

# School Improvement Plan

## Title I - Targeted Assistance

### Single Building District

School Year: 2011 - 2012

ISD/RESA: Dickinson-Iron ISD

School Name: Forest Park School

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Principal: Ms. Becky Taylor

Building Code: 00847

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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## Introduction

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

## School Information

School:	<b>Forest Park School</b>
District:	<b>Forest Park School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2,3,4,5,6,7,8,9,10,11,12</b>
School Code Number:	<b>00847</b>
City:	<b>CRYSTAL FALLS</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

## **Vision, Mission and Beliefs**

### **Vision Statement**

The vision of the Forest Park School District is to prepare our students to function effectively as citizens of a diverse world community. Our expectation for all students upon completion of their studies at Forest Park is that they have the tools to begin a lifelong quest for learning.

### **Mission Statement**

Our commitment is to empower students, parents, and community to pursue their potential by creating opportunities to acquire essential skills through exploratory avenues of intellectual, creative, and social growth.

### **Beliefs Statement**

Forest Park strives to empower students to become lifelong learners and responsible citizens. We believe that all students can learn. Individual students will master basic skills at different rates. Learning is an individual task which requires encouragement and support from the school community.

## Goals

Name	Development Status	Progress Status
Comprehension	Complete	Open
Elementary Reading Fluency	Complete	Open
Inquiry-based learning	Complete	Open
Math Fluency and proficiency	Complete	Open
Middle School Reading Fluency	Complete	Inactive

### Goal 1: Comprehension

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Increase reading comprehension

**Gap Statement:** Overall student performance on the MEAP tests for the 2007-2011 school years has been generally strong (84.8% to 86.8%) with the 09-10 and 07-08 school years above the state average. However the performance of two subgroups (EDD and SWD students) for the same testing period generally lagged behind the aggregate scores. The SWD students lagged behind 27.1% of the state average. 33.3% of the EDD and SWD students at the K-8 level were not proficient which is 16.79% below the state average. MME scores of 11th grade students over the same time period increased from 06-07 to 07-08 by 5.3%, decreased from 07-08 to 08-09 by 12.3%, and increased by 9.5% in 09-10. However, our EDD population increased scores from 33.3% on MME to 66.7%. STAR reading results indicate that all grade levels increased their grade level equivalence by .8. The 5th and 8th grade students scored below state average on the MEAP test by 7% and 9% respectively.

DIBELS assessment for the second grade students in 2009-2010 year had 37% scoring below benchmark, 29% scoring at benchmark and 33% scoring above benchmark. In the year 2010-2011, the second grade students scored 44% below benchmark, 56% at benchmark, and 0% scoring above benchmark. STAR Reading data for the 2009-10 group indicated 16% below average, 50% reading in the average category, and 34% in the above average range. STAR Reading data for the 2010-2011 group indicated 46% below average, 4% reading in the average category, and 50% in the above average range. The average post test was at a 2.9. 12% of the Kindergarten students are not at benchmark at the end of the 2010-2011 school year according to the Dibels Benchmark measures. The seventh grade students in the low-risk category on the AIMSWEB assessment tool decreased by 8% from last year to this year and the 8th grade had 6.3% moving into the at-risk category.

SWIS data results indicated that there was significant increase in the number of referrals at lunchtime and at the end of the day. The largest number of referrals occurred in the month of October and November and December with a 11% increase during these time periods from the other months. Overall from November to May there was a 53% decrease in referrals.

**Cause for Gap:** Lack of connecting reading curriculum to global knowledge and experiences through oral and written response. Inability to analyze global themes, universal truths, and principals within texts which create

deeper understandings.

Inattention to the use of the reading comprehension strategies afforded in our core reading program and incorporating those strategies into other content areas.

Lack of supervision during lunch time due to budget reductions. Increased number of hall passes during class at the end of the day.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP and MME assessments over a four year period were analyzed. In addition, STAR READING results, DIBELS, SWIS and AIMS results were analyzed over a two year period for growth as well. Teacher input on classroom assessment and individual student performance was used to help identify the specific area of weakness in student achievement

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** STAR reading is administered twice a year. The data from STAR reading and classroom assessments, Aims and Dibels will be analyzed on our professional development days and every three weeks by our POWER team with direction to develop intervention strategies to assist those students who have not shown growth in the reading area. Title I teacher will meet with administration every 2 weeks to review results and make recommendations for remediation. Success will be measured by a 5% growth in the student's reading scores on the STAR Reading test, MME, MEAP, grade level assessments, DIBELS, and AIMS assessment. SWIS data will reveal a decrease in the number of referrals from the 2010-2011 school year to the 2011-2012 year.

**Contact Name:** Becky Waters

**List of Objectives:**

Name	Objective
Current event topic exploration and connection	By the end of the 2011-2012 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME English Language Arts tests, a 5% increase of students above cut scores in STAR Reading, and a 5% increase in students achieving a C or better average on Reading unit tests for K-12 students. There will be a minimum 5% decrease in the number of overall discipline referrals in the 2010-2011 referrals as well.
Reading Comprehension Strategies	By the end of the 2011-2012 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME English Language Arts tests, a 5% increase of students above cut scores in STAR Reading, and a 5% increase in students achieving a C or better average on reading unit tests for K-12 students.

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## **1.1. Objective: Current event topic exploration and connection**

**Measurable Objective Statement to Support Goal:** By the end of the 2011-2012 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME English Language Arts tests, a 5% increase of students above cut scores in STAR Reading, and a 5% increase in students achieving a C or better average on Reading unit tests for K-12 students. There will be a minimum 5% decrease in the

number of overall discipline referrals in the 2010-2011 referrals as well.

