



District In-Service Planning 2008-2009

DATE	Length	Type/Potential Topics
August 28, 2008	(8:00 – 3:18)	District PD (1 hour elementary report cards) Building PD: Review of Units of Study, writer's workshop, Every Day Counts math, ADD/Mad Minute Math, Pentathlon games. <ul style="list-style-type: none"> • Training in Collins writing project. • Training/review of virtual manipulatives and problem based learning. Technology update and training on new computer lab.
September 10, 2008	1 Hr.	TPEP
September 24, 2008	1 Hr	Video Production Training
October 8, 2008	1 Hr	Development of DAWN activities, Anti-bullying program training
October 22, 2008	1 Hr	TPEP
November 5, 2008	1 Hr	Resource sharing for embedded math strategies
December 3, 2008	1 Hr	Shared writing samples, evaluation of writing
January 7, 2009	1 Hr	Grade level and cross-curricular meetings
January 19, 2009	(8:00 – 3:18)	District PD Building PD: Data Analysis and School Improvement
February 4, 2009	1 Hr	Shared math resources
February 18, 2009	1 Hr	TPEP
March 27, 2009	(8:00 – 3:18)	District PD Building PD: MEAP/MLPP/STAR/ETC. data analysis
March 18, 2009	1 Hr	Building Climate analysis review
April 15, 2009	1 Hr	TPEP
April 29, 2009	1 Hr	Building Climate resource sharing
May 13, 2009	1 Hr	TPEP
May 27, 2009	1 Hr	Final data analysis and review – goal setting/revisions for 2009-2010 school year

- Full day PD sessions allocate 30 minutes for lunch.
- Agendas and sign-in sheets for *all* building level PD need to be forwarded to the Department of Instruction. Building PD must relate to building and/or district School Improvement Plan.
- Building PD time is not allocated for staff meetings.
- Absences during this professional development time which are covered by sick leave or personal business leave shall be deducted from such accrued leave. Absences relating to student competitions (not practices) are allowable with prior approval of school business leave.

3. Highly Qualified Teachers in All Core Area Classes

Vandenberg instructional staff meets all state and federal requirements prior to hiring for “highly qualified” status. Staff updates their credentials annually with the Personnel Department and submits logs of professional development electronically. Staff is only assigned to positions in their qualification area. All paraprofessionals have met the No Child Left Behind (NCLB) requirements. Teacher qualifications are available to parents at the district board office.

4. Strategies to Attract Highly Qualified Teachers

District and building administrators attend college and universities within the state to recruit highly qualified teaching staff. During the interview process, only highly qualified candidates, per state and federal requirements, are selected. All references and academic records are reviewed for accuracy.

Our school district website also promotes our district and seeks to attract potential qualified staff. Initial applications can be submitted online.

Vandenberg strives to retain highly qualified staff by offering school, district and outside professional development opportunities, participation in the Galileo Leadership Consortium, the chance to lead before and after school enrichment classes, as well as many informal recognition programs.

5. Highly Qualified and Ongoing Professional Development for Teachers, Principals and Paraprofessionals.

The professional development for our school is embedded within our action plan. These professional development opportunities are focused on achieving our school wide goals (see pages 4, 6, 8, and 10 of the School Wide Reform Strategies Action Plan)

When	Activity	Who	Estimated Cost
<i>September</i>	<i>6 + 1 Writing Traits</i>	<i>All staff/District</i>	<i>General Fund/District</i>
<i>September</i>	<i>Lucy Calkins Writer’s Workshop</i>	<i>All staff</i>	<i>\$8000</i>
<i>September</i>	<i>“Calendar” Math Workshop</i>	<i>All staff (Syndee Malek)</i>	<i>\$2500</i>
<i>October</i>	<i>AIMS Measurement Workshop</i>	<i>All Staff (Syndee Malek)</i>	<i>\$1500</i>
<i>November</i>	<i>Writing Workshop Observation/Reflection</i>	<i>All staff (Teaching staff with grade level groups)</i>	<i>\$1500</i>
<i>December</i>	<i>Reading Workshop Observation/Reflection + materials</i>	<i>All staff (Teaching staff with grade level groups)</i>	<i>\$1600</i>
<i>January</i>	<i>Writing Workshop Observation/Reflection</i>	<i>All staff (Teaching staff with cross</i>	<i>\$1500</i>

		<i>grade level groups)</i>	
<i>February</i>	<i>Reading Workshop Observation/Reflection</i>	<i>All staff (Teaching staff with cross grade level groups)</i>	<i>\$1500</i>
<i>March</i>	<i>Writing Workshop Observation/Reflection</i>	<i>All staff (Teaching staff with mixed grade level groups)</i>	<i>\$1500</i>
<i>April</i>	<i>Reading Workshop Observation/Reflection</i>	<i>All staff (Teaching staff with mixed grade level groups)</i>	<i>\$1500</i>
<i>During staff meetings throughout the year</i>	<i>Robert Marzano's Classroom Instruction that Works! Book Study</i>	<i>All staff (Ann Mull)</i>	<i>No cost; trainer from Wayne RESA</i>
<i>During staff meetings throughout the year</i>	<i>Teacher's Writer Workshop</i>	<i>All staff (Gerri Barnauskus and Kelly Schopp)</i>	<i>\$50</i>
<i>During staff meetings throughout the year</i>	<i>Ruby Payne Book Study</i>	<i>All staff (Kelly Schopp)</i>	<i>\$400</i>

6. Strategies to Increase Parent Involvement

In working to involve parents in our plan, we met with our school improvement team which includes a variety of parents. These strategies apply to the entire school population and support our school wide goals. All parents are also required to sign our Parent-Student-Teacher Compact (See Section D Appendices).

When	What	Who	Estimated Cost
<i>5/15/08</i>	<i>Parent Meeting</i>	<i>Parents who are part of our school improvement team(SI Team- Syndee, Kelly, Arin and Amy)</i>	<i>No cost</i>
<i>Fall 2008</i>	<i>DVD/Video Creation – Home/School Connection</i>	<i>Media Specialist</i>	<i>\$350</i>
<i>September</i>	<i>PBS/Parent Orientation by Grade Level</i>	<i>All parents(Syndee, Earl, LeVan, General Ed Teacher)</i>	<i>No cost</i>
<i>September</i>	<i>Open House/Ice Cream Social</i>	<i>All parents & kids</i>	<i>No cost - PTO</i>

***STRATEGIES TO ATTRACT HIGH-QUALITY, HIGHLY QUALIFIED TEACHERS TO HIGH-NEED SCHOOLS**

The academy is a one-building public school academy that utilizes a variety of strategies to attract high quality teachers. These strategies include:

- Offering a competitive salary and benefits package.
- Providing a comprehensive orientation that facilitates a successful transition into teaching.
- Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program.
- Including teachers in the continuous improvement planning process, and other school initiatives and activities.
- On-line job recruitment and application
- Attendance at University job fairs and advertisement in local newspapers
- Yearly merit-pay opportunities. Currently teacher retention has been positive-100%.

***HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT**

In accordance with section 1119 and subsection (a)(4), the academy provides high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

The results of the comprehensive needs assessment serve as the basis for the development and delivery of the professional development plan.

- The process to determine the developmental needs of teachers stems from our Professional Development Plan that teachers and paraprofessionals complete at the beginning of each school year. This plan includes: goals, objectives, and correlated professional development interests.
- There are a variety of professional development opportunities offered to teachers and paraprofessionals. All training must be based upon individual goals and the school's School Improvement Plan.
- Professional Development is mandatory and all teachers participate. Every Friday afternoon is set aside for staff development. These PD days correlate to

the needs assessed in the classroom & the requirements of the state. The information gained from these professional development days are shared throughout the staff both during the sessions and as follow-ups.

- Professional Development opportunities are provided by Wayne RESA, Global Educational Excellence, MAPSA, as well as internally within the school setting. Occasionally, external sources are used for staff development.
- The common planning time per grade level is limited since there is only one teacher per grade level. If possible, teachers collaborate & share ideas depending upon weekly schedule.
- Professional Development is evaluated through successful direct application of the concept in the classroom with demonstrated increased student achievement or improvement in systems processes

Improvement Strategies Research Based	Person(s) Responsible	Resources to be Used	Timeline
MySchool Technology Training	Ayman Basal	MySchool	On-going
EdPerformance	Assessment Coordinator	On-line	On-going
Ruby Payne Aha Process	SIP Leaders		08-09
Glory Math	Dr. Jonathon Lin	On-line	On-going
MEAP Language Arts Training	Wayne Resa	MEAP Test	On-going
Learning Styles Workshop	Wayne Resa	N/A	On-going
Inclusion	Victory Staff		On-going
ELA- Lucy Calkins Orton Gillingham	Victory Staff		08-09

MEAP Preparation: Helping Teachers Administer the Test	Wayne Resa	MEAP Test	On-going
Classroom Management	Administration		On-going
Best Practices Meeting: Challenges and Struggles	Victory Staff	N/A	On-going
Education YES and School Improvement	Victory Staff	N/A	On-going
Six Traits plus One Writing	Wayne Resa	Curriculum/MEAP	Fall 09
4 Blocks Reading	Wayne Resa	Curriculum/MEAP	Fall 09
Special Education Training	Victory Staff	Curriculum	On-going
Positive Behavior Support Plan	Victory Staff	N/A	On-going
Differentiated Instruction	Wayne Resa	Curriculum	Fall 09
Teacher Support Team Program Brain Based Learning	CS Partners	N/A	On-going
Science, Social Studies	Victory Staff		08-09
Math Support	Victory Staff		08-09
Teaching African American Learners	Victory Staff		08-09

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>6. Strategies to Increase Parental Involvement</p> <p><u>Legislative Citation</u> Strategies to increase parental involvement in accordance with section 1118 ... [NCLB Act Sec. 1114 (b)(1)(F)] (See Section 1118 attachment at the end of this rubric for complete description of parent involvement legislative requirements.)</p> <p>Section 1118 (e) (1) through (5) and (14) and Section 1118 (f) outline those activities in which a school SHALL engage: (1) Assist parents in understanding the State’s content standards and assessments and how to monitor their child’s progress. (2) Provide materials and training to help parents work with their children. (3) Train staff to build effective parent involvement. (4) Collaborate with other programs to coordinate parent involvement. (5) Provide information in a format and language that parents can understand. (14) Provide other reasonable support for parent involvement as parents may request. (f) Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.</p>	<p>Parents were not clearly involved in the design, implementation, and evaluation of the schoolwide plan.</p> <p>The plan does not include an assurance that a school-level parent involvement policy exists meeting NCLB requirements of Section 1118.</p> <p>The plan does not address the activities outlined in Section 1118 (e) (1)-(5) and (14) and Section 1118 (f)</p> <p>The schoolwide plan does not describe how it plans to evaluate the parent involvement component of the schoolwide plan.</p> <p>The school does not explain how the results of the evaluation will be used to improve the schoolwide program.</p>	<p>Parents were clearly involved in the design, implementation, and evaluation of the schoolwide plan.</p> <p>The plan includes an assurance that a school-level parent involvement policy exists meeting NCLB requirements of Section 1118. The policy is attached to this plan.</p> <p>Activities outlined in Section 1118 (e) (1) through (5) and (14) and Section 1118 (f) must be clearly included in the plan.</p> <p>The schoolwide plan describes how it plans to evaluate the parent involvement component of the schoolwide plan.</p> <p>The school explains how the results of the evaluation will be used to improve the schoolwide program.</p>	<p>The school-level parent involvement policy applies to the entire school population and their parents, and it clearly supports the goals and strategies outlined in the schoolwide plan.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>6. Strategies to Increase Parental Involvement, cont.</p> <p><u>Legislative Citation</u> Strategies to increase parental involvement in accordance with section 1118 ... [NCLB Act Sec. 1114 (b)(1)(F)] (See section 1118 for complete description of parent involvement legislative requirements.) Comprehensive Plan Requirement #4: [NCLB Act Sec. 1114 (b)(2)(A)(iv)]</p>	<p>The plan does not include a description of the development of the school-parent compact which addresses all parents, students, and teachers and describes a true partnership for learning between the home and school.</p> <p>The compact is not used annually at elementary-level parent teacher conferences.</p> <p>The school-parent compact is not attached.</p> <p>The plan does not meet comprehensive plan requirement #4: Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by Section 1111(b)(3).</p>	<p>The plan includes the description of the development of the school-parent compact which addresses all parents, students, and teachers; and describes a true partnership for learning between the home and school.</p> <p>The compact is used annually at elementary-level parent teacher conferences.</p> <p>The school-parent compact is attached.</p> <p>The plan meets comprehensive plan requirement #4: Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by Section 1111(b)(3).</p>	<p>Parent involvement activities are aligned to parent involvement demographic information and parent surveys; therefore, parent involvement activities will be beneficial to parent needs.</p>

Comments:

“SEC. 1118. PARENTAL INVOLVEMENT.

