. It takes into consideration keyboarding speed and tracks progress for students, parents, and teachers.

TEACHER LEVELED LIBRARY : created and maintained by staff. Teachers have organized small sets of books to use. Each set is leveled by the Fountas and Pinnell and lexile level. Teachers use these sets with at risk students. Each year, we update and add to this library sets of books to meet student interest, especially for our at risk population.

LUNCHTIME READING AND MATH ENRICHMENT: small groups of students sign up to take a lunch enrichment class. Games are played to enrich math skills and critical thinking skills. Computer classes

where students utilize FASTT math enable students to set goals in math and to practice basic skills. SUMMER learning FOR STUDENTS IDENTIFIED AS TITLE I: Students receiving T.I. support in math and reading through a set of materials to provide strengthening of skills. Parents of T.I. students attended an information meeting on the materials and the use of them during the summer.

LUNCH CLUB: Title I staff members meet with students before school in academic focus groups for practicing their math facts on the computer through the FASTT Math program.

INSTRUCTIONAL SUPPORT PROGRAM: is a general education initiative provided by the T.I. and/or Resource Room Teacher. After an S-3 meeting, student deficit areas are identified and goals are set to improve in those areas. Students will work in a short-term guided program. Research-based activities are utilized to strengthen deficit areas. After a pre-determined time period, the S-3 team meets to evaluate how that student

did and then decide what action takes place next.

FAMILY READING NIGHT - an evening program created to put a new book into students' hands and to work with parents in helping them support their child as a reader

HOMEWORK CLUB FOR TITLE I STUDENTS: Two times a week, students stay after school, have a snack and then with a T.I. Assistant and Middle School NJHS student volunteers, work on practicing skills, re-teaching concepts, independent work, and critical thinking activities for at risk students.

ONE-ON-ONE TITLE I TEACHER WHEN AVAILABLE: Teachers have scheduled times with the Title I teacher as a pull out or as a pull-in to work with at risk students in small groups or one-on one.

FAST READING PROGRAM IN SMALL GROUP SETTING (45 MINUTES DAILY): The Reading Specialist works with small groups (usually 8 or less) who are most at risk. She works with the FAST Reading program with these students on a daily basis.

S3 TEAM REFERRAL: A referral is made to our S3 intervention team by a struggling student's teacher or parent identifying specific concerns. Strategies are devised and implemented by the team in an attempt to help the student improve. If after a pre-determined number of weeks, the child is not showing improvement, a diagnostic evaluation may be performed to pinpoint the student's deficits. Individual planning then takes place and objectives are identified for the student. The team consists of the classroom, teacher, special education teacher, counselor, administrator, and other pertinent staff members and often times, the parent.

OTHER ACCOMMODATIONS AND SUPPORTS: individual counseling, peer tutoring, social skills instruction, preferential seating, utilization of outside resources such as family services, parent involvement, and functional behavior assessments are some of the interventions implemented for our struggling students. Special education services are

provided by well-trained resource teachers, classroom assistants, and other staff members. The program and services are based solely on the student's specific needs and are continually monitored.

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

In the fall a survey of Title I students' parents will be surveyed informally as these students submit their T.I. summer work.

At the Back-to-School Night in September an overview of the Title I program will be given and a meeting opportunity will be provided to share input from their experiences from the previous year and to form a parent committee for the 2011-12 school year.

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

Parents of Title I students overall felt that the program was helping their child succeed. Targeted instruction by the T.I. teacher and assistants gave their students direct help and many made use of the lunch hour, and after school programs.

A recommendation to increase help will be used by the careful grouping of students with similar academic areas of need.

A parent information night on how to best support your child's learning at home including instruction for parents on the methods used in the classroom will be a focus in the fall.

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".

Preschoolers about to enter our district are given three opportunities to help in the transition to elementary school. A parent information meeting is held in January to outline the kindergarten program and the educational expectations. In May the child and parent visits the kindergarten classrooms and participates in a math and literacy activity with the teachers. At both of these gatherings materials are shared for use at home in helping with readiness. In August families have a third opportunity to visit the classrooms and the building and learn the procedures as the school year is about to begin. Additionally, a grant will provide for a further learning opportunity for in-coming kindergarten students and their families in August, 2012. This program will provide an opportunity for students to become familiar with a school day and provide parents with ways to support their child's learning during the kindergarten year.

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.

In addition to using the MEAP in grades 3, 4, and 5 to help identify students two other formal testing means are used to evaluate. The NWEA given three times a year gives assessment information in the areas of reading and math. The Grosse Pointe Writing Test given formally once a year and informally three times a year monitors student growth in the areas of writing.