**List of Strategies:**

Name	Strategy
Discuss and connect	Connect literary and historical figures to present day figures and characters. All teachers will discuss world news once a week.
Supervision	Increase adult supervision during peak transition times. Implement, review, and reteach proper hallway behavior. Bi-monthly K-12 roundtable discussions using research materials to proactively address at-risk children and behaviors.

### **1.1.1. Strategy: Discuss and connect**

**Strategy Statement:** Connect literary and historical figures to present day figures and characters. All teachers will discuss world news once a week.

**Selected Target Areas**

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

**Other Required Information for Strategy**

MME, MEAP, DIBELS, AIMS, Classroom assessments, teacher input, individual student grades

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Primary and	2011-	2012-	The School Improvement Team will share data to support school

Secondary resources	09-07	06-07	improvement direction with all educators, parents, and school personnel. 1 hour fall PD day
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### 1.1.1.1. Activity: Primary and Secondary resources

**Activity Type:** Professional Development

**Activity Description:** Research and compile a list of resources available for teachers to incorporate into weekly lessons to discuss global events and its effects locally.

**Planned staff responsible for implementing activity:** The School Improvement Team will share data to support school improvement direction with all educators, parents, and school personnel. 1 hour fall PD day

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-07

**Actual Timeline:** Begin Date - 08/30/2011, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Human, Technology	No Funds Required		

### 1.1.2. Strategy: Supervision

**Strategy Statement:** Increase adult supervision during peak transition times. Implement, review, and reteach proper hallway behavior. Bi-monthly K-12 roundtable discussions using research materials to proactively address at-risk children and behaviors.

**Selected Target Areas**

- I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
- I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
- I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
- II.1.A.6 School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school's improvement vision.

II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

III.1.B.3 All staff agrees that behavioral management is a top priority for the school. The entire school community is aware of and understands the school's behavioral management plan that has been developed with extensive input from stakeholders.

**Other Required Information for Strategy**

SWIS, DIBELS, AIMS data and teacher input was used to support and develop this strategy.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Roundtable Discussions	2010-09-07	2011-06-07	K-12 staff, administration, technology technician

**1.1.2.1. Activity: Roundtable Discussions**

**Activity Description:** Share SWIS data at monthly staff meetings and the developed strategies from roundtable discussions.

**Planned staff responsible for implementing activity:** K-12 staff, administration, technology technician

**Actual staff responsible for implementing activity:** Administration

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Human, technology	No Funds Required	0.00	0.00

**1.2. Objective: Reading Comprehension Strategies**

**Measurable Objective Statement to Support Goal:** By the end of the 2011-2012 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME English Language Arts tests, a 5% increase of students above cut scores in STAR Reading, and a 5% increase in students achieving a C or better average on reading unit tests for K-12 students.

**List of Strategies:**

Name	Strategy
Core Reading Instruction	Classroom teacher will identify the students who have not mastered particular literacy concepts and move them into a small group to work with the Title I teacher on that particular concept. This grouping and regrouping will occur throughout the school year until phonological awareness, phonological segmentation, nonsense word fluency, comprehension, vocabulary and oral reading fluency are mastered by all students.
Direct Instruction	Teachers will implement direct instruction practices in their classrooms.
Focused class size reduction (federally funded)	Second grade students will receive instruction in a smaller group for reading. The group will be no more than an academically mixed group of 10-14 students that will utilize methods to increase reading comprehension at various levels of reading.
Subgroup Achievement (federally funded)	Title I personnel will assist the classroom teacher in using research based comprehension activities with those who are not achieving benchmark on DIBELS and those scoring in the below average range on STAR reading result. At the K-2 level, the Title I teacher will pull out individuals or small groups to work on targeted phonemic awareness deficits. The 3-5 student who are below the benchmark level will receive instruction in a smaller group setting with below level readers appropriate vocabulary skill building and comprehension activities developed to meet their needs.

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### 1.2.1. Strategy: Core Reading Instruction

**Strategy Statement:** Classroom teacher will identify the students who have not mastered particular literacy concepts and move them into a small group to work with the Title I teacher on that particular concept. This grouping and regrouping will occur throughout the school year until phonological awareness, phonological segmentation, nonsense word fluency, comprehension, vocabulary and oral reading fluency are mastered by all students.

#### Selected Target Areas

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

**Other Required Information for Strategy**

Dibels testing, STAR reading results, classroom assessments, and teacher input were used to support the need for this strategy.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
small group	2011-09-07	2012-06-07	Classroom teacher, Title I teacher
The Big Five	2011-08-30	2011-08-30	ISD literacy coach and administration

**1.2.1.1. Activity: small group**

**Activity Description:** Title I teacher and classroom teacher will work together at the K-2 level to analyze the needs of individual students weekly. The identified students will work in a small group to master the deficit concept.

**Planned staff responsible for implementing activity:** Classroom teacher, Title I teacher

**Actual staff responsible for implementing activity:** Title I teacher, classroom teacher

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title I Part A	27,819.00	0.00
Human	General Funds	4,303.00	

**1.2.1.2. Activity: The Big Five**

**Activity Type:** Professional Development

**Activity Description:** The Intermediate School District's Literacy coach will provide our elementary staff with professional development on the most effective way to implement our core reading program.

**Planned staff responsible for implementing activity:** ISD literacy coach and administration

**Actual staff responsible for implementing activity:** ISD literacy coach, classroom teachers

**Planned Timeline:** Begin Date - 2011-08-30, End Date - 2011-08-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Coach PD	Other	250.00	

### 1.2.2. Strategy: Direct Instruction

**Strategy Statement:** Teachers will implement direct instruction practices in their classrooms.

**Selected Target Areas**

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.
II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals. A concerted effort is made to supplement existing funds through external sources.
III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

**Other Required Information for Strategy**

MME, MEAP, DIBELS, AIMS, and STAR reading results were analyzed to support this strategy.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
K-12 book study	2010-09-07	2011-06-07	Title I staff, classroom teachers, ISD Literacy coach, administration

#### 1.2.2.1. Activity: K-12 book study

**Activity Type:** Professional Development

**Activity Description:** Direct instruction on the use of evidence based comprehension strategies will be researched and implemented in all classrooms with monthly updates given at staff meetings.