“(a) LOCAL EDUCATIONAL AGENCY POLICY.—

“(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

“(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency’s plan developed under section 1112, establish the agency’s expectations for parent involvement, and describe how the agency will—

“(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

“(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

“(C) build the schools’ and parents’ capacity for strong parental involvement as described in subsection (e);

“(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

“(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

“(F) involve parents in the activities of the schools served under this part.

“(3) RESERVATION.—

“(A) IN GENERAL.—Each local educational agency shall reserve not less than 1 percent of such agency’s allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent

of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

“(B) PARENTAL INPUT.—Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

“(C) DISTRIBUTION OF FUNDS.—Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

“(b) SCHOOL PARENTAL INVOLVEMENT POLICY.—

“(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

“(2) SPECIAL RULE.—If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

“(3) AMENDMENT.—If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

“(4) PARENTAL COMMENTS.—If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

“(c) POLICY INVOLVEMENT.—Each school served under this part shall—

“(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

“(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

“(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

“(4) provide parents of participating children—

“(A) timely information about programs under this part;

“(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

“(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

“(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

“(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.—As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and 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 to help children achieve the State’s high standards. Such compact shall—

“(1) describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State’s student academic achievement standards, and the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

“(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—

“(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;

“(B) frequent reports to parents on their children’s progress; and

“(C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.

“(e) BUILDING CAPACITY FOR INVOLVEMENT.—To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part—

“(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children;

- “(2) shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- “(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- “(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- “(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- “(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- “(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- “(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- “(9) may train parents to enhance the involvement of other parents;
- “(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- “(11) may adopt and implement model approaches to improving parental involvement;
- “(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- “(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- “(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.
- “(f) ACCESSIBILITY.—In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing

information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

“(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS.—In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

“(h) REVIEW.—The State educational agency shall review the local educational agency’s parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT:

Sixth Grade Academy Parent Involvement Policy

“Not every teacher is a parent, but every parent is a teacher.”

The staff at the Sixth Grade Academy believes that schools clearly work best when parents take an active interest in their children’s education and encourage them to do well.

Research has demonstrated that parent involvement is a critical component of the learning process. The evidence has shown that programs with strong parent involvement, and schools that relate well to their communities, have students who outperform other schools.

- The Sixth Grade Academy parents are involved in the design, implementation, and evaluation of the schoolwide plan.
- Zangle Gradebook will be available via internet to parents beginning in the 2008-2009 school year. This will allow parents immediate access to their child’s academic progress.
- The Sixth Grade Academy has an active Parent Advisory Committee that meets monthly with Administration to discuss and plan school-wide events.
- The Sixth Grade Academy will develop an annual evaluation of the parental involvement plan. This will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc) and devising strategies to improve parental involvement.
- The Sixth Grade Academy parents will be encouraged to complete evaluation sheets as a means of providing feedback on the effectiveness of a program or activity along with suggestions for improvement. Suggestions will be addressed at Parent Advisory Meetings.
- The Taylor School District has a parent involvement policy that meets the NCLB requirements of Section 1118.

See Appendix E Taylor School District Parent(s)/Guardians(s) Involvement Policy

- The plan includes a school-parent compact that addresses all parents, students and teachers and describes a true partnership for learning between the home and school.

See Appendix F The Sixth Grade Academy Community Agreement

The Sixth Grade Academy provides all parents with the following:

- Progress Reports
- Report Cards
- MEAP Parent Reports

The parents of special education students also receive:

- A copy of the IEP
- IEP progress reports
- Woodcock Johnson three year re-evaluation academic achievement results

These individual student academic assessment results will be communicated to the parents in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by Section 1111(b)(3).

PARENT ACTIVITIES:

DATE	ACTIVITY	PARTICIPANTS	EVALUATION
Sept. 2008-June 2009	Pastries For Parents	Social Worker Parents Community	Survey Attendance
Evening during 2008-2009	Family Math Night	Staff Administrators Parents and Students	Sign in Sheets Program Evaluation
Evening during 2008-2009	Family Language Arts Night	Staff Administrators Parents and Students	Sign-in Sheets Program Evaluations

Evening during 2008-2009	Family Science Night	Staff Administrators Parents and Students	Sign-in Sheets Program Evaluations
Evening During 2008-2009	Family Social Studies Night	Staff, Administrators, parents and students	Sign In Sheets Program Evaluations
Four Evenings During 2008-2009	Band and Chorus Presentations	Staff, Administrators, parents and students	Parent and Student Attendance. Parent Survey
Evening During 2009	Arts Festival	Staff, Administrators, parents and students	Parent and Student Attendance

E

State Required Programs

The Board strongly encourages parent(s)/guardian(s) involvement in all of the District's educational programs. The administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to, the materials: providing parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and training programs to instruct parent(s)/guardian(s) how to become involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.¹

Title I Programs

In accordance with the requirement of the No Child Left Behind Act, the Taylor Board of Education encourages parent(s)/guardian(s) participation in Title I programs. Parent(s)/Guardian(s) must be offered substantial and meaningful opportunities to participate in the education of their children.

The Board directs that the following actions be implemented to insure compliance with federal law:

- **The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;**

¹ MCL 380.1294 (1) Not later than January 1, 2005, the board of a school district or intermediate school district or the board of directors of a public school academy shall adopt and implement a parent involvement plan designed to encourage parental participation. (2) The board or board of directors shall provide a copy of the parent involvement plan to the parent or legal guardian of each pupil. The board of directors may provide the copy of the policy by including the policy in its student handbook or a similar publication that is distributed to all pupils and parents. (3) The board or board of directors shall provide a copy of the parent involvement plan to the department upon request by the department.



- **Invitations to parent(s)/guardian(s) to attend at least one annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;**
- **Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/guardian(s) if practicable;**
- **Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;**
- **Information regarding child's achievement and progress;**
- **A provision for input by Title I staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the Title I staff or parent(s)/guardian(s);**
- **Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;**
- **Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;**
- **Ongoing communication between school and parent(s)/guardian(s); and**
- **Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc).**

Written Plans/Policies

(MASB Note: The District has the option of either having EACH SCHOOL develop written plans OR having DISTRICT-WIDE policies and plans. MASB suggests that, for the sake of uniformity, there be ONE District policy. That language appears below.)

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170)

7175-3

The Taylor School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;
- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and
- To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

The Sixth Grade Academy

COMMUNITY AGREEMENT

The Sixth Grade Academy Staff respects each child's learning style and is committed to continuous opportunities to achieve the highest standards possible.

THE SIXTH GRADE ACADEMY STAFF WILL:

- Maintain regular and open communications regarding student progress.
- Encourage students Personal Best in behavior and academics.
- Model life skills, which promote good and responsible citizens.

PARENTS AT THE SIXTH GRADE ACADEMY are encouraged to support their child's academic endeavors. Parent involvement establishes an atmosphere of joint responsibility for student achievement.

THE SIXTH GRADE ACADEMY PARENTS will support student achievement by:

- Monitoring homework completion.
- Maintaining your child's regular and prompt attendance.
- Making sure your child is well rested and ready to learn.
- Providing a model for reading in the home.

SIXTH GRADE STUDENTS will persevere in all areas of the core curriculum: math, science, social studies and reading. The lifelong guidelines of Trustworthiness, Truthfulness, Active Listening, No put-downs and Personal Best will be practiced daily empowering all students to become quality individuals.

We ask you to show your support for your child's education at The Sixth Grade Academy by signing this agreement.

Parent/Guardian

Student

Classroom Teacher

Principal

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Emerson staff will provide four parent involvement activities in the 2008-2009 school year. Parent involvement strategies have been studied using Joyce Epstein's research on Parent Involvement. Emerson staff believes that involving parents in children's education will support improved student learning. A parent involvement policy and student compact are used in Emerson's Title I program (attached in the appendix). Below is a calendar of planned parent involvement activities that can also be found listed in the Action Plan on pages 7 and 8. Parent Involvement surveys will be distributed and evaluated by staff. Additional parent involvement events will be added throughout the 2008-2009 school year as needed.

Goal	When	What	Who	Completed	Evidence
#3	May of 2008	Preschool and Kindergarten Round-up Sessions	PK and K Staff Assc. Supt. S/L Pathologist Parents		District Sign-In Sheet
#1, #2 and #3	May of 2008	Annual Title I Parent Meeting	Instructional Title I Staff Principal Title I Director Title I Parents		Sign-In Sheet and Agenda
#1, #2 and #3	September of 2008	Parent Open Houses (Share Parent Guides)	Instructional Staff Principal Parents		Open-House Demographic Tracking Sheet Sign-In Sheet Agenda
#1, #2 and #3	October of 2008 (before MEAP)	Curriculum Celebration Night	Instructional Staff Principal Parents		Sign-In Sheet and Agenda
#1, #2, and #3	Fall 2008 and Spring 2009	Parent/Teacher Conferences	Instructional Staff Principal Parents		Parent/Teacher Conference Demographic Tracking Sheet
#3	Annually in September	Motor Moms and Dads	ICT Facilitator Parents		Sign-In Sheet Agenda
#1, #2, and #3	Nov. & Dec. 2007 Jan., Feb., and Mar. 2008	Schoolwide Planning Process	School Improvement Team		Sign-In Sheet and Agenda
#1	2008-09 Monthly	School Newsletter with Student Writing Samples, etc...	Instructional staff Principal		Copies of Newsletters

As we strive to enhance student achievement, the Brace-Lederle staff has worked diligently to nurture a professional learning community. Teachers receive ongoing professional development to scaffold their continued learning. They are supported in a collegial environment and given opportunities for self-examination and reflection. It is through collective reflection, action research, and continuous professional development that our staff is able to effectively implement the district's curriculum. The collaborative time that is built into the master schedule, in the forms of weekly team meetings and common planning also allow teachers to confabulate. This provides time for teachers of the same grade level to reflect, brainstorm, and discuss best practices with peers. In weekly team meetings with the principal, teachers are also able to communicate their professional development needs as they arise.

The Southfield Public School district has also made professional development a top priority by allocating an hour after school one Monday each month to building-based mandatory professional development. For example, in past years the Brace-Lederle staff has been exposed to CPR training, teaching reading across the curriculum, and extensive workshops on building learning communities. The district allocates days throughout the year to Professional Development. Professional development opportunities are expanded beyond our teaching staff. During the district's professional development days, custodians, cooks, bus drivers, paraprofessionals and other support staff attend workshops that support their job assignments. Professional development opportunities such as this empower our staff with the confidence necessary to effectively carry out the duties and responsibilities we have been entrusted with.

In addition to these in-services, each teacher in the district is required to have 7.5 additional hours of staff development per year. In order to support this initiative, the district also provides a diversity of cross-curricular staff development opportunities. Individual teachers and staff, along with the building principal, determine which of these opportunities best fits the teaching needs of the staff. The information and strategies learned during these workshops are formally disseminated during common planning time, weekly team meetings, and professional development days. Our staff models the behavior we expect of our students; we all are truly lifelong learners. This is one of the reasons why the Brace-Lederle staff is composed of a well-rounded team of highly qualified teachers, who meet and/or exceed the state's standards.

Our commitment to professional growth is demonstrated in our own coursework and higher education. Through academic pursuits, many staff members investigate a plethora of topics such as integrating technology in the classroom and aligning curriculum with the State of Michigan's content expectations. Our staff's own academic explorations positively impact student learning and further demonstrate how professional development is a top priority.

Staff members also report affiliations with an assortment of diverse professional organizations, expanding our professional expertise. Some of these professional organizations include but are not limited to the Association of Supervision and Curriculum Development, the International Reading Association, the National Council of Teachers of English, the Michigan Education Association, and the American Speech and Hearing Association. Staff involvement in professional organizations keeps our perspectives fresh and innovative.

Our long-term professional development plan is to model our goal for students to become life-long learners as we continuously seek out professional opportunities ourselves. This has become an inherent practice of the Brace-Lederle professional community.

F. Strategies to Increase Parent Involvement: Describe the strategies to increase parental involvement? What is your evidence of increased parental involvement? (Attach a copy of your parent compact).

We believe that parents play an integral role in their child's education. We share our open-door philosophy with our parents on the first day of school. From day one, we welcome parents. At Open House/Curriculum Night, parents are once again invited to meet staff and familiarize themselves with the curriculum. At that time, we strongly encourage parents to sign up for Parent-Teacher Conferences. We hold conferences in both fall and spring to communicate both successes and concerns. Other examples of parent partnerships that are unique to Brace-Lederle are Parent Visitation Day and Career Day. On Parent Visitation Day, parents are invited to spend the entire

day to get a perspective on their child's day, following the same schedule as their student. Career Day is an occasion for us to instill the values of higher education in our students and present them with the opportunities that await them in the future; the majority of our speakers and presenters are Brace-Lederle parents. We are diligent in our efforts to guarantee two-way communication between school and home. Before the school year, an upcoming calendar is sent home, as is a monthly school wide newsletter. In addition, many teachers send home weekly newsletters or progress reports regarding classroom affairs. Important events are always posted on the marquee in front of the building, as well as being made available during broadcasts on the local cable station and on our school website.