Data is collected from EveryDay MATH assessments and from the Houghton Mifflin Reading program in grades 1 -3. Additionally, during the 2011-12 school year further data will be collected from the Reading program -Making Meaning and Fountas and Pinnell testing.

Our Reading Specialist tests all of the 1st and 2nd graders and determines Fountas and Pinnell levels in order to measure growth.

Teachers provide both formal and informal assessment and observations used to monitor their growth.

The S3 - Strategies for Student Success - teams meet every month to set learning plans in place for struggling students.

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.

Our Title I allocations are used for these resources:

1. *Title I Teacher and Title I Classroom Assistants*
2. *Part-time School Social Worker/School Psychologist to provide individual assistance and support for T.I. students; the balance of the staffing time for these professionals is provided through District and/or ISD funds*
3. *Social groups (divorce, death, friendship, etc.) for T.I. students*
4. *Everyday Math manipulatives for Title I students*
6. *Presenters and materials for parent workshops*
7. *Reading night for parents, given by the Title I and classroom teachers, to provide them with skills to use when assisting their children at home academically.*
8. *Homework Club after school - two days per week; supported through Title I staff and National Junior Honor Society middle school students and coordinator*
9. *Lunch Club - one day per week with Assistants*
10. *FASTT Math software - provided through a foundation grant and Title I funds*
11. *FAST Reading materials and teacher training - provided through a foundation grant and District funds*
12. *PBS program - provided through an ISD grant, District funds, and business support, and community fund-raising*

Ongoing Review of Eligible Student Progress

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

1. *The NWEA-MAP computerized test is given to the Gr. 1-5 students 3 times a year. It tracks each student's progress in both Math and Reading. It measures the growth of the student and helps to identify which GLCE's still need to be mastered. This report is part of the information used to map out individual students' educational goals.*
2. *Our grade level PLC teams meet on a weekly basis to monitor the learning progress of individual students and to set students' learning goals.*
3. *Our SIP Leadership Team meets periodically to make sure that our data is driving our instruction and that our SIP is being followed.*
4. *The FASTT Math program is used by Title I students to practice their number facts and track their performance.*
5. *MEAP is taken each year in 3rd, 4th, and 5th grades. We look closely at all information given, including demographics, economically disadvantaged, minority, gender, etc.*
6. *Practice sessions for the GP Writing Assessment are held periodically throughout the school year to monitor students' progress in writing.*

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

1. *The entire staff meets on a weekly basis in our PLC teams to analyze all of our student data, disaggregate the data and to make sure that our curriculum, instruction, and assessment are in alignment.*
 2. *Our student assistance (S3) team meets on a monthly basis to talk about individual students that are not making the expected progress. We look at individual student data and educational plans for those students and we utilize the data to make adjustments and modifications to their learning plans. This process will move to the RtI format.*
 3. *Individual teachers use the goal setting information that the DesCartes portion of the NWEA test provides for each student.*
 4. *FASTT Math results let the teacher know what facts and instruction the student has mastered.*
 5. *We use MEAP data to show areas of instruction that are weak as well as those that are strong.*
 6. *The Reading Specialist and the Title I Teacher conduct periodic reading and math assessments on individual Title I students to ensure that they are making progress on their individual learning plan. They also use Fountas and Pinnell testing to determine reading levels and then growth through the year.*
 7. *From all of the data collected, PLC teams write grade level SMART goals and strategies to meet those goals. They make sure that our instruction is aligned with those goals.*
 8. *We use staff development opportunities to address areas of need as identified by our student data.*
3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

Our data is used to evaluate what we are teaching and to identify our areas of strengths and weaknesses. We revise what we are doing and make necessary adjustments in response to data indicators. Our PLC meetings have afforded us the time to constantly monitor our data on a regular and on-going basis. Teachers have found it valuable to see all that is covered in other grade levels and have adjusted some of their teaching to make sure we are using common language throughout the curriculum. As mentioned previously, the grade level PLC teams along with the S3 Team (including the Title I Teacher) continually revise the services to the targeted assistance students as necessary, based on the data that we continually collect and analyze.

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.

Professional development opportunities are based on district and building level SIP goals and strategies as well as on the needs assessments as determined by on-going analyses of student achievement data. Each teacher has identified 2-3 goals for their own on-going professional development as related to the district and building goals. In addition, Title I and other specialized support staff meet with individual teachers to review student achievement data for individual students to ensure that all students who would benefit from Title I support are considered for targeted assistance.