**Planned staff responsible for implementing activity:** Title I staff, classroom teachers, ISD Literacy coach, administration

**Actual staff responsible for implementing activity:** classroom teachers

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Human	General Funds	0.00	0.00

### 1.2.3. Strategy: Focused class size reduction (federally funded)

**Strategy Statement:** Second grade students will receive instruction in a smaller group for reading. The group will be no more than an academically mixed group of 10-14 students that will utilize methods to increase reading comprehension at various levels of reading.

**Selected Target Areas**

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.
II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

**Other Required Information for Strategy**

DIBELS results, STAR Reading data, teacher input

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Class size reduction (federally funded)	2010-09-07	2011-06-07	Title IIA class-size reduction teacher, the classroom teacher, and administration

**1.2.3.1. Activity: Class size reduction (federally funded)**

**Activity Description:** Teacher will deliver instruction in a smaller group setting (10-14 academically mixed students). Learning will be focused on the needs of the students and their reading abilities. The teacher will research and implement evidence based practices for teaching specific reading comprehension strategies within the curriculum at various levels.

**Planned staff responsible for implementing activity:** Title IIA class-size reduction teacher, the classroom teacher, and administration

**Actual staff responsible for implementing activity:** Title IIA teacher

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title II Part A	10,072.00	0.00
Human	General Funds	2,433.00	

**1.2.4. Strategy: Subgroup Achievement (federally funded)**

**Strategy Statement:** Title I personnel will assist the classroom teacher in using research based comprehension activities with those who are not achieving benchmark on DIBELS and those scoring in the below average range on STAR reading result. At the K-2 level, the Title I teacher will pull out individuals or small groups to work on targeted phonemic awareness deficits. The 3-5 student who are below the benchmark level will receive instruction in a smaller group setting with below level readers appropriate vocabulary skill building and comprehension activities developed to meet their needs.

**Selected Target Areas**

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.
II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.
II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.

**Other Required Information for Strategy**

DIBELS, AIMS, MME, MEAP assessments, teacher input, individual student grades

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Title I Personnel	2011-09-07	2012-06-07	Title I teacher, classroom teachers, administration

**1.2.4.1. Activity: Title I Personnel**

**Activity Description:** Title I personnel will pull out students for reading comprehension at the K-2 level and use a small group model within the classroom for the 3-5 program.

**Planned staff responsible for implementing activity:** Title I teacher, classroom teachers, administration

**Actual staff responsible for implementing activity:** Title I teacher, classroom teachers, administration

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title I Part A	27,819.00	0.00
Human	General Funds	4,303.00	

## Goal 2: Elementary Reading Fluency

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** We expect all Forest Park students to demonstrate increased proficiency in reading fluency.

**Gap Statement:** Overall student performance on the MEAP tests for the 2007-2011 school years has been generally strong (84.8% to 86.8%) with the 09-10 and 07-08 school years above the state average. However the performance of two subgroups (EDD and SWD students) for the same testing period generally lagged behind the aggregate scores. The SWD students lagged behind 27.1% of the state average. 33.3% of the EDD and SWD students at the K-8 level were not proficient which is 16.79% below the state average. MME scores of 11th grade students over the same time period increased from 06-07 to 07-08 by 5.3%, decreased from 07-08 to 08-09 by 12.3%, and increased by 9.5% in 09-10. However, our EDD population increased scores from 33.3% on MME to 66.7%. STAR reading results indicate that all grade levels increased their grade level equivalence by .8. The 5th and 8th grade students scored below state average on the MEAP test by 7% and 9% respectively.

DIBELS assessment for the second grade students in 2009-2010 year had 37% scoring below benchmark, 29% scoring at benchmark and 33% scoring above benchmark. In the year 2010-2011, the second grade students scored 44% below benchmark, 56% at benchmark, and 0% scoring above benchmark. STAR Reading data for the 2009-10 group indicated 16% below average, 50% reading in the average category, and 34% in the above average range. STAR Reading data for the 2010-2011 group indicated 46% below average, 4% reading in the average category, and 50% in the above average range. The average post test was at a 2.9. 12% of the Kindergarten students are not at benchmark at the end of the 2010-2011 school year according to the Dibels Benchmark measures. The seventh grade students in the low-risk category on the AIMSWEB assessment tool decreased by 8% from last year to this year and the 8th grade had 6.3% moving into the at-risk category.

SWIS data results indicated that there was significant increase in the number of referrals at lunchtime and at the end of the day. The largest number of referrals occurred in the month of October and November and December with a 11% increase during these time periods from the other months. Overall from November to May there was a 53% decrease in referrals

**Cause for Gap:** Lack of understanding to teach using the big 5 components found in the reading series. The lack of consistent implementation of professional development in the past. The need to teach vocabulary and then incorporate that vocabulary within the context of everyday living. Outdated reading series at the 1-3 level.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Data was derived from the past 3 years of MEAP and MME test scores. The past two years of data was used from the DIBELS and AIMS assessments. The data is cross-referenced with classroom assessments, teacher observation, and individual student grades.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** By the end of the 2011-2012 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME English Language Arts tests, a 5% increase of students above cut scores in STAR Reading, and a 5% increase in students achieving a C or better average on Reading unit tests for K-12 students. There will be a 5% increase in STAR reading and DIBELS assessment scores specifically for the first grade class in 2011-2012 school year.