Brace-Lederle's parental involvement policy is in alignment with the state's Title I Standards. We focus on the following:

Brace-Lederle's parental involvement policy is in alignment with the state's Title I Standards; please refer to page 48 of the addendum to see the full No Child Left Behind, Title I Parental Involvement Policy. We currently focus on the following:

- V. Encourage parents to become active decision-makers through the PTA.
- VI. Invite parents to become actively involved with the planning and development of our school improvement annual planning as well as implementing these activities and procedures.
- VII. Allow parents to work as responsible partners in organizing, planning, reviewing and improving our school events to fit the needs of our learning community.
- VIII. Maintain a school contract/policy that is utilized to establish our school's expectations for parent involvement.

Parent participation will increase by 10% as measured by attendance at Brace-Lederle K-8 School functions by the completion of the 2008-2011 school year. Based on the low number of parents who attend Parent Teacher Conferences, Curriculum Night and other school functions, we have identified a need to increase Parent Involvement and Attendance. In order to assess feelings the parents have about the atmosphere of the school building, district curriculum and overall parent participation, we will conduct a Parent Survey during a PTA Meeting.

As a result of the Parent Survey, we know there is a necessary need for parents to become more involved in their child's education as well as the opportunity to act as decision makers within the school environment. We will utilize a parenting room in which the parents will be able to use educational resource materials to support their child's educational growth and the home/school connection. Parent Workshops will be ongoing to meet the needs as well as support the learning needs that have been identified by our parents and teachers. Additional activities to promote parental involvement include, coordinating monthly activities with the PTA meetings, offering fun and engaging fellowship activities for the entire family, and providing Parent Workshops to strengthen the bond between parents and teachers.

We will hold all teachers, students and parents accountable by employing a contract to include expectations for each individual student and parent. Parents will know exactly what is expected of them and how they can assist their child. We want parents to know that we, the staff, are their partners in their child's education. Please refer to page --- of the addendum to see the tentative Teacher/Student/Parent Contract. We will base our approach on Love and Logic, by Jim Fay. We will employ the following resources to ensure that we reach our goal: announcements in the Lion's Roar, on the website and flyers sent home, and guest speakers and presentation facilitators.

These events will take place beginning September 2008, and will end in June 2009. We will measure our progress by using Sign-In Sheets for each function where parents are the target audience. The Sign-In Sheets will serve as evidence of goal attainment, displaying an increase in parent participation.

G. Preschool Transition Strategies: Describe transition plans to assist pre-school students from early childhood programs to elementary school programs.

FOR ACTION: POLICY #7175, PARENT/GUARDIAN INVOLVEMENT POLICY, TITLE I PROGRAMS,
Second Reading

The Superintendent recommends approval of the following policy and rules, as drafted by the Michigan Association of School Boards, to insure that the District be in compliance the No Child Left Behind Act.

7175 Parent/Guardian Involvement Policy - Title I Programs

7175

In accordance with the requirement of the No Child Left Behind Act, the Southfield Board of Education encourages parent/guardian participation in Title I programs. Parents/guardians must be offered substantial and meaningful opportunities to participate in the education of their children.

The Board directs that the following actions be implemented to insure compliance with federal law:

- **The involvement of parents/guardians in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams and/or Title I Parent Advisory Committees.**
- **Invitations to parents/guardians to attend at least three meetings, at the building level, designed to provide Title I information and program services, and to solicit parent/guardians' suggestions on program development, planning, evaluation and operation;**
- **Assistance to parents/guardians in understanding Title I, including the providing of information in a language understandable to the parent/guardian if practicable;**
- **Parent/guardian notification of Title I student selection and criteria for selection;**
- **Information regarding child's achievement and progress;**
- **A provision for input by Title I staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the Title I staff or parent/guardian;**
- **Opportunities to enhance parent/guardians' capacity to work with children in the home on school learning;**

Parent/Guardian Involvement Policy - Title I Programs

- **Professional development opportunities for teachers and staff to enhance their understanding of effective parent/guardian involvement strategies;**
- **Ongoing communication between school and parent/guardian;**
- **Other appropriate activities (i.e. Family Math Nights, parenting/guardian sessions, science, theatre, etc.)**

Written Plans/Policies

Southfield Public Schools, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District plan and School level plans for parental/guardian involvement in the development of Title I plans, and directs the administration to:

School Level:

- **Involve Parents/guardians in the development of the plan;**

48

-
- **Develop a plan that provides for the involvement of parents/guardians in the Title I activities of the school;**
 - **Review and evaluate school plans annually and to share the results of that review and evaluation with parents;**

District Level:

- **Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parental/guardian involvement activities to improve student academic achievement and school performance;**
- **Integrate and coordinate the plans/policies for parental/guardian involvement in Title I programs with parental/guardian involvement in other programs, including but not limited to Head Start;**
- **Review and evaluate the District plan annually and to share the results of that review and evaluation with the Board;**

Parent/Guardian Involvement Policy - Title I Programs

- **Assure that the policy/plan contains a compact that outlines how parents/guardians, the school staff and students will share the responsibility of improved student achievement; and,**
- **Distribute the School and District plans to parents/guardians of participating children and to the local community.**
-

Migrant Education Program (MEP) Parent/Guardian Involvement

Parents/guardians of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

Limited English Proficiency (LEP) Parent/Guardian Involvement

In accordance with federal law, parents/guardians of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parents/guardians will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

The Board strongly encourages parental/guardian involvement in the District's Title I program. The administration shall design a program that will encourage parental/guardian participation that may include, but not be limited to, the materials: providing parents/guardians with information concerning current Title I law, regulations, and instructional programs; and training programs to instruct parents/guardians how to become involved in their child's Title I program.

In order to meet the federal guidelines established for Title I programs fully, the administration shall: Provide timely notification to parents/guardians about their child's Title I selection, instructional objectives, progress reports, achievement levels on state academic assessments as soon as possible after the test is taken; establish dates and sites for parent/guardian-teacher conferences; help promote parental/guardian participation in school activities; consult with parents/guardians about how the District can work with parents/guardians to achieve Title I program objectives; and solicit parent's/guardians suggestions in the planning, development, and operation of the program.

Each school served by a Title I program shall schedule an annual meeting at a convenient time for the purpose of providing parents/guardians of Title I students an opportunity to participate in the design and implementation of the Title I program and to provide information concerning the right of parents/guardians to be involved. All parents/guardians of Title I students shall be invited to this meeting. Title I parents will also be invited to at least two additional meetings during the school year.

The Board strongly encourages parental/guardian involvement in the District's Title I program. The Board shall design a program that will encourage parental/guardian participation that may include, but not be limited to, the following activities: providing parents/guardians with access to meeting space and materials; providing parents/guardians with information concerning current Title I law, regulations, and instructional programs; and training programs to instruct parents/guardians how to become involved in their child's Title I program.

BRACE-LEDERLE K-8 SCHOOL

2008-2009

Student/Teacher/Parent Contract

STUDENT AGREEMENT

It is important that I work to the best of my ability; therefore, I shall strive to do the following:

- Come to school ready to learn.
- Finish my schoolwork and participate in classroom activities.
- Follow all school rules.
- Respect others and their belongings.
- Help maintain a school environment that is safe, friendly, productive and clean.
- Set aside a regular time and place each night to complete homework.
- Act at all times in a manner that reflects pride in self, family and the District.

Signature: _____

TEACHER AGREEMENT

It is important that students achieve, therefore, I shall strive to do the following:

- Provide a positive atmosphere for teaching and learning.
- Demonstrate care and concern for each student, by accepting them as important and worthwhile.
- Make efficient use of academic learning time.
- Provide an environment that allows for positive communication with parents.
- Encourage students and parents by providing information about student progress.
- Give students strategies to increase competence.
- Enforce the rules and policies of the school consistently and fairly.

Signature: _____

PARENT/GUARDIAN AGREEMENT

I want _____ to achieve; therefore, I will encourage him/her by doing the following:

- Making sure that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline and provide a safe and orderly learning environment.
- Encouraging my child to do his/her best.
- Attending parent-teacher conferences and other school functions.
- Communicate and cooperate with teachers and other school personnel.
- Establishing a time for sharing daily school experiences and completing homework.

Signature: _____

Part IV. Parent Involvement:

A. Describe how parents are informed of individual student academic assessment results for their child (in a language that they can understand) and how the results are interpreted for them.

Parents are informed of their individual student(s) academic assessment through the use of progress reports, a report card, the MEAP parent report, an updating of quarterly MLPP scores on the reporting documents, and (in the next year) an online grade and assignment reporting system through PowerSchool. Results are interpreted for them through conversations with classroom teachers. For the 2008-2009 school year, a "MEAP night" will be coordinated so parents can receive their student(s) scores and ask questions in a small group format. Parents are encouraged to ask questions and clarify understanding of assessments during the building advisory council meetings that take place monthly at Turrill. Additionally, Title I parent meetings are held quarterly to inform parents of their student(s) progress and train parents on support system skill building.

B. Describe how parents are involved in the design, implementation and evaluation of the schoolwide plan.

Parents are invited to be active participants in all aspects of the school-wide plan. Parents have input on the plan through the building advisory council, the ESC process, and via numerous parent surveys administered throughout the school year. The plan is reviewed with the building advisory council and feedback is used to edit any areas of concern. Additionally, the plan will be reviewed annually with parental groups to ensure that all stakeholders have a voice in the revision of any plan elements.

C. Provide a description of the Parent Involvement Policy for the district and how it is carried out and supported at the school level. CONSIDER INCLUDING A COPY OF THE PARENT INVOLVMENT POLICY UNDER "APPENDICES".

A copy of the Lapeer Community Schools parent involvement policy is included in the appendices. The Board of Education sets the policy but the school carries out all activities outlined in the policy and required by Title I.

As a district, the LCS has created a partnership that involves all stakeholders in the decision making process at each building and level. Each individual elementary building has a building advisory council that is made up of parents and community members. This council gives input into all aspects of the educational process. At the secondary level, parents are given voting membership on each school's governing council. Members from each individual building council are invited to attend the district parent advisory council meetings (PreK-12) as well. The district wide parent advisory council gives input to the Superintendent of Schools related to district wide educational issues and concerns.

D. Describe how parent involvement will be evaluated by the school AND how the results will be used to improve the schoolwide program.

Parent involvement is currently evaluated by monitoring the number of parents who attend the fall open house, parent teacher conferences, after school Title I activities, special events, and other activities. Additionally, the number of hours spent by adults volunteering during school events and activities is logged and monitored.

The results of this data will be used in order to monitor and increase parental participation. In order to improve the school-wide plan, we must create a true partnership with parents and involve them more deeply in all aspects of student achievement. Ongoing parental surveys are used in order to determine needs as well as methods we can use to reach out to more parents for involvement. Additionally, we are going to provide ongoing after school training for parents related to all school improvement areas and ways to support student achievement in the home during the 2008-2009 school year.

E. Describe how the use of the Parent Compact addresses all students, their parents and teachers in building a true partnership between home and school. *CONSIDER INCLUDING A COPY OF THE COMPACT UNDER "APPENDICES".*

The Parent Compact addresses the responsibilities of all stakeholders (parents, teachers, and students) in the educational process. Each stakeholder signs the compact to indicate that they will engage in activities to enhance and increase student achievement.

See a copy of the Parent Compact in the Appendices.

F. Explain how and when the Parent Compact is created, shared and evaluated (Who, What, When, How, Where...etc).

The Parent Compact is created in the fall of each school year (prior to the end of October). Each stakeholder group (parents, teachers, and students) gives feedback on the creation and revision of the Compact annually. Teachers review the schools portion of the Compact at a staff meeting in the Spring (May) and make suggested revision to this section; the student council reviews the student portion of the plan in the Spring (May) and makes suggested revisions to this section; the building parent advisory council reviews the parent portion in the Spring (June) and makes suggested revisions to this section.



It is the mission of Turrill Elementary School, in partnership with parents and community, to promote learning through dedicated efforts of many to achieve one's personal best. We are committed to foster high expectations and promote positive attitudes to achieve equity and excellence in a safe and nurturing environment.

**Community, Parents, Schools, and Students are
Partners in Each Child's Education**

As a teacher, I, _____, will strive to:

- Believe that each child can learn;
- Respect and value the uniqueness of each child and his/her family;
- Provide an environment that promotes active learning;
- Enforce the Lifeskills in the classroom and throughout the school in a fair and consistent manner;
- Assist each child in achieving his/her academic success;
- Document ongoing assessment of each child's academic progress;
- Maintain open lines of communication with students and parents;
- Seek ways to involve parents in the school program; and
- Demonstrate professional behavior and a positive attitude.