The district professional learning opportunities primarily focus on developing and implementing new curriculum, instructional materials, and instructional strategies based on the district's curriculum review cycle. Additional professional learning opportunities are offered to specific grade levels and individual teachers on an as-needed basis. Some of these sessions are offered at the district level while others are offered through the building level to meet the specific needs of our building or individual teachers. The focus is always on maintaining high learning expectations for all students as well as high instructional standards in all classrooms.

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.

Technology use within the district has always been focused on integration of the technology as an instructional tool. The district is providing digital cameras (Elmo's) and projection units for every classroom through a State of Michigan grant. We also have computers in every classroom for student and teacher use as well as a class-size Computer Lab. The district provided a second computer lab this year and every classroom has a Smart Boards for instruction.

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.

Results from the MEAP test is analyzed to determine a variety of information to drive instruction including: areas of strength, performance of the genders, performance of ethnic groups, performance of socio-economic groups, and specific GLCEs that need strengthening. SIP goals are reviewed through the results of the MEAP along with the NWEA -MAP results in the areas of Math and Reading. Grosse Pointe Writing Assessment results are reviewed. As stated earlier, both formal and informal classroom assessments are used in our PLC work to determine progress on our goals. Parent input along with teacher input is gathered and addressed through T.I. staff instruction or differentiation within the classroom.

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

A PA-25 Annual Report Meeting is held in the Fall of each year to update parents on the School Improvement Plan and the measures of student academic learning. Staff members are updated periodically at Building Site Meetings, IBM meetings, and various Professional Learning and other curriculum-related meeting opportunities.

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.

A School Improvement Team (SIT) of representatives from each grade level met regularly to gather and analyze data and input from other staff members regarding the goals for the school improvement plan. Other support staff are also included. Parent input is also provided through the District's EPLC (Education

Program Learning Committee) and the district's work on our mission and goals as well as informally through PTO meetings, etc. Key assessment data is the driving force for all decisions related to student instruction and learning. The SIT designs the format for the plan and is responsible for monitoring and evaluating the success (results) of the plan.

Assurances

EdYES!

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

Response: *Yes*

Comments:

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/1767101027124513700/lib/1767101027124513700/2009-10%20Annual%20Reports/AER%20Reports/Defer%20FullAnnualEducationReport%202009-10.pdf>

Educational Development Plan (EDP)

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *No*

Comments:

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

Response: *59 minutes or less at elementary level, 105 minutes or less 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:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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:

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:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

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:

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:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *Yes*

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 some indoor facilities*

Comments:

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
Ms.	Karen	Sullivan	Principal	karen.sullivan@gpschools.org
Mrs.	Janette	High	1st Grade Teacher	janette.high@gpschools.org
Mrs.	Nora	Hard	2nd Grade Teacher	nora.hard@gpschools.org
Mrs.	Heather	Halpin	2/3 Magnet Teacher	heather.halpin@gpschools.org
Mr.	Jack	McKelvey	5th grade teacher	jack.mckelvey@gpschools.org
Mrs.	Jane	Nugent	4 gradeTeacher	jane.nugent@gpschools.org
Mrs.	Nancy	Eckert	4/5 magnet teacher	Nancy.eckert@gpschools.org
Ms.	Nicole	Humphrey	K teacher	Nicole.piersante@gpschools.org

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Deb Jackson, Director of Student Services
Address:	Barnes School, 20090 Morningside, Grosse Pointe Woods, MI 48236
Telephone Number:	313-432-3854

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
- Back-to-School
- parent survey



Defer Elementary School
Parent Involvement Policy
2012-2013 Plan

At Defer Elementary children feel a family spirit! 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 Defer 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 we encourage parent volunteerism and in cooperation with our PTO, we plan meaningful activities for families to connect home and school.

Annually, Defer Elementary School convenes a Title 1 meeting 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. Defer 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 Defer School, parent involvement is encouraged. This partnership may include classroom volunteer opportunities, participation on district committees, the Title I planning team, school

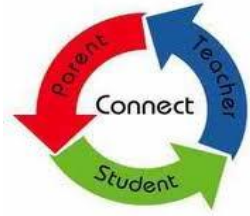
improvement team, or as a PTO volunteer at the many family events that are planned throughout the school year.

Defer 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
- 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 Defer Elementary School Parent Teacher Compact

Defer 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.

Defer 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 Defer Elementary School.
Mrs. Karen Sullivan,
Principal*

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

2012-2013 Defer 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