**Contact Name:** Becky Waters

**List of Objectives:**

Name	Objective
Increased Fluency	By the end of the 2010-2011 school year, there will be an increase of 5% on the MEAP, MME, STAR Reading scores.

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## 2.1. Objective: Increased Fluency

**Measurable Objective Statement to Support Goal:** By the end of the 2010-2011 school year, there will be an increase of 5% on the MEAP, MME, STAR Reading scores.

**List of Strategies:**

Name	Strategy
Focused Class Size Reduction (federally funded)	The second grade classroom will be reduced in size with one group composed only of about 10-14 academically mixed students. The Title II teacher will focus on the direct needs based off of the Dibels and STAR testing for each students. The teacher will use an evidence based fluency program to increase fluency within that subgroup of students.
Subgroup fluency (federally funded)	The classroom teacher and Title I personnel will identify those students according to data from DIBELS, MEAP, teacher input, and STAR Reading who are in need of targeted assistance in reading fluency. The group will be identified and prioritized according to need. The title I teacher will pull out individuals or small groups of students during the day to develop greater fluency using evidence based programs.

### 2.1.1. Strategy: Focused Class Size Reduction (federally funded)

**Strategy Statement:** The second grade classroom will be reduced in size with one group composed only of about 10-14 academically mixed students. The Title II teacher will focus on the direct needs based off of the Dibels and STAR testing for each students. The teacher will use an evidence based fluency program to increase fluency within that subgroup of students.

#### Selected Target Areas

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.
II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.
II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.

#### Other Required Information for Strategy

DIBELS, classroom assessments, teacher input, and individual students grades

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Title II intervention-class size reduction	2011-09-07	2012-06-07	Title II teacher, classroom teacher, administration

#### 2.1.1.1. Activity: Title II intervention-class size reduction

**Activity Description:** Title II teacher will employ evidence based reading fluency strategies within the smaller group of academically mixed students to reduce the size of the second grade classroom. The

teacher will provide individualized and direct instruction to a population of students to increase reading fluency at various levels of learning.

**Planned staff responsible for implementing activity:** Title II teacher, classroom teacher, administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-07

**Actual Timeline:** Begin Date - 09/06/2011, End Date - 06/03/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title II Part A	10,072.00	0.00
Human	General Funds	2,433.00	

### 2.1.2. Strategy: Subgroup fluency (federally funded)

**Strategy Statement:** The classroom teacher and Title I personnel will identify those students according to data from DIBELS, MEAP, teacher input, and STAR Reading who are in need of targeted assistance in reading fluency. The group will be identified and prioritized according to need. The title I teacher will pull out individuals or small groups of students during the day to develop greater fluency using evidence based programs.

**Selected Target Areas**

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.
II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.
II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.
II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.
II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School

leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

**Other Required Information for Strategy**

MEAP, DIBELS, AIMS, STAR Reading, teacher input, individual student grades were used to determine support for this strategy.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Title I intervention	2011-09-07	2012-06-07	Title I teachers, elementary classroom teachers, administration

**2.1.2.1. Activity: Title I intervention**

**Activity Description:** Teachers will help students develop fluency with the assistance of the Title I teacher by using evidence based fluency program called Read Naturally and the weekly fluency checks as provided in our Houghton Mifflin Reading Series. Additional evidence based fluency interventions will be implemented as needed according to progress monitoring results.

**Planned staff responsible for implementing activity:** Title I teachers, elementary classroom teachers, administration

**Actual staff responsible for implementing activity:** Title I teachers, elementary classroom teachers, administration

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-07

**Actual Timeline:** Begin Date - 09/06/2011, End Date - 06/01/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title I Part A	27,819.00	0.00
Human	General Funds	4,303.00	

**Goal 3: Inquiry-based learning**

Content Area: Science

**Development Status:** Complete

**Student Goal Statement:** We expect all students to demonstrate increased proficiency in the area of inquiry-based learning across the curriculum.

**Gap Statement:** Overall student performance on the MEAP tests for the 2006-2011 school years has been generally strong (79.5% to 100%) with district scores consistently exceeding state averages. However the performance of two subgroups (EDD and SWD students) for the same testing period generally lagged behind the aggregate scores. The EDD students lagged behind in the range of 1.4% to 6.7% and the SWD students lagged behind 13.4% to 58.6%. MME scores over the same 3 years have steadily increased from 61% to 72%; which is also above the state average. However, our EDD and SWD students have lagged behind an average of 17.7% and 62.9%, respectively.

**Cause for Gap:** Revamped MI Standards and GLCEs occurred at the 8-12 and K-7 grade levels in 2006 and 2009, respectively. A lack of vertical alignment has resulted in non-completion of grade level material and deficiencies in relevant inquiry-based learning.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The sources of data included MEAP analysis over the past three years, MME analysis over the past three years, teacher assessments, and individual student grades.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** The data from classroom assessments and teacher observations will be analyzed on our professional development days and monthly staff meetings with the premise that one new strategy a month will be developed for staff to implement with their students in the areas of inquiry-based learning. Success will be measured by a 5% growth in the student's science scores on the MME, MEAP and grade level assessments.

**Contact Name:** Becky Waters

**List of Objectives:**

Name	Objective
Increase proficiency in the use of inquiry-based learning	By the end of the 2011-2012 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME Science tests and a 5% increase in students achieving a C or better average on Science unit tests for K-12 students.

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### **3.1. Objective: Increase proficiency in the use of inquiry-based learning**

**Measurable Objective Statement to Support Goal:** By the end of the 2011-2012 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME Science tests and a 5% increase in students achieving a C or better average on Science unit tests for K-12 students.