As a parent/guardian, I, _____, will strive to

- Believe my child can learn;
- Show respect and support for my child, the staff, and the school;
- See that my child attends school regularly and is on time;
- Provide a quiet place for my child to study at home;
- Encourage my child to complete all homework assignments;
- Attend parent-teacher conferences;
- Support the school in developing positive behaviors in my child;
- Talk with my child about his/her school activities each day; and
- Encourage my child to read at home and apply all their learning to daily life.

As a student, I, _____, will strive to

- Believe that I can learn;
- Show respect for myself, my school, and other people;
- Always try to do my best in my work and my behavior;
- Work cooperatively with students and staff;
- Obey the Lifeskills in the classroom and throughout the school; and
- Come to school prepared with my homework and supplies.

As members of the Turrill educational community, together we are partners in your child's education as we uphold the intent of this compact.

As principal, I, _____, represent all Turrill School staff in affirming this contract.

		<i>grade level groups)</i>	
<i>February</i>	<i>Reading Workshop Observation/Reflection</i>	<i>All staff (Teaching staff with cross grade level groups)</i>	<i>\$1500</i>
<i>March</i>	<i>Writing Workshop Observation/Reflection</i>	<i>All staff (Teaching staff with mixed grade level groups)</i>	<i>\$1500</i>
<i>April</i>	<i>Reading Workshop Observation/Reflection</i>	<i>All staff (Teaching staff with mixed grade level groups)</i>	<i>\$1500</i>
<i>During staff meetings throughout the year</i>	<i>Robert Marzano's Classroom Instruction that Works! Book Study</i>	<i>All staff (Ann Mull)</i>	<i>No cost; trainer from Wayne RESA</i>
<i>During staff meetings throughout the year</i>	<i>Teacher's Writer Workshop</i>	<i>All staff (Gerri Barnauskus and Kelly Schopp)</i>	<i>\$50</i>
<i>During staff meetings throughout the year</i>	<i>Ruby Payne Book Study</i>	<i>All staff (Kelly Schopp)</i>	<i>\$400</i>

6. Strategies to Increase Parent Involvement

In working to involve parents in our plan, we met with our school improvement team which includes a variety of parents. These strategies apply to the entire school population and support our school wide goals. All parents are also required to sign our Parent-Student-Teacher Compact (See Section D Appendices).

When	What	Who	Estimated Cost
<i>5/15/08</i>	<i>Parent Meeting</i>	<i>Parents who are part of our school improvement team(SI Team- Syndee, Kelly, Arin and Amy)</i>	<i>No cost</i>
<i>Fall 2008</i>	<i>DVD/Video Creation – Home/School Connection</i>	<i>Media Specialist</i>	<i>\$350</i>
<i>September</i>	<i>PBS/Parent Orientation by Grade Level</i>	<i>All parents(Syndee, Earl, LeVan, General Ed Teacher)</i>	<i>No cost</i>
<i>September</i>	<i>Open House/Ice Cream Social</i>	<i>All parents & kids</i>	<i>No cost - PTO</i>

September	Writing Workshop Night	All parents & kids	\$200
October	Love and Logic	All parents	\$500
October	Movie and Popcorn Night	All parents & kids	No cost - PTO
November	Math Game Night	All parents & kids	\$200
November	Parent Meeting- Update on current data regarding school improvement goals for first card marking	Parents who are part of our school improvement team(SI Team- Syndee, Kelly, Arin and Amy)	No cost
December	Santa Shop	All parents & kids	No cost - PTO
January	PBS/ Parent Orientation (Mid Year)	All parents (Syndee, Earl, LeVan, General Ed Teacher)	No cost
January	Reading/Language Games	All parents & kids	\$200
February	Black History Night	All parents & kids	\$500
February	Love and Logic	All parents	\$500
March	Parent Meeting- Update on current data regarding school improvement goals for first card marking	Parents who are part of our school improvement team(SI Team- Syndee, Kelly, Arin and Amy)	No cost
March	Reading Night- Sleep over	All parents & kids	\$200
April	Poetry Reading Night	All parents & kids	\$200
April	Love and Logic	All parents	\$500
May	Science/Geography Night	All parents & kids	\$500
May	Parent Meeting- Update on current data regarding school improvement goals for first card marking	Parents who are part of our school improvement team(SI Team- Syndee, Kelly, Arin and Amy)	No cost
June	Love and Logic	All parents	\$500
June	Volunteer Cook Out	Any parent who has volunteered in the building throughout the year	No cost – materials donated by staff

Vandenberg Elementary School

Title I

Parental Involvement Philosophy

We, the staff of Vandenberg Elementary, in partnership with parents and the community, believe all children can learn. We will provide a safe and orderly environment that offers varied educational opportunities which will enable children to master academic, physical and life skills. We will strive together to empower each student to reach his or her potential as a lifelong learner and a contributing citizen.

To assist in the achievement of our educational goals, Vandenberg Elementary has developed a *Parent, Student and Teacher Compact*. It is a declaration of intent by all parties involved to help each other achieve mutual educational and social objectives. Our *Parent, Student and Teacher Compact*, while being clear and concise, details the shared responsibilities that each of us has in order to ensure academic success for our students.

The staff of Vandenberg Elementary School knows that parents are the first educators of their children. We are committed to developing school programs and activities that involve and equip our students, parents and or guardians with needed skills and resources to assist their children in attaining their highest potential.

Because parents are so important to their children's education, strategies to assist student learning will be presented throughout the year. Parental input will be solicited for additional workshop topics.

Vandenberg Elementary School
Parent-Student-Teacher Compact
A Promise of Commitment

PARENT/GUARDIAN AGREEMENT

It is important that I have my child reach his/her full academic potential. Therefore, I will encourage him/her by doing the following:

- ❖ see that my child attends school regularly and is punctual.
- ❖ establish a time and place for homework and check it regularly.
- ❖ read with my child daily and let my child see me read.
- ❖ respect the diverse cultures of the school.
- ❖ support the staff in its efforts to maintain proper discipline.
- ❖ stay aware of what my child is learning.
- ❖ maintain high expectations for my child.

Parent Signature _____

STUDENT AGREEMENT

It is important that I do the best that I can. Therefore, I will do the following:

- ❖ come to school each day and be in class on time.
- ❖ have my homework completed and turned in on time.
- ❖ have the supplies that I need.
- ❖ always try to work to the best of my ability.
- ❖ finish my school work and participate in classroom activities.
- ❖ show respect for myself, my school and other students.
- ❖ follow all school rules.
- ❖ believe that I can learn and I will learn.

Student Signature _____

TEACHER AGREEMENT

Students must be given the opportunity to succeed. Therefore, I will do the following:

- ❖ provide an environment conducive to learning.
- ❖ maintain high expectations for myself and my students.
- ❖ utilize a wide range of teaching techniques to benefit the wide range of teaching styles.
- ❖ maintain open lines of effective communication with my students and their parents in order to support student learning.
- ❖ seek ways to involve parents in classroom activities.
- ❖ respect the students, their parents and the diverse culture of the school.

Teacher Signature _____

**Vandenberg Elementary School's
K-5
School – Parent - Student Compact 2008-09**

It's that time of the year of again! As we look to a new year of educating your child(ren), we also look to developing the Vandenberg Compact. The Vandenberg Compact will focus on providing the opportunity for developing strong school-family partnerships. Vandenberg and the parents of students participating in activities, services and programs, agree that this compact outlines how the entire school staff, the parents, the students will share the responsibility for improved academic achievement and behavior.

School Responsibilities:

- Create a welcoming and positive learning environment for students and parents.
- Refer to the Positive Support Behavior (PBS) program's expectations and consequences for all students.
- Frequently assess students and provide ongoing feedback to parents, in formats easy to understand and at reasonable intervals, on how the student is progressing academically and behaviorally/PBS.
- Provide opportunities for parents to participate in decisions about the education and behavior of their child.
- Ensure that all certified and classified staff are highly qualified.

Parent Responsibilities:

- Make sure that my child is on time and strives for 100 percent attendance, and contact the school if my child is absent.
- Remind my child of the importance of following all PBS Expectations.
- Establish a time and place for homework and work with my child to get it handed in the next day.
- Attend conferences, meetings and family nights, participate in school committees, look at school work, and call the school as needed to monitor my child's progress.
- Check with my child daily for information sent home from school, read it and respond, when necessary.
- Read at least 15 minutes, a minimum of four times a week with my child, outside of school time.

Student Responsibilities:

- Come to school each day ready to learn and do my best!
- Do my homework every day and ask for help when I need it.
- Follow all PBS Expectations.
- Read at least 30 minutes every day outside of school time.
- Give my parents (or guardian) all papers and information sent home with me from school.
- Complete my class work/homework and ask for help when I don't understand.

(Teacher)

(Parent/Guardian)

(Student)

(Date)

(Date)

(Date)

05/11/08

In the social studies curriculum, the students will use Power Point and future software programs to present research on historical figures and events, economic principles, geography, and/or government. The students will use Microsoft Word to create written forms based on social studies content. The students will use Encarta and the Internet for research purposes in social studies. The teachers will use various online and supplemental resources to reinforce social studies content areas.

Victory Academy currently uses a mobile computer lab which is in addition to the desktop computers located in each classroom. Teachers are also being continuously trained on implementing the K to the 8th Power curriculum that combines all four core content areas with computer literacy. All grades have incorporated additional resources and programs to assist in developing a greater knowledge of technology as well as supplementing our core academics.

***STRATEGIES TO INCREASE PARENTAL INVOLVEMENT**

SCHOOL BOARD POLICY

RELATIONS WITH PARENTS

The Board of Directors believes that the education of children is a joint responsibility, one it shares with the parents of the Academy. To ensure that the best interests of the child are served in this process, a strong program of communication between home and the Academy must be maintained.

The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority.

In accordance with Board policies and administrative guidelines 2240 (Opt-Out), 2413/14 (Health/Sex Education), and 9150 (Academy Visitors), the Academy shall provide the opportunity for parents to review curriculum and instructional materials and to visit the Academy to observe the instructional process.

With regard to student behavior, during school hours, the Board, through the Educational Service Provider/School Leader, acts in loco parentis or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-Academy cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school;
- B. meetings of staff members and parents of those students having special abilities, disabilities, needs, or problems; and
- C. open houses to provide parents with the opportunity to see the Academy facilities, meet the faculty, and sample the program on a first hand basis.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the Academy in requiring that the children observe all Academy rules and regulations and by accepting their own responsibility for children's willful in-behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the Academy, signing, and returning them promptly when required; and
- E. cooperating with the Academy in attending conferences set up for the exchange of information of the child's progress in school.

PARENT INVOLVEMENT

Research indicates that the leading predictor of student success is parental involvement. As such, the academy includes parents in every aspect of the education program. The school governance structure relies on significant parental input and cultivates a close working partnership between staff and parents. In addition, parents are asked to volunteer time in various ways, including classroom, as well as membership in various school committees.

- Parent – Teacher conferences permit two-way communication between home and school
- Meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- Special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the school or community.
- Annual open house to provide parents with the opportunity to see the school facilities, meet the faculty
- Parent liaison to involve parents in an organized, on going and timely way in the development, review, and improvement of parent involvement activities by way of the Parent Teacher Involvement Committee (PTIC)
- Coffee and Donuts with the principal, and school assemblies

***COMMUNITY INVOLVEMENT**

Since Victory Academy is a new institution the staff is just beginning to establish relationships with the parents and the surrounding community of our school. The staff has held four Open House events to welcome the community and plan annual open house events. We also have scheduled two sessions of Parent Teacher Conferences for the school year. Administrators and teachers continue to meet and communicate with parents to inform them and involve them of school activities and the activities of their students. Victory Academy also employs several staff including teachers, paraprofessional, clerical, and janitorial positions held by residents of Ypsilanti and the surrounding community. In addition, we offer an after school program to assist the working parents of our community. This program offers students different extra-curricular activities including: sign language, dance, art, sports, safety practices, as well as academic support. Other community resources which Victory Academy has utilized are listed below:

Foster Grandparents	Barnes and Noble
Detroit Symphony Orchestra	Ypsilanti Fire Department
Washtenaw Community College	Ypsilanti Police Department
Eastern Michigan University	United Way
University of Michigan	Community Collaborative Outreach

PARENT INVOLVEMENT COMMITTEE

As the school year is progressing the parents are becoming more involved in the school. There is already an established Parent Involvement Committee, which meets the first Thursday of each month. It is our hope to involve even more parents and community members in the 2008-2009 school year.

In cooperation with the Parent Involvement Committee, the school desires to promote parental participation. Some options that have been introduced are membership on the school improvement team, room parent, tutoring, coaching athletics, assisting with field trips, creating relationships with the business community, donating materials to the school, and fundraising.