**List of Strategies:**

Name	Strategy
Curriculum alignment	Staff will vertically align the science curriculum.
Inquiry-based project	Staff research and develop a cross-curricular inquiry-based project for all K-12 students.

### 3.1.1. Strategy: Curriculum alignment

**Strategy Statement:** Staff will vertically align the science curriculum.

**Selected Target Areas**

I.1.A.1	The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.2	The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.2.A.3	A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.1	The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

**Other Required Information for Strategy**

MEAP and MME assessments, individual student grades, classroom assessments, and teacher input were used to analyze the need for this strategy.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Curriculum Mapping	2011-09-07	2012-06-01	K-12 Staff, administration and the technology department will be responsible for the completion of this activity.

#### 3.1.1.1. Activity: Curriculum Mapping

**Activity Description:** Teachers will each have 1/2 day to revise their science curriculum maps at their grade level. During Professional development day and/or staff meeting opportunity, the K-12 staff will meet and discuss the necessary changes that have to be made in order for the curriculum to align vertically. The staff will then separate back out into grade level areas and make the changes needed in their curriculum maps.

**Planned staff responsible for implementing activity:** K-12 Staff, administration and the technology department will be responsible for the completion of this activity.

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Personnel, Technology Department, Computers, Time	General Funds	0.00	0.00

### 3.1.2. Strategy: Inquiry-based project

**Strategy Statement:** Staff research and develop a cross-curricular inquiry-based project for all K-12 students.

**Selected Target Areas**

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.
III.1.B.4 Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the contribution that collaboration makes to student success.

**Other Required Information for Strategy**

The school improvement team researched the last four years of the MEAP strands, MME, and overall school science grades, along with teacher input to determine the need for this strategy.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-09-07	2011-06-07	Educational staff and administration
Professional Development	2011-09-07	2012-06-01	K-12 educational staff, administration, para-professionals will be responsible for the implementation. The school improvement team will be responsible for the monitoring of this activity.

**3.1.2.1. Activity: Curriculum Alignment**

**Activity Description:** Staff will vertically align the science curriculum.

**Planned staff responsible for implementing activity:** Educational staff and administration

**Actual staff responsible for implementing activity:** Classroom teachers and administration

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Human, Rubicon Atlas	General Funds	0.00	0.00

**3.1.2.2. Activity: Professional Development**

**Activity Description:** The staff will research, develop and design a cross-curricular K-12 inquiry-based learning activity in the core area of science. The project will be implemented during the 2011-2012 school year with progress updates provided at monthly staff meetings and during the professional development days scheduled during the school year.

**Planned staff responsible for implementing activity:** K-12 educational staff, administration, para-professionals will be responsible for the implementation. The school improvement team will be responsible for the monitoring of this activity.

**Actual staff responsible for implementing activity:** Staff and administration

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Personnel, Technology	No Funds Required	0.00	0.00

## Goal 4: Math Fluency and proficiency

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** We expect all students to demonstrate increased proficiency in math.

**Gap Statement:** Overall student performance on the MEAP tests for the 2006-2011 school years has been generally strong (80% to 86.7%) with district scores consistently exceeding state averages. However the performance of two subgroups (EDD and SWD students) for the same testing period generally lagged behind the aggregate scores. The EDD students lagged behind in the range of .8% to 19.8% and the SWD students from 2009-2010 dropped from 83% proficient to 38% proficient in 2010-2011. MME scores over 2008-2010 years have steadily increased from 45% to 64%; however the percent proficient dropped by 1% in 2011 which is still above the state average. Our EDD students have lagged behind and increased from 14.3% to 38% who have not met proficiency. There has been no SWD subgroup who has achieved proficiency from 2006-2011. There were no eleventh grade females who scored in level 1 in 2011 on the MME math test. STAR Math results indicate the overall performance of students has increased by the equivalence of one grade level or more in all but 2nd and 8th grades. The third grade STAR scores, who went through two years of class size reduction, indicate that 43% of our students were above average on the STAR math scores at the end of the 2011 school year, 52% were in the average range, and only 1 student scored below average. This is an overall increase in average scores from the previous school year.

**Cause for Gap:** A lack of consistency in the use of the differentiation of instruction that is built within the math program. Areas of weakness for all students include a basic understanding of fractions and multiplication and division of numbers in general. Math vocabulary is also a school wide weakness.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Measures/sources of data used were the MEAP tests from the past four years, MME data over a four-year period, classroom assessments, teacher input, and the STAR math data.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** STAR Math is administered twice a year. The data from STAR Math and classroom assessments will be analyzed on our professional development days and monthly staff meetings with direction to develop intervention strategies to assist those students who have not shown growth in the math area. After school tutoring with a highly qualified teacher is available to every student at the 1-12 grade level. Success will be measured by a 5% growth in the student's math scores on STAR Math test, MME, MEAP and grade level assessments.

**Contact Name:** Becky Waters

**List of Objectives:**

Name	Objective
Increase math proficiency and math fluency	By the end of the 2011-2012 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME Math tests, a 5% increase of students above cut scores in STAR Math, and a 5% increase in students achieving a "C" or better average on Math unit tests for K-12 students.

### 4.1. Objective: Increase math proficiency and math fluency

**Measurable Objective Statement to Support Goal:** By the end of the 2011-2012 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME Math tests, a 5% increase of students above cut scores in STAR Math, and a 5% increase in students achieving a "C" or better average on Math unit tests for K-12 students.

**List of Strategies:**

Name	Strategy
Focused class size reduction (federally funded)	Second grade students will receive instruction in a smaller group for math. The group will be no more than 10-14 academically mixed students that need math to move at a pace conducive to their learning. They will receive remediation and extension in the content area that is identified by the teacher, STAR test results, and classroom assessment.
Fractions	Students will be afforded the opportunity to use visual aids and hands-on fraction manipulatives.
Math Facts	Consistently incorporate math facts into daily classroom routine. Examples: snack math, lineup math facts, transitional math facts.
Math Vocabulary Organizer	Implement a consistent vocabulary graphic organizer for all K-12 students.
Word walls and accompanied flash cards	Math word walls will be developed in each classroom and flash cards will be made for practice.

#### 4.1.1. Strategy: Focused class size reduction (federally funded)

**Strategy Statement:** Second grade students will receive instruction in a smaller group for math. The group will be no more than 10-14 academically mixed students that need math to move at a pace conducive to their learning. They will receive remediation and extension in the content area that is identified by the teacher, STAR test results, and classroom assessment.

**Selected Target Areas**

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

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

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

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

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

**Other Required Information for Strategy**

Teacher input, classroom assessments, STAR Math data over a 4 year period

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Smaller class size (federally funded)	2011-09-07	2012-06-01	Title II teacher and classroom teacher

**4.1.1.1. Activity: Smaller class size (federally funded)**

**Activity Description:** The class size reduction teacher will instruct a small group of 10-14 academically mixed students in the second grade and utilize methods to increase math proficiency and fluency at various levels of learning.

**Planned staff responsible for implementing activity:** Title II teacher and classroom teacher

**Actual staff responsible for implementing activity:** Classroom teacher and Title IIA teacher

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title II Part A	10,072.00	0.00
Human	General Funds	2,433.00	

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### 4.1.2. Strategy: Fractions

**Strategy Statement:** Students will be afforded the opportunity to use visual aids and hands-on fraction manipulatives.

**Selected Target Areas**

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

**Other Required Information for Strategy**

MME and MEAP data over a 4 year period, Star Math, teacher input, and individual student grades

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Data Dissemination	2011-09-07	2012-06-07	School Improvement team, paraprofessionals, K-12 educators, administration

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#### 4.1.2.1. Activity: Data Dissemination

**Activity Description:** Share data to support school improvement direction.

**Planned staff responsible for implementing activity:** School Improvement team, paraprofessionals, K-12 educators, administration

**Actual staff responsible for implementing activity:** Administration, School Improvement Team, Classroom teachers

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Information system	General Funds	0.00	

### 4.1.3. Strategy: Math Facts

**Strategy Statement:** Consistently incorporate math facts into daily classroom routine. Examples: snack math, lineup math facts, transitional math facts.

**Selected Target Areas**

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

**Other Required Information for Strategy**

MME, Star Math, MEAP assessments, teacher input

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Basic math facts	2011-09-07	2012-06-07	Educational teaching staff, paraprofessionals, administration

#### 4.1.3.1. Activity: Basic math facts

**Activity Description:** Use time within the classroom to consistently incorporate math facts into the daily classroom routine using a variety of methods. Each teacher will have a listing posted by their door of ways to incorporate math fact activities readily into their routine.

**Planned staff responsible for implementing activity:** Educational teaching staff, paraprofessionals, administration

**Actual staff responsible for implementing activity:** Classroom teachers, administration

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Time management	General Funds	0.00	0.00

### 4.1.4. Strategy: Math Vocabulary Organizer

**Strategy Statement:** Implement a consistent vocabulary graphic organizer for all K-12 students.

**Selected Target Areas**

III.1.B.4 Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the contribution that collaboration makes to student success.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

**Other Required Information for Strategy**

MME and MEAP assessments from the past three years, teacher input and classroom assessments, individual student grades, and STAR Math data

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
vocabulary organizer	2011-09-07	2012-06-01	Classroom teachers, paraprofessionals, administration, technology coordinator

#### 4.1.4.1. Activity: vocabulary organizer

**Activity Description:** A graphic organizer will be shared with all K-12 staff to be implemented within all classrooms with all students for consistency and organization.

**Planned staff responsible for implementing activity:** Classroom teachers, paraprofessionals, administration, technology coordinator

**Actual staff responsible for implementing activity:** Classroom teachers, administration

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Excel Template	General Funds	0.00	0.00

#### 4.1.5. Strategy: Word walls and accompanied flash cards

**Strategy Statement:** Math word walls will be developed in each classroom and flash cards will be made for practice.

**Selected Target Areas**

- I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
- I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
- I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
- I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
- I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
- I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
- I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
- I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to

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

**Other Required Information for Strategy**

MEAP and MME assessments, STAR math and classroom assessments, teacher input

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Math Vocabulary	2011-09-07	2012-06-01	Classroom paraprofessionals, teaching staff, and administration

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**4.1.5.1. Activity: Math Vocabulary**

**Activity Description:** Determine consistent and common math vocabulary, terms and concepts. Develop a word wall and flash cards.

**Planned staff responsible for implementing activity:** Classroom paraprofessionals, teaching staff, and administration

**Actual staff responsible for implementing activity:** Classroom teachers, administration

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum materials and references	General Funds	0.00	0.00

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**Goal 5: Middle School Reading Fluency**

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** We expect all Forest Park K-12 students to demonstrate increased proficiency in reading fluency.

**Gap Statement:** Overall student performance on the MEAP tests for the 2007-2011 school years has been generally strong (84.8% to 86.8%) with the 09-10 and 07-08 school years above the state average. However the performance of two subgroups (EDD and SWD students) for the same testing period generally lagged behind the aggregate scores. The SWD students lagged behind 27.1% of the state average. 33.3% of the EDD and SWD students at the K-8 level were not proficient which is 16.79% below the state average. MME scores of 11th grade students over the same time period increased from 06-07 to 07-08 by 5.3%, decreased from 07-08 to 08-09 by 12.3%, and increased by 9.5% in 09-10. However, our EDD population increased scores from 33.3% on MME to 66.7%. STAR reading results indicate that all grade levels increased their grade level equivalence by .8. The 5th and 8th grade students scored below state average on the MEAP test by 7% and 9% respectively.