- Teachers communicate with parents and families both formally and informally. Through progress reports, report cards, weekly letters, and notes home, parents are notified of academic progress as well as behaviors. Likewise, teachers communicate in person directly and by phone.
- Parents are invited to participate and/or volunteer in their child's classroom. In addition, the Parent Involvement Committee allows parents to make suggestions and meet as a group.
- Health and human services are made available through direct communication in newsletters home and specific postings on the community board. For example, Washtenaw Community Services group makes hearing and vision screening available to students.
- Translators and written communications are available for all of Victory Academy's ESL students and families.
- Adult Education programs are made available to the families of the school through postings on the community board and newsletters home.
- Victory Academy participates in community involvement through activities like: Cinco de Mayo, Kid's Night Out, Field day, Spring Sing and raising money for various causes (tragedies, food, clothing, and financial assistance)
- Local Businesses have partnered with us including: Barnes and Noble and Washtenaw Community Services Outreach Program, Foster Grandparents.
- Community involvement strategies are evaluated through conducting and evaluating surveys.
- Parent Involvement strategies are evaluated by attendance at parent teacher conferences, attendance at Parent Teacher Involvement Committee meetings, and parent surveys.

PARENT/STUDENT/TEACHER COMPACT

We, the Victory Academy staff, parents, and community guide each child in achieving his or her greatest potential by providing a diversity of experiences which integrates excellence in education with the child's individual abilities and unique talents. We share the responsibility, in a safe and secure environment, for student acquisition of academic, creative, emotional, physical and social skills necessary for entering society as contributing members. We strive to enhance each child's experience at Victory Academy by continually assessing and evaluating our attainment of these goals as measured by descriptive outcomes.

Parent/Guardian Agreement

It is important to have my child reach his/her full academic potential and succeed. Therefore, I will encourage him/her by doing the following items that are checked:

- see that my child attends school regularly and is punctual.
- establish a time and a place for homework.
- supervise the completion of homework and home activities with my child.
- support the school staff and respect the diverse cultures of the school.
- promote an environment at home so my child understands that living in a group, whether it be a family or classroom, requires standards of behavior and cooperation, and that one must accept the consequences of one's actions
- model respect by going to the teacher first about any concerns, trying to keep lines of communication open, and understanding that there are two sides to every issue
- limit and monitor my child's TV and movie watching
- encourage daily reading at home

Comments:

_____ : Parent/Guardian Signature

Student Agreement

I believe it is important that I work to the best of my ability. Therefore, I will:

- ___ come to school every day and be in class on time
- ___ have quality homework completed and turned in on time
- ___ bring the materials that I need to every class
- ___ always try to work to the best of my ability and ask for help when I need it
- ___ show respect for myself, my school, other students, and belongings
- ___ follow the rules at my home and school
- ___ believe that I can learn and I will learn

_____ : Student Signature

Professional Educators

As a professional educator, I will do the following, along with all other Victory Academy staff:

- ___ provide an environment conducive to learning.
- ___ have high expectations for me and my students, by using methods and techniques that work for my classroom.
- ___ maintain open lines of effective communication with my students and their parents, in order to support student learning.
- ___ seek ways to involve parents in classroom activities.
- ___ provide enriched and challenging instruction that is aligned with state core curriculum.
- ___ respect the students, their parents, and the diverse cultures of the school.

_____ : Professional Educator Signature

The School Improvement Team will evaluate the quality of parent involvement at the end of each school year. The team will look at attendance rates at parent/teacher conferences, collect a count of the number of parents volunteering at the school, and collect parent perception surveys each year. Data will be compared to the previous school year hoping to see improvement in all data collected.

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>7. Preschool Transition Strategies</p> <p><u>Legislative Citation</u> Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. [NCLB Act Sec. 1114 (b)(1)(G)]</p>	<p>The school does not have a plan for connecting with preschool age children that involves more than a once a year visitation to the kindergarten classroom.</p> <p>The preschool transitioning program does not include providing training to preschool parents and/or preschool teachers on the skills these students will need when they enter kindergarten.</p>	<p>The school has a plan for connecting with preschool age children that involves more than a once a year visitation to the kindergarten classroom.</p> <p>The preschool transitioning program includes providing training to preschool parents and/or preschool teachers on the skills these students will need when they enter kindergarten.</p> <p>OR</p> <p>The school serves only middle school or high school grades and does not need to address preschool transitioning.</p>	<p>The school has transition plans that are not limited to, but include inviting preschool children and their parents from a variety of preschool programs including MSRP, Head Start, tuition- based and ECDD as evidenced by flyers, mailings and invitations to kindergarten open house and sign in sheets.</p> <p>District School Improvement Team includes member of preschool program administered by PSA/school district. Evidence includes minutes of District School Improvement Team and sign in sheet indicates discussion of curriculum.</p> <p>District/PSA provides resource materials for parents to use with their children over the summer.</p> <p>Classroom observation by receiving kindergarten teacher.</p> <p>Classroom observation by preschool teacher.</p> <p>The plan addresses transition between the other grade spans/building levels.</p>

Comments:

7. PRESCHOOL TRANSITION STRATEGIES

Emerson Elementary's plan for connecting with preschool-age children includes a Kindergarten Open House before the first day of school to see their classroom and meet their teacher. Our plan includes inviting area preschool-aged children to school events and assemblies annually in May beginning in 2009. An example is a special visitation hour where preschool students complete activities within an actual kindergarten classroom. Teachers will have students create letters, books and/or pictures to be distributed to area preschoolers.

Emerson Elementary has developed a teacher to teacher transition plan for students entering kindergarten. In September of 2008 and April of 2009, grade level meetings will be held for teachers in the following programs:

- HeadStart
- Young 4's
- KinderStart
- Kindergarten
- Early Childhood Developmentally Delayed program
- Private Schools
- Area Daycare Centers

One of the topics will be to facilitate smooth transitions between preschoolers and kindergartners, and train parents on kindergarten readiness skills. By April of 2008, the KinderStart and Kindergarten teachers will develop a common Kindergarten Readiness Assessment to be given to students at the district-wide Kindergarten Roundup. They will also continually revisit and revise the alignment of standards based the Michigan Grade Level Content Expectations two days during the year and two days in the summer as set by district curriculum calendar.

Ionia Public Schools (IPS) conducts a Kindergarten Round-Up each spring. Children are introduced to teachers, and assessed for hearing, vision, speech, language, and overall readiness. Results are shared with parents to help them make an informed decision regarding kindergarten placement. A parent informational meeting will be held annually in the fall to discuss:

- Tiers for intervention (i.e. TitleI programs, Instructional Consultation Teams, ISD Special Education programs)
- Community resources
- Tips for home
- Kindergarten curriculum guide

The information in the Parent Resource Guide is available for pre-school parents through:

- IPS District website
- Ionia Community Mental Health
- Department of Human Services
- Kindergarten Round-Up
- Other area locations

This information will also be disseminated at parent information meetings, home visits, and/or parent/teacher conferences.

ROLE OF ADULT AND COMMUNITY EDUCATION, LIBRARIES AND COMMUNITY COLLEGES

Victory Academy is striving to expand the use of community education and local colleges and universities. So far, we have built relations with Wayne RESA, Eastern Michigan University, and Washtenaw Community College to provide our students with more options and opportunities with one-on-one learning. In addition to local educational entities, our students have had many learning opportunities in the community. For instance, we have taken field trips to the Ypsilanti District Library, a local museum (Ann Arbor Hands-on Museum), and a local apple orchard.

OPPORTUNITIES FOR STRUCTURED ON THE JOB LEARNING

Victory Academy is dedicated to not only educating students in academics, but also preparing them for the world outside of school. Therefore, Victory Academy will strive to make meaningful ties between academics and the real world. In the curriculum, ties are made between what the students are learning and how it relates to the real world. For example, in math class students are not only taught multiplication but how the concepts of multiplication apply to everyday living. Throughout the year, the school and its teachers will be inviting different career professionals to visit and introduce different career paths.

***PRESCHOOL TRANSITION STRATEGIES**

The Kindergarten Teacher serves as the transition coordinator for the Academy. The Advisory Council for Kindergarten Transition facilitates regular planning meetings. The Principal and Early Childhood Education Consultant are members of the advisory council along with a parent representative and a member of the community.

The tasks of the advisory council include:

- The planning of transition activities;
- Creation of a timeline;
- The sharing of resources for parents with children entering kindergarten;
- Assessment and evaluation of the transition plan with the use of parent and staff surveys;
- Revisions to the transition plan to assure that activities are well planned and effectively evaluated, based on mutual trust and respect, and rely on reciprocal communication;

Kindergarten Transition activities for staff include:

- Maintaining positive and effective working relationships with staff of programs from which children will transition;
- Scheduling a personal visit with the parents and new Kindergarten students;
- Holding a Kindergarten Open House;
- Making a photo album of the new staff the child will see at their new school;
- Working with parents to set goals for their students;
- Assisting with the completion of necessary paperwork, such as birth certificate, social security card, immunization record;
- Talking with parents about practicing new routines for bedtime, waking up, eating breakfast

Kindergarten Transition activities for parents include:

- Participation on Advisory Council transition committee;
- Accompanying their children on kindergarten visits or open house;
- Reading books about going to kindergarten;
 - Attending a personal visit with their child and the Kindergarten Teacher

Part IX. Transition Strategies

- A. Preschool Transition Plan:** *Describe the plan for connecting with preschool age children that involves more than a once a year visit to the kindergarten classroom. Include the provision for training parents of preschoolers and/or preschool teachers on the skills needed for entering kindergarten. NOTE: If this school is a middle school or high school, this section is NOT required.*

The annual KDG roundup coordinated by the district brings a variety of community agencies together including the Health Department, Public Library, and Kids and Company (preschool program).

The LCS offers an Early 5's program to bridge gap between preschool and KDG. Additionally, the LCS offers an Early Childhood Developmentally Delayed preschool program that is housed at Turrill Elementary.

Parents of incoming Kindergarteners and Early 5's students are invited to spend a day at Turrill Elementary, which includes a free breakfast or lunch in order to decrease parental angst over concerns related to the cafeteria that were identified during several parent meetings.

The LCS is in the process of developing an Early Education committee that will bring together stakeholders from the district, Head Start, other preschool programs, and local early education agencies.

The LCS is also in the process of preparing resources to send home with preschool parents over the summer related to "How to Prepare Your Child for Kindergarten." (School Readiness Kits)

- B. Transitions from Elementary to Middle School or Middle School to High School (OPTIONAL):** *Describe how the school addresses transitions between grade spans or building levels.*

Starting at the fourth grade level classes move from a self-contained classroom setting to a process where teachers "switch" for content area specialties. For example, most classes will rotate teachers for science and social studies instruction. This "switching" allows students to begin to transition to a middle school schedule where they rotate from class to class with different teachers.

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>8. Teacher Participation in Making Assessment Decisions</p> <p><u>Legislative Citation</u> Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111 (b)(3) in order to provide information on, and to improve, the academic achievement of individual students and the overall instructional program. [NCLB Act Sec. 1114 (b)(1)(H)]</p>	<p>The plan does not provide an assurance that teachers have input into the decisions regarding the use of school-based academic assessments.</p> <p>The plan does not provide an assurance that teachers are involved in student achievement data analysis to improve the academic achievement of all students.</p>	<p>The plan provides an assurance that teachers have input into the decisions regarding the use of school-based academic assessments.</p> <p>The plan provides an assurance that teachers are involved in student achievement data analysis to improve the academic achievement of all students.</p>	<p>A team of teachers, administrators and parents participate in the selection, use, and interpretation of school-based academic assessments.</p> <p>The plan provides for teacher professional development on how to analyze student achievement data and is used to drive classroom instruction.</p>

Comments:

8. TEACHERS PARTICIPATION IN MAKING ASSESSMENT DECISIONS:

The Sixth Grade Academy staff have input into the decisions regarding the use of school-based academic assessments.

- Staff is actively involved with core curriculum teams in the building. These teams will be developing common assessments next year.
- Staff is involved with district curriculum teams which develop, implement and evaluate assessments.
- Many assessments are created by the Intervention Specialists who co-teach in the general education classrooms.
- During the 2008-2009 school year the staff will be working with Anne Mull from WRESA on writing common assessments for all academic and fine arts areas.

Teachers at The Sixth Grade Academy are involved in student achievement data analysis to improve the academic achievement of all students.

- Staff is actively involved with the disaggregation of MEAP and local assessment scores in order to help drive instruction.
- Staff meetings are held to analyze MEAP data.
- Staff reviews both 6th grade and 7th grade MEAP scores.

The Sixth Grade Academy provides teacher professional development on how to analyze student achievement data and this information is used to drive classroom instruction.

- Staff attended Deep Exploration of Differentiated Instruction by John McCarthy
- Staff will continue with professional development on Differentiate Instruction.
- Data personnel in the district will hold meetings to teach or review ways to disaggregate and analyze academic assessment results, in order to apply the information to curriculum.
- Staff will be taught to use T-charts in order to disaggregate MEAP information to impact differentiated instruction aligned with the state GLCE's.

***TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS**

Our teachers:

- Work toward developing classroom assessments in each content area, via district committees, and building grade level and staff meetings and professional development sessions.
- Participate in instructional dialogues three times annually to discuss student achievement results (local, state, and standardized) and derive implications for differentiating instruction.
- Participate in MEAP, Terra Nova and Ed Performance Item analysis and curriculum alignment for ELA, Math, Science and Social Studies.

BUILDING LEVEL DECISION MAKING

Through partnership with parents, teachers and staff, the principal will make decisions that will better the overall school environment. The principal of Victory Academy and the school committees work side by side for continuous self-reflection, goal setting, and the overall betterment of the school. Due to the immense involvement of the staff, and the excellent communication of committee leaders, Victory will be in a constant state of enrichment and transmission of new ideas.

Victory Academy uses collaborative teams to focus on particular areas of improvement and analyze data to help make appropriate decisions that affect the school. All faculty members' opinions are valued and addressed before a final decision is made.

***TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS**

We offer:

- Individualized placement for newcomers to the school, based on English Language Proficiency levels or other special needs.

Part VI. Assessment

- A.** Describe how the school has developed alternative measures of assessment to provide authentic assessment of pupil achievements, skills and competencies (indicate GRADE LEVELS, Content Areas, etc.).

We utilize numerous forms of formative and summative assessment in order to meet the needs of our students. The use of MLPP data, the district mathematics exams, STAR testing, unit and chapter tests, writing and reading workshop activities, presentations using visual representations (such as PowerPoints, creation of student authored books, etc.), student created and maintained gardens, etc. are all used in order to constantly monitor student progress.

In addition to these ongoing assessments, we use the data from the MEAP assessment to inform instruction and to measure the reliability and validity of our daily assessment tools.

- B.** Describe the role of teachers in:

i. The creation/development of assessments

Teachers are allowed and encouraged to create the authentic assessment tools used in their classroom instruction. Standardized assessments and district level assessment are used in conjunction with these assessments in order to give teachers a wide spectrum of data to inform instruction.

ii. Teacher participation in decision-making regarding the USE of assessments

Whenever possible, teachers are given local control over the use of assessments. A team of Lapeer Community Schools' teachers representing each and every building in the district develops all district level assessments that are created. All textbooks that are implemented are chosen by a group of teachers after being screened for alignment with the GLCEs. The classroom teacher or a team of teachers develops unit assessments.

Teachers analyze data in order to target students for further interventions.

iii. Teacher participation in student achievement data analysis to improve the achievement of all students

All teachers participate in ongoing in-service activities in which they analyze and disaggregate data at the state, local, school, and classroom level wherever applicable. Teacher teams meet on a regular basis and discuss the data in order to inform instruction and make any necessary revisions to curriculum.

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards</p> <p><u>Legislative Citation</u> Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111 (b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. [NCLB Act Sec. 1114 (b)(1)(I)]</p>	<p>The school does not have a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.</p> <p>Timely, effective, additional assistance is not provided to assist students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.</p>	<p>The school has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.</p> <p>Timely, effective, additional assistance is provided to assist students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.</p> <p>Differentiated instruction is articulated in the plan. It is clear that students' individual needs are being addressed in the classroom.</p>	<p>Integrated, cross-curricular instruction, designed to accommodate the needs of various learning styles is articulated in the plan.</p>

Comments:

9. TIMELY AND EFFECTIVE ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS:

The Sixth Grade Academy has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

- Disaggregation of MEAP scores
- Twice a week team meetings to discuss how to differentiate instruction
- Directed Reading Program (DRP) scores
- Zangle is used to monitor students grades, homework and citizenship
- Intervention Specialists work with students and identify difficult areas
- Social Worker

At The Sixth Grade Academy, timely, effective, additional assistance is provided to assist students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. This includes differentiated instruction in all academic and fine arts classes.

- Co-teaching is provided in core classes, with an Intervention Specialist
- All teachers teach a Study Skills class where instruction is given to help students in core curriculum areas.
- Intervention Specialists work with students on their Special education caseload during Study Skills Class modifying, re-teaching, and organizing their daily assignments.
- A Reading class is provided for students as identified through the DRP reading test
- After school tutoring is provided by core academic area teachers
- Team meetings concentrate on Differentiated Instruction
- Paraprofessionals help with identified students
- Alternative to Suspension Program
- English as a Second Language support through Wayne County RESA

Support for all of these areas is given to The Sixth Grade Academy by the following:

- The Taylor Teen Health Center is a community partner with the Sixth Grade Academy, providing after-school tutoring and at-risk educational programming. In addition, the Teen Center works in our building two days a week in our Alternative to Suspension Program. This program allows students to remain in school, in the designated room, with academic support for school work while receiving intervention strategies for behavior.
- Taylor Rotary donated \$1,000.00 this year to our school for the purpose of promoting literacy. The money was used to support differentiated instruction with two school-wide performances of Poetry Alive and classroom workshops as well as the purchase of poetry books. The Rotary invited students, staff, and administration to a luncheon to perform and read poetry to the Rotary Membership.
- Total Community Credit Union donated \$500.00 to our school for the purpose of funding parent/student evening book clubs. Students were given craft materials to make book marks, and snacks were provided. Parents, along with their child, attended evening book club discussions led by our Reading Specialist. Each parent and child received a book to keep. This is an on-going partnership.
- Education First Credit Union will establish an on-site, student run, Credit Union for the students and staff.
- Social Worker: The Sixth Grade Academy has a part time social worker that works directly with at-risk students or students in need of counseling. The Social Worker runs weekly groups that address student's needs.

Part X. Timely Additional Assistance to Students

A. Process of Identification:

Grade Level	Content Area	Criteria for Selection/Identification	Assistance Provided
PreK-6	All	Instructional Staff Referral	<p>SIT/STAT Team interventions.</p> <ul style="list-style-type: none"> • Needs assessment completed. • Classroom, school, and behavioral modifications and adaptations created and analyzed. • Community agency involvement conducted when necessary.
1 st and 2 nd	ELA	MLPP data; STAR testing scores; classroom assessments.	<ul style="list-style-type: none"> • Classroom modifications and adaptations. • After school support. • Targeted interventions. (see Parts B and C)
3 rd – 6 th	ELA	MEAP assessments; MLPP data; unit and chapter assessments; STAR testing scores; writing samples.	<ul style="list-style-type: none"> • Classroom modifications and adaptations. • After school support. • Targeted interventions. (see Parts B and C)
3 rd – 6 th	Math	MEAP assessments, district math assessments, unit and chapter tests, classroom assessments.	<ul style="list-style-type: none"> • Classroom modifications and adaptations. • After school support. • Targeted interventions. (see Parts B and C)
5 th	Science	MEAP assessments, classroom assessments, unit and chapter tests.	<ul style="list-style-type: none"> • Classroom modifications and adaptations. • Targeted interventions. (see Parts B and C)
6 th	Social Studies	MEAP assessments, classroom assessments, unit and chapter tests.	<ul style="list-style-type: none"> • Classroom modifications and adaptations. • Targeted interventions. (see Parts B and C)
PreK-6	Student Welfare	Disciplinary referral data, instructional staff referral.	<ul style="list-style-type: none"> • Behavior contracts. • Behavior management plans. • Functional behavior assessments.

B. Describe how Differentiated Instruction in the classroom is utilized to support students who are not mastering the content.

The following strategies are used at Turrill Elementary to support students who are not mastering the content:

Accommodations include seating near the teacher or the board, increased response (wait) time, more frequent review of materials, paraphrasing material into student's language, simplification of instructions, extended time to complete lengthy assignments, extended time to complete tests, enlarged print materials, oral response following written response to expand understanding, oral tests, assistive technology, use of a "study buddy", un-timed tests, creation of activities to fit learning styles/multiple intelligences.

Modifications include copies of teacher/student notes, assistance with note taking, modified assignments, shortened assignments, alternative testing formats, peer assistance, cooperative learning activities, modified grading, modified expectations, modified texts, audio format of textual materials, chunking of assignments, part to whole assignments.

C. Describe how the curriculum, technology, cross-curricular instruction, programming, etc. are employed to meet the varied needs of students.

Printed materials: Use of leveled books in all subject areas, availability of audio format of textual materials, use of high interest reading materials, use of a highlighter, use of a magnification system, provision of textual material in the home/school.

Curriculum: Shortened assignments based on mastery of key concepts, functional word spelling assignments/tests, alternative forms of authentic assessment (substituted for written assignments), modification of grading scales, modified expectations based on student needs, alternative assignments.

Classroom: Individualized behavior plans when needed, reduced visual distractions, provision of a computer for written work when necessary, seat student close to a teacher/away from distractions, creation of a quiet learning environment during testing/assessment, provision of an unobstructed view of teacher and board, use of oral/written directions, use of student responses/paraphrases of instructions, modeling the end product when appropriate, use of a visual schedule, strategies to alert students prior to transitioning activities, use of specific feedback, use of anchor charts.

Programming: Use of SIT/STAT intervention team process, development and implementation of behavioral management plans, use of signage and visual schedules school-wide, creation of a Disability Awareness Day, implementation of the LifeSkills program, implementation of break cards when appropriate, use of school-wide procedures and schedules.

1. Development and reassessment of core-curricular pacing Guide.
2. NCA Focus Group develops strategies to implement school goals.
3. Building-wide effort to input/analyze Title I, MEAP, and Terra Nova data 06-07 and 07-08

I. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards:
Describe how students having difficulty achieving the core curriculum will be provided timely additional assistance. What is your evidence that this is happening?

Our building has four full time special education teachers, one half-time special education teacher, one full-time reading clinician, one full-time Title-1 Learning Support teacher, middle school reading teacher, a full-time counselor, one full-time and one half-time social worker, one full-time and one half-time speech pathologist and a half-time psychologist. This support staff, along with the general education teacher, principal, and parents, conducts student staffings, observations, and testing to identify children in need of special services. For students identified as needing services, an IEP plan is developed, and monitored by teachers. Most of these students receive instruction in the general education classroom, with our teachers offering best practices through differentiated instruction. In addition to regular classroom instruction, extra support is given in content areas when needed. This allows students to work within their capabilities, and increase their self-esteem as they experience success.

A primary goal at Brace-Lederle is to provide opportunities for students at every level of learning and to address a multitude of needs in our students. With respect to literacy development, decisions about student grouping are ongoing and dynamic. We recognize that our children possess fundamental attributes needed to become literate. Our charge is to assess those abilities, teach the child from where they are developmentally, and continually move them forward in their learning. This is done with ongoing assessments from which data is analyzed and a teaching plan is established that will move the child along the continuum of academic growth. We provide children with the opportunity to participate in socially supported activities, as we move them toward independence through teaching in a context that supports their development. 100% of our K-3 students are evaluated using assessments such as Michigan Literacy Progress Profile (MLPP) K-3 and the Developmental Reading Assessment (DRA). Literacy/reading levels are determined and children are placed in appropriate literacy/reading groups, where skill development in all related areas is addressed. Students are continually re-evaluated and regrouped as necessary. Guided reading groups and literature circles accommodate our diverse learners as does engaging students in readers/writers workshops. Book Buddies and other cross-grade level associations scaffold learning at different levels.

Our teachers collaborate so that the students can benefit from the strengths of each individual teacher. Our teachers also loop which provides a teacher with the opportunity to deeply know and understand her/his students and develop those understandings and personal relationships to better serve each student. The Reading Clinician works with small groups of students who have been designated through assessment and observation as at risk. Along with this, our teachers use a differentiated instructional approach to teaching and learning.

This approach is carried over into all of our other curricular areas. For example, in math, small group instruction on the same objective addresses the needs of diverse learners as they progress from concrete to abstract applications.

Our school accommodates all learners. For those students who have met or exceeded grade level benchmarks, we have established Intensive Studies (IS) classrooms, where they are presented with a more challenging curriculum in all areas. These students serve as academic leaders who bridge their accelerated learning with the rest of the Brace-Lederle student body as they attend electives and special classes.

The general student body is offered the opportunity to take part in activities such as Battle of the Books, the Brace-Lederle Newsletter, and the Brace-Lederle Video Club. Parallel to those environments are classrooms that differentiate instruction so that the needs of our students working at an average or lower level of achievement can be accommodated. Teachers in these classrooms develop and facilitate robust plans of instruction in response to students' learning differences. Although we have no students with limited English proficiency, this is also the case for students with disabilities. These curricular offerings focus on the *essential* components within a domain. In these classrooms, teachers unconditionally accept students where they are and hold high expectations for them as well. These teachers plan carefully and use ongoing reflection to guide students at a comfortable pace, with appropriately challenging lessons, while addressing their specific learning styles. Varied forms of assessments are offered in order to ensure students every opportunity to demonstrate their skills and understandings.