DIBELS assessment for the second grade students in 2009-2010 year had 37% scoring below benchmark, 29% scoring at benchmark and 33% scoring above benchmark. In the year 2010-2011, the second grade students scored 44% below benchmark, 56% at benchmark, and 0% scoring above benchmark. STAR Reading data for the 2009-10 group indicated 16% below average, 50% reading in the average category, and 34% in the above average range. STAR Reading data for the 2010-2011 group indicated 46% below average, 4% reading in the average category, and 50% in the above average range. The average post test was at a 2.9. 12% of the Kindergarten students are not at benchmark at the end of the 2010-2011 school year according to the Dibels Benchmark measures. The seventh grade students in the low-risk category on the AIMSWEB assessment tool decreased by 8% from last year to this year and the 8th grade had 6.3% moving into the at-risk category.

SWIS data results indicated that there was significant increase in the number of referrals at lunchtime and at the end of the day. The largest number of referrals occurred in the month of October and November and December with a 11% increase during these time periods from the other months. Overall from November to May there was a 53% decrease in referrals.

**Cause for Gap:** A lack of professional development over the years, and unguided reading instruction training is highly probable as the cause of the deficiency. In addition, as parental involvement decreases, many times, reading issues increase. Our parent involvement has decreased. Lack of time dedicated for the teaching staff and administration in developing concise intervention strategies.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP assessments, DIBELS and AIMSWEB data system. Data is cross-referenced with classroom assessments, STAR Reading tests, teacher observation, and coursework grades.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** DIBELS and AIMSWEB is administered three times a year. STAR is administered twice a year. The data from all three assessment tools will be analyzed on our last professional development day in June with direction to develop intervention strategies to assist those students who are in the high risk category. At the middle school level and elementary level, the high risk group is receiving intervention methods approximately 100-150 minutes a week in addition to their regular language arts instruction. Progress monitoring is occurring every 2-3 weeks with adjustments made accordingly. Success will be measured by a 5% growth in the student's reading fluency scores.

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
07/01/2010	Becky Waters	Inactive	This goal will be inactive until At Risk funding for the 2010-2011 school year is allocated. The personnel involved have changed job positions as well.
06/16/2010	Becky Waters	In Progress	Progress Status changed from Open to In Progress

**Contact Name:** Becky Waters

**List of Objectives:**

Name	Objective
Increased Fluency	By June 2011, there will be an increase of 5% on the MEAP, STAR Reading, DIBELS and AIMSWEB measure in reading fluency and comprehension.

## 5.1. Objective: Increased Fluency

**Measurable Objective Statement to Support Goal:** By June 2011, there will be an increase of 5% on the MEAP, STAR Reading, DIBELS and AIMSWEB measure in reading fluency and comprehension.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
07/01/2010	Becky Waters	Inactive	Progress Status changed from In Progress to Inactive
06/16/2010	Becky Waters	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

Name	Strategy
Small Group instruction	Students identified as high risk on the DIBELS and AIMSWEB testing and who also scored below grade level on the STAR reading test, will be afforded the opportunity to receive 100-150 minutes of direct instruction using evidence based intervention strategies.

### 5.1.1. Strategy: Small Group instruction

**Strategy Statement:** Students identified as high risk on the DIBELS and AIMSWEB testing and who also scored below grade level on the STAR reading test, will be afforded the opportunity to receive 100-150 minutes of direct instruction using evidence based intervention strategies.

**Selected Target Areas**

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.
III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.
V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

**Other Required Information for Strategy**

MEAP,DIBELS assesment, and AIMSWEB assessment data.

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
07/01/2010	Becky Waters	Inactive	Progress Status changed from In Progress to Inactive
06/16/2010	Becky Waters	In Progress	DIBELS and AIMSWEB data indicated an increase in fluency and reading comprehension at the end of the 2009-2010 school year for all 7th grade students involved in the small group instruction. The data revealed the 6th grade students under the reading fluency groups made smaller gains than the 7th grade group overall. The program will continue dependent upon at-risk funding and availability of staff according to contractual language and highly qualified status.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
rescheduling	2011-09-06	2012-06-01	At-risk staff, middle school teachers, and administration

**5.1.1.1. Activity: rescheduling**

**Activity Description:** Allocated staff time and schedules will be arranged to accommodate those students in the high risk category designated in the area of fluency. Students in this category will be grouped accordingly and assigned a 10 minute block to complete the 6 minute solution program 4 times a week.

**Planned staff responsible for implementing activity:** At-risk staff, middle school teachers, and administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
At-risk	Section 31 a	5,600.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
07/01/2010	Becky Waters	Inactive	Progress Status changed from In Progress to Inactive
06/16/2010	Becky Waters	In Progress	Progress Status changed from Open to In Progress

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title I Part A	\$83,457.00	\$0.00
Section 31 a	\$5,600.00	\$0.00
General Funds	\$20,208.00	\$0.00
Title II Part A	\$30,216.00	\$0.00
No Funds Required	\$0.00	\$0.00
Other	\$250.00	\$0.00

# Additional Requirements

## Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

*The comprehensive needs assessment is conducted through a collaborative effort of our school improvement team. Our team consists of administration, business manager, guidance counselor, educators, and school board members.*