Our students with special needs are addressed in a variety of instructional settings. Many of our special needs students are mainstreamed into regular education classrooms, while others benefit from the Cognitively Impaired (CI) classroom setting. We have a learning disabilities special education teacher who utilizes the Language! Program which research-based program focusing on the rules and phonetics of our English language.

Our disabled students receive services from our speech pathologist, occupational and physical therapists. Physically or Otherwise Handicapped Instruction (POHI) consultants offer services to our students with, health or physical impairments. Teacher consultants from our intermediate school district, service autistic, visually impaired, hearing impaired and other special needs students. All support staff consult with regular education teachers regarding educational programs for special needs students.

The Reading Clinician is the general education liaison to the Oakland County Collaborative Advisory Council for Student Success. The intent of this initiative is to increase and facilitate general education and special education collaboration in a unified delivery system for all students. In this regard, she shares findings as they relate to establishing a new model for the identification of learning disabilities, facilitating instructional support models focused on prevention and response to instruction and providing comprehensive, ongoing professional development focused on improved outcomes in teaching and learning.

J. Coordination and Integration of Federal, State and Local Programs and Resources:

Describe how Federal, State, and local services/programs will be coordinated and integrated with one another.

1. Title I Tutoring Program: The Title I Tutoring Program provides additional assistance in the areas of Language Arts and Math. Students are selected after a collection and evaluation of data, such as MEAP and Terra Nova Scores, and teacher observations to determine those students who are one grade level or more below grade level.

8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

Emerson Elementary only has one teacher per grade in grades 1-5, and two Kindergarten teachers. Therefore, students in each grade are being administered the same assessments. However, there is not yet consistency in all core areas with assessment timelines other than the MEAP. Through the school improvement process, teachers will be given the opportunity to align and develop assessments in the 2009-10 school year during staff meetings, professional development time, and release time. The goal will be to develop and implement an assessment calendar that will have common assessment times and tools, with time to analyze and summarize the data for instructional purposes. At least two assessments per content area will be developed with resources and a shared time for analyzing and summarizing the data. The administrator of the building will participate in the assessment cycle planning and development.

9. TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

Emerson Elementary staff have fully implemented the Instructional Consultation Team (ICT) intervention program. Through this process, teachers identify students having academic and/or behavioral difficulties mastering the content expectations. In a timely and efficient manner, the teacher and an ICT member work collaboratively to identify the best instructional strategies for individual students. Differentiated instructional strategies for these staff and students include but are not limited to the following:

- Additional repetition of content expectations
- Working memory strategies
- Small group and individual strategies
- Making a match between what the student knows, how the instruction is being given and the task that is being assigned

Progress monitoring of the identified student goal is collected weekly by the teacher or the case manager to ensure staff and student success.

Other supplemental interventions offered for at-risk students at Emerson include:

- Four TitleI paraprofessionals are providing instructional lessons in reading and support in math and writing to identified students as needed in the classrooms
- Summer School is offered to identified at-risk students for continued support in the core areas
- Extended Day (before and after school) Programs are offered to identified at-risk students for continued support in the core areas
- Kinderstart is a district program designed for students not yet ready for Kindergarten
- Preschool (Michigan School Readiness Program – MSRP) is a district program offered to families for students that are age 4 to help prepare them for school

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>10. Coordination and Integration of Federal, State and Local Programs and Resources</p> <p><u>Legislative Citation</u> Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. [NCLB Act Sec. 1114 (b)(1)(J)] Comprehensive Plan Requirements #2 and #3: [NCLB Act Sec. 1114 (b)(2)(A)(ii)(iii)]</p>	<p>All programs and resources are not coordinated and integrated toward the achievement of the schoolwide goals.</p> <p>The plan does not meet comprehensive plan requirement #2: Describes how the school will use resources under this part and from other sources to implement those components (only Title I resources are used).</p> <p>The plan does not meet comprehensive plan requirement #3: Includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the Schoolwide program.</p>	<p>All programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.</p> <p>The plan meets comprehensive plan requirement #2: Describes how the school will use resources under this part and from other sources to implement those components.</p> <p>The plan meets comprehensive plan requirement #3: Includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the Schoolwide program.</p>	<p>The school's allocations & budgets of these compensatory resources are included in the plan.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>10. Coordination and Integration of Federal, State and Local Programs and Resources, cont.</p> <p><u>Legislative Citation</u> Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. [NCLB Act Sec. 1114 (b)(1)(J)] [NCLB Act Sec. 1114 (b)(1)(J)] Comprehensive Plan Requirements #2 and #3: [NCLB Act Sec. 1114 (b)(2)(A)(ii)(iii)]</p>	<p>The plan does not coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>	<p>The plan coordinates and integrates the following Federal, State and local programs and services in a manner applicable to the grade level: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>	<p>The school's allocations & budgets of these compensatory resources are included in the plan.</p>

Comments:

10. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES

Emerson Elementary coordinates and integrates funds from TitleI, TitleII A, TitleII D, Safe and Drug Free Schools, 31a, Parent Teacher Organization funds, and district general funds to support a variety of programs as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role.

Schoolwide Components	Funding Sources	Programs
1. Comprehensive Needs Assessment	<ul style="list-style-type: none"> General Fund Schoolwide Planning Grant 	<ul style="list-style-type: none"> Emerson Schoolwide Transition Process
2. Schoolwide Reform Strategies	<ul style="list-style-type: none"> General Fund \$3000 Schoolwide Planning Grant 	<ul style="list-style-type: none"> Emerson School Improvement/ Schoolwide Plan
3. Instruction by Highly Qualified Professional Staff	<ul style="list-style-type: none"> Title IIA first then General Fund 	<ul style="list-style-type: none"> All staff (teachers and paraprofessional) are currently highly qualified.
4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools	<ul style="list-style-type: none"> General Fund TitleII A Parent Teacher Organization 	<ul style="list-style-type: none"> New Teacher Orientation Program Mentoring and Training District Professional Development Conferences to support continual learning Appreciation Gifts Dinner during Parent/Teacher Conferences Money for Classroom use
5. High-Quality and Ongoing Professional Development	<ul style="list-style-type: none"> TitleII A TitleII D (District Level) General Fund 	<ul style="list-style-type: none"> Basic Literacy Training Understanding Poverty Habits of Mind Assessment FOR Learning Successmaker Software Training Instructional Consultation Team training
6. Strategies to Increase Parental Involvement	<ul style="list-style-type: none"> TitleI MSRP Funds Safe and Drug Free Funds 	<ul style="list-style-type: none"> Systematic Training for Effective Parenting Workshop Parent Involvement Evening Educational Programs Accelerated Reader Night Love and Logic Parent Trainings
7. Preschool Transition Strategies	<ul style="list-style-type: none"> General Fund MSRP 	<ul style="list-style-type: none"> Kindergarten Round-Up Open Houses D-4 Class, HeadStart

Schoolwide Components	Funding Sources	Programs
8. Teacher Participation in Making Assessment Decisions	<ul style="list-style-type: none"> • General Fund • TitleII A 	<ul style="list-style-type: none"> • Assessment FOR Learning Trainings • Curriculum Meetings • Grade Level Meetings • Data Warehouse training for Pinnacle Analytics
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<ul style="list-style-type: none"> • TitleI • Title IIA • Special Ed. Funding from Ionia County ISD • 31a • Safe and Drug Free Schools • General Fund 	<ul style="list-style-type: none"> • Extended Day • Summer School • Paraprofessionals • Structured Language materials • Study Island Program • ICT Training • Social Work Services • Conflict Management
10. Coordination and Integration of Federal, State, and Local Programs and Resources.	<ul style="list-style-type: none"> • General Fund 	Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and Central Office.

D. CURRICULUM ALIGNMENT

Ionia Public Schools has developed a five year curriculum cycle. This cycle includes time and resources for all staff to review and revise curriculum in the core content areas. The district adopted “Assessment FOR Learning” in the spring of 2007, based on research from Rick Stiggins. This program assists staff in creating student learning targets, developing common formative and summative assessments, and aligning instructional resources with teaching practices. As the Michigan Department of Education roles out new content expectations in grades K-12, staff participate in the state, regional, and local development cycles. Staff are given time on a monthly basis to have grade level discussions, two days of summer work sessions, and two days of release time to develop and assess curriculum annually.

E. USES OF COMMUNITY RESOURCES AND VOLUNTEERS

Emerson utilizes a variety of partnerships to support staff, students, and parents. The Emerson Parent Teacher Guild offers support in these ways:

- Field Trips
- Library Books and the Accelerated Reading Program
- Playground improvements
- Refreshments for Fun Nights
- Theme Nights
- Secret Santa Shopping
- Scholastic Book Fairs
- Educational Assemblies

Part VII. Plan Development

A. Coordination/Integration of Federal, State & Local Programs and Resources: Use the table below to list the State and Federal and Local programs and resources that will be consolidated into the Schoolwide program. Indicate how the resources will be used to implement the Schoolwide Components.

Resource	Type of Support	Component Supported	Description of Support Provided
Title I, Part A Instruction: \$267,410	Compensatory Education	3.66 FTE staff members (Two learning coaches and two paraprofessionals) Additional Assistance	\$ 171,838 in salaries \$ 92,072 in benefits \$ 3500 in supplementary core content area academic supplies and materials for Title I eligible students
Title I, Part A Staff Services: \$3850	Improvement of Instruction	Additional Assistance	\$2500 in core content area workshop and conferencing \$350 in dues and fees \$1000 in professional books and materials
Title I, Part A Community Services: \$2244	Community Activities	Parent Involvement	\$1500 in take-home books, materials, and after school activities for parents \$744 in presenter fees for parent activities
Title II, Part A \$ 3640.00	Professional Development Funds	Professional Development	Funding for professional development that aligns with the school improvement goals and plan.
Title II, Part D N/A			Not at this building
Title V, Part A \$110,026 (for the entire district)	Technology	Additional Assistance	Provides technology resources to enhance instruction.
Section 31a At Risk \$952,295 (for the entire			Not at this building

district)			
Title I District Wide Summer School = \$40,000 (for the entire district)	Student Achievement	Additional Assistance	Three-week academic focused classes to improve student achievement.
Safe and Drug Free Schools Grant = \$25,000 (for the entire district)	Student Welfare	Additional Assistance	Community mental health liaison; "Safetyville" activities; DARE program; Love and Logic classes for parents.
In-Kind Contributions			
KIND (Kids in New Directions)	Academic and Behavioral Support	Student Welfare	School based services for at-risk youth
Early on Truancy Prevention	Academic and Behavioral Support	Student Welfare	School based services for at-risk youth
Community Mental Health	Academic and Behavioral Support	Student Welfare	Involvement in the STAT process (intervention team)
Family Literacy Center	Academic Support	Additional Assistance	Materials for student achievement and parental support
Kiwanis and Rotary Clubs	Academic Support	Additional Assistance	Materials for student achievement (Dictionary project)
Homework Club	Academic Support	Additional Assistance	Tutoring and instructional assistance

Coordination of Resources: Describe ways the district has or will develop community resources and recruit/train volunteers. Cite specific examples.

The Lapeer Community Schools has a district wide process for recruiting and screening volunteers and provides a list of available individuals to buildings for tutoring and other services.

The annual KDG roundup coordinated by the district brings a variety of community agencies together including the Health Department, Public Library, and Kids and Company (preschool program).

The LCS district supports the coordination of an annual agency fair at local school buildings so that educators, parents, and community members are aware of the various community resources available.

LCS central office staff acts as a liaison between the community agencies and schools to arrange for additional support. *Examples include: KIND (Kids in New Directions), Community Mental Health, Family Literacy Center, Service Learning, Kiwanis and Rotary activities (Dictionary Project), Homework Club, Foster Grandparents, National Honor Society, Early On Truancy Prevention, LIFT (Lapeer Investing in Families Together), Council for Children, 4-H Youth Programs, Boy Scouts, Girl Scouts, Head Start, Lapeer County Parenting Partnership, and other programs when available/appropriate.*

10. Coordination and Integration of Federal, State and Local Funds and Resources such as In-Kind Services and Program Components.

The District Curriculum Coordinator and Elementary Administrative Staff meet regularly to discuss and plan the use of funds from Title I and other state and federal sources based on the needs of their buildings and communities.

Resources: *Vandenberg will use Title I funds, along with state and other federal funds to enhance the academic achievement of all students.*

Support Programs: *Title IA, Title IIA, Title IID, Title VA, 31A, Early Childhood Grant, and IDEA*

School Wide Component	Estimated Cost	Fund Source	Programs
1. Comprehensive Needs Assessment (CNA)	\$2800	Title IA	School Improvement Team- Work time(4 days)
	\$3000	Title IA	Consultants
2. School wide Reform Strategies	\$4000	General Fund	School Improvement Chairs (2)
	\$1000	Title IA	Planning Involvement Coordinator
	\$1000	Title IA	Data Manager
3. Highly Qualified Teachers in All Core Area Classes			All staff is currently highly qualified.
4. Strategies to Attract Highly Qualified Teachers	District Paid	General Fund	New Teacher Orientation Program
	District Paid	General Fund	Mentoring and Training
	District Paid	General Fund/Title IIA	District Professional Development
	\$10,000	Title IA Title IIA	Conferences to support learning
5. Highly Qualified and Ongoing Professional Development for Teachers, Principals and Paraprofessionals.	\$8000	Title IA/Title IIA	Writer's Workshop Training
	No cost/District	General Fund/Title IIA	6 + 1 Traits Writing Training

	\$4500	Title IA/Title IIA	Observation/Reflection of Writer's Workshop
	\$4600	Title IA/Title IIA	Observation/Reflection of Reading Workshop
	\$2500	Title IA/Title IIA	"Calendar" Professional Development
6. Strategies to Increase Parent Involvement	\$2000	Title IA/Title IIA PTO	Evening Parent Involvement Education Programs
	No cost/in-kind	---	PBS/Parent Orientation
	No cost/PTO	PTO	Open House/Ice Cream Social
	\$2000	Title IA/Title IIA	Love and Logic Parent Trainings
	\$350	Title IA	Creation of Home/School DVD/Videos
7. Plans for assisting Preschool Children in the Transition from Early Childhood Programs such as Head Start.	No cost/District	General Fund	Kindergarten Round Up Open Houses Health Fair Mailings
8. Opportunities and Expectations for Teachers to Be Included in the Decision Making related to the use of the Academic Assessment Results leading to improving student achievement	No cost/District	General Fund/Title IIA	Curriculum Meetings
	No cost/District	General Fund/Title IIA	Grade Level Meetings
9. Activities and programs at the school	\$30,000	31A/Title IA	Summer School

level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided effective, timely, additional assistance.	\$34,000	<i>Title IA</i>	<i>Paraprofessionals</i>
	\$50,000	<i>31A</i>	<i>Social Work Services</i>
	\$104,000	<i>Title IA(.8)/Title IIA(.2)</i>	<i>Reading Specialist</i>
	\$30,000	<i>31A</i>	<i>Intervention Coach</i>
	\$22,000	<i>Title IA</i>	<i>Summer Enrichment Camp</i>
	\$22,000	<i>Title IA</i>	<i>After School Programs</i>
	\$1500	<i>Title IA</i>	<i>Open Court Online Phonics Home Connection Subscription Renewal</i>
10. Coordination and Integration of Federal, State and Local Funds and Resources such as in-kind services and program components.	<i>No Cost/District</i>	<i>General Fund</i>	<i>District coordinator works with staff, administration and Central Office to organize the funds at the state and federal level.</i>

Evaluation of Schoolwide Plan	Requirements Not Met	Meets All Requirements	
<p><u>Legislative Citation</u> (c) Evaluation. A school operating a schoolwide program must – (1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program. [Section 200.26(c) of the Title I Final Regulation]</p>	<p>The plan does not provide an evaluation process for meeting regulation 200.26(c).</p>	<p>The plan provides an evaluation process for meeting regulation 200.26(c).</p>	

Comments:

Part XI. Evaluation

Describe how the plan is evaluated:

- **ANNUALLY**
- **DATA REVIEW**
- **PROGRAM EFFECTIVENESS**
- **IMPACT ON STUDENT ACHIEVEMENT**
- **REVISIONS BASED ON FINDINGS**

Include a description of WHO is involved, HOW it is conducted, WHEN the process of evaluation takes place, etc.

The major decision making body for Turrill Elementary is the ESC (Elementary Effective Schools Committee). This body is comprised of the building administrator, a lower elementary (K-2) representative, a middle level elementary (3-4) representative, an upper elementary (5-6) level representative, a learning coach, a lower elementary (K-3) special education teacher, and an upper elementary (4-6) special education teacher. When appropriate, the ESC also includes relevant support staff liaisons, parent liaisons, and student liaisons. For 2009-2010, a second learning coach and a Cognitively Impaired classroom teacher will be added to the ESC membership.

The ESC initiates the leadership role by studying student achievement data from a variety of sources that include the MEAP (Michigan Educational Assessment Program) data, MLPP (Michigan Literacy Progress Profile) data, district level assessments, chapter tests, and classroom assessment and/or observational data. The ESC, staff, and parents review the compiled data and determine goals and strategies that are appropriate to address the needs of our students.

The comprehensive needs assessment is an ongoing process throughout the school year. At the start of the year, staff is asked to review the previous school improvement goals and monitor the progress on each of the goals. Simultaneously, teachers conduct a district math assessment to all students in grades 1-6. During classroom instruction teachers are determining baseline student data related to MLPP scores. Students also engage in surveys related to building climate and our current LifeSkills program.

During the course of the next few months, the building ESC meets six times with the first meeting in September. Throughout the course of these meetings, the ESC reviews school achievement, program/process, perception, and demographic data. The entire school staff, the parent-teacher organization, and the BAC (building advisory council) are met with monthly in order to review all data and give input into the decision making process. In-service activities are developed and implemented that tie to the current school improvement goals, with a natural evolution into the updated school improvement goals for our next cycle. Continuous on-going data analysis and assessment takes place to ensure alignment with and improvement upon the school improvement framework. Several forms of data are obtained and evaluated. This data included MEAP scores and assessments, MLPP data, STAR tests, district level common assessments, classroom assessments, staff/student/parent surveys, disciplinary referral data, LifeSkills referral data, and demographic profile information.

Throughout the school year student progress on all goal areas is monitored. Each school improvement goal has a committee that is overseen by a chairperson. The committees meet on a trimester basis to review and monitor progress toward goal achievement, as well as to make any modifications or recommendations related to the goals.

J. EVALUATION

Emerson staff will annually evaluate the implementation of the schoolwide plan and programs through the school improvement process. **The staff will use trend data from the state's annual assessment (MEAP) and the Ed YES! Comprehensive Needs Assessment to determine if the building level goals were met.** The staff will identify students with the greatest need and use data to determine whether or not those students are achieving the standards. The school improvement process at Emerson is ongoing, and as the team meets throughout the year, school improvement plan components are reviewed and revised as needed to ensure continuous student improvement. The entire staff shares in the evaluation process through timely discussions at staff meetings and day-to-day conversations. A plan review process will be used at Emerson by inviting an outside resource to review the plan and building school improvement process annually each spring.

K. APPENDICES

1. **Calendar of Events
(Open Houses, Round-Ups, Conferences, Assessment Schedules, Parent Involvement, etc...)**
2. **Title I Parent Compact**
3. **District Parent Involvement Policy**
4. **Parent Guides for Grades K-5th (To be developed by grade level staff)**

		assessments and assessment data <ul style="list-style-type: none"> • Development and reassessment of core-curricular pacing Guide • Building-wide effort to input/analyze Title I, MEAP, and Terra Nova data
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<ul style="list-style-type: none"> • General Fund • Title-I Fund • Title II D (District Level) • Grants 	<ul style="list-style-type: none"> • Special Education Support • Title-I Support Teacher • Learning Support Teacher • Reading Clinician • Core Plus II Teacher • Title-I After-School Tutoring Program •
10. Coordination and Integration of Federal, State, and local Programs and Resources	<ul style="list-style-type: none"> • General Fund • Title-I Fund • Title II D (District Level) 	<ul style="list-style-type: none"> • Title-I Program • Spring Board Curriculum

Evaluation: Describe how the school will determine that the needs of all students have been met? Describe the process and cite evidence.

Brace-Lederle K-8 will evaluate the implementation of the school wide plan and programs throughout the school improvement process at the end of each semester. The NCA committee will utilize data from the state's annual assessment (MEAP), District Common Assessments, TERRA NOVA, and analysis of student writing prompts. Brace-Lederle staff will continue to identify students with the greatest need and use data to determine whether or not those students are achieving the standards. In addition, the staff will continue monitoring all students to ensure that the entire student body's needs at Brace-Lederle are being attained. The school-improvement plan will be continuous, and all components of the school improvement plan will be reviewed and revised as needed to ensure constant student achievement. The NCA Team (entire staff) will be an integral part of the evaluation process. Confabulation time will take place during staff meeting, Building P.D, and common planning time with administration.

(Please refer to the Evidence Section of the School Improvement Action Plan, pages 33-47, included in the addendum).

Title II A	Professional Development	K-6	\$57,503
Title II D	Computer Software Programs for Differentiated Instruction	K-6	\$1,365
Title V	Computer Software for assessment data and Differentiated Instruction	K-6	\$901
Total		K-6	\$268,332

REQUIRED STAKEHOLDERS

The community of interest in Victory Academy is broad and in order to move effectively toward unified interests of all the affected members must be included in the creation, reviewing and implementation of the School Improvement Plan.

Our stakeholders include parents, teachers, students, school board members and administrators of Victory Academy. We recognize that a successful implementation requires the input of all of these groups. When the collaborative and deep connection is made with all of these communities, they can help us ensure that the standards and benchmarks of the core curriculum are observed in our school improvement plan.

***EVALUATION**

The staff will collect and monitor data throughout the school year to determine the progress of students throughout the implementation of the School Improvement Plan to determine if the strategies embedded in the plan are realistic and effective. Victory Academy will administer a more formalized annual review of the School Improvement Plan through the use of the State's annual assessments and other indicators of academic achievement. All stakeholders will participate in the evaluation process. The staff will revise the plan as necessary in order to ensure continuous improvement of students in the program.

the classroom.

This project was implemented using grant funds under the 2006-2007 Title II, Part D Enhancing Education Through Technology Grant Program – Category I and supported by IDEA funds.

H. ON THE JOB LEARNING

Next year we will be holding our first Career Day, and The Education First Credit Union will be coming in to set up a student run credit union.

On the job learning is a primary focus for our secondary schools. The students start Career Pathways in the 7th grade. For more information, please contact the Associate Superintendent of Curriculum, at 734-374-1215.

I. BUILDING LEVEL DECISION MAKING

At the Sixth Grade Academy we have a school wide decision making team. The Building Leadership Team (BLT) is the governing team with support teams that include MEAP, Data, Safety, Parenting, Literacy and Policy and Procedures. The BLT meets several times a year and is in charge of the School Improvement Plan. They also completed the school profile and will be updating it annually. This will include disaggregating data, developing goals, selecting strategies, and aligning professional development as needed. The BLT also reviews student achievement, staff development, parent involvement, instructional programs, and other tasks as they arise.

J. EVALUATION

The Sixth Grade Academy will annually evaluate the School Improvement Plan. This will include reviewing goals, objectives, and strategies. The staff will use trend data from the Michigan Educational Assessment Program (MEAP) and the Advancing Excellence in

Education (AdvancED) Self Assessment Report, MI Tracker Golden Package and local assessments to determine if the building level goals were met. The staff will use this information to determine which students have the greatest needs. The Sixth Grade Academy's School Improvement Plan is always on-going and is continually reviewed and revised as needed. This is of the utmost importance to the staff in order to ensure continuous student improvement. The entire staff shares in the evaluation process through discussions at staff meetings, during professional learning communities, and daily conversations. Based on evaluation of the data we will make revisions for the following year.

Tips from Schoolwide Plan Reviewers/Auditors for MDE's Office of School Improvement

PLEASE:

Follow the MDE Schoolwide Rubric Plan carefully.

- Refer to it frequently to be sure nothing has been overlooked.
- Keep in mind that the plan is to be annually evaluated and revised, if needed.

Check your index to make sure the pages indicated are accurate.

- Number the pages...for the body of the plan and for attachments or appendices.
- Ensure all attachments and appendices are included.
- Indicate grade levels the school serves.
 - Reviewers will not know this information.

Proofread spelling, punctuation, grammar, factual information, complete information (e.g., a sentence left incomplete, not citing the author of a reference, etc).

- Limit photos and excess graphics that are difficult for downloading.

Define any Acronyms.

- Do not assume the reviewer will know what they stand for.
- The first time an acronym is used, spell it out.
- Consider the acronyms in a typical plan:
 - MEAP, AYP, MME, DRA, QRI, MAT, NCA, CASI, MLPP, WRAT, CDV, ITBS, to name a few.

Remember to fill in any "blanks" left during the writing of the plan (e.g., the author of a book, the measure for an outcome).

- Ensure a black and white copy is submitted for ease of reading and copying.

Remember what research is and what it is not.

- Please refer to the "scientifically based research" definition in NCLB legislation [Title IX, Section 9101 (37)]
- Schoolwide reform strategies..."use effective methods and instructional strategies that are based on scientifically based research that—strengthen the core academic program in the school..."

Remember that there are State of Michigan requirements for school improvement plans (Public Act 25—S.C. 380.1277).

- The Field Services Unit is not review for PA 25 requirements.

Remember the plan should integrate and coordinate Federal, State and local plans into ONE, unified school improvement plan.

Include summaries of survey results.

- Include a sample of the survey and an adequate summary of the results.