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

*Kindergarten through eighth grade students are given the STAR Math and STAR Reading tests. In addition, DIBELS and AIMSWEB are administered to each student accordingly. The grade level teachers and administration review the test data and classroom performance in a grade level meeting and based on the outcome, make a decision of what type of services are needed for each child who tested in the moderate and high risk category and/or below grade level on the STAR tests. During these meetings, potential intervention strategies are discussed, time and scheduling are planned, and progress monitoring is scheduled. During the next months, the data from the DIBELS progress monitoring, teacher and parent input are used to determine the implementation of future instructional strategies. All information will be recorded on the new teacher referral for periodic review.*

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

*All students at the 3-8 grade levels are given either the DIBELS or AIMSWEB assessments three times a year and the STAR MATH and STAR READING assessments twice a year. All teachers use the grade level content expectations as a guide to select students whose performance is at risk or failing these grade level expectations. The Title I referral form includes information from the teacher, MEAP assessment data, STAR data, and the DIBELS and/or AIMSWEB data. The Title I team then uses the information to make a decision to implement Title I services for individual students.*

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

Grade 2 students.

*All students at the 3-8 grade levels are given either the DIBELS or AIMSWEB assessments three times a year and the STAR MATH and STAR READING assessments twice a year. All teachers use the grade level content expectations as a guide to select students whose performance is at risk or failing these grade level expectations. The Title I referral form includes information from the teacher, MEAP assessment data, STAR data, and the DIBELS and/or AIMSWEB data. The Title I team then uses the information to make a decision to implement Title I services for individual students.*

### **Services for Eligible Students**

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

### **Incorporated into Existing School Program Planning**

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

*The 2010-2011 School Improvement Plan contains goals, objectives, and strategies that were developed using data from the MEAP, MME, AIMSWEB, DIBELS, classroom performance, and teacher input. Our School Improvement Team used the aggregate Title I scores as a subgroup to determine our school needs. Title I funding is very instrumental in achieving those goals by utilizing the Title I personnel to work with that particular subgroup of students and develop strategies for learning that will raise individual and collective test scores in all four core areas. The School Improvement Plan designates federally funded Title I money as a key component in the success of our School Improvement Plan.*

### **Instructional Strategies**

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

### **Title I and Regular Education Coordination**

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

*Title I teachers monitor and assist in implementing interventions conducted by the classroom teacher. They assist teachers in building an interactive classroom environment focused on the content and learning strategies embedded in the program. They provide support and assistance to classroom teachers in the full implementation of the district's writing, reading / language arts and math programs. They monitor intervention effectiveness with assessment data. They collaborate and coordinate efforts with other Title I personnel and classroom teachers to ensure effective literacy instruction is provided. They communicate with administration and classroom teachers on the progress of individual students. The pre-school teacher*

*and Kindergarten teachers use the Brigance assessment tool and a classroom assessments to determine which students would be most likely to begin the year in the reading curriculum and which students will need more letters and sound remediation. Student data is shared with parents at conference time. Progress monitoring occurs for those students who are on the border of either curriculum with a final determination shared with parents at the end of the school year. Head start teacher discusses progress of students transitioning into our district at the end of each school year for proper program placement.*

### **Curriculum Alignment that Corresponds to the Goals**

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

*Our school district uses a mapping software program. The program has an automatic alignment to standards function; therefore staff makes adjustments as needed if a standard comes out as not being taught and measured. Each year, the staff is given the opportunity to review maps prior to school starting. This year, staff will receive training from our technology coordinator who has been working directly with the mapping company. This training will be in small departmental groups and grade level groups throughout the school year with updating and alignment completed by the end of the 2011-12 school year. The school improvement team uses testing data from a variety of sources, and analyzes the school curriculum when making decisions about goals, objectives and strategies each year.*

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

*Decisions about our curriculum, instruction and assessment are made through teacher recommendation to the K-12 Principal to the Superintendent and then to the Policy and Curriculum Board Committee. Stakeholders are only involved at the initial stages of development until approval is granted by the board. When given approval, the stakeholders are expected to implement the decisions made by the board with the K-12 Principal overseeing the implementation process.*

### **Instruction by Highly Qualified Professional Staff**

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

*All Title I paraprofessionals and all teachers meet the Highly Qualified requirements. Our district is in 100% compliance in the highly qualified staff area according to the State Of Michigan and the federal government. Our staff is monitored by the Superintendent's administrative assistant who completes the REP report yearly which verifies each person's highly qualified status and licensing.*

### **High-Quality and Ongoing Professional Development**

Use the results of the comprehensive needs assessment to create a written professional development plan that

identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

### Strategies to Increase Parental Involvement

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

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

*The Forest Park School Board Policy Manual specifically addresses access to all students and community members. The Forest Park School District is ADA compliant. We have parental involvement in our Title I monthly committee meetings. Twice a year parents are invited to a Title I meeting at conference time. During conference time, the Title I teacher is available to answer any questions and assist parents in reading their child's assessments and review progress. Classroom teachers distribute information to parents at conference time on ways to help your child learn. A family night is planned during the school year for parents and children to attend with various reading and math activities implemented. An on-line story is presented to the children and parents during this family night. Currently there are no barriers that would hinder parents from equitable access to federally-funded programs and activities. Quarterly Title I meetings are held with parent representation included on the committee. District newsletters contain an article related to Title I on a regular basis. A web page has been designed with information for parents.*

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

#### 2a. Design

*The involvement plan initially was designed to give parents the opportunity to view what is available in an easy, quick to read format. Additional surveys will now be developed based on the response from the whole school survey posted on the website: [www.fptrojans.org](http://www.fptrojans.org). Recruitment for parent volunteers and involvement in the Title I planning process will be ongoing.*

#### 2b. Implementation

*Ongoing recruitment for parent involvement will be done annually in the fall at our school open house, fall conferences, and again at Spring conferences. A paper copy of our parent involvement plan, parent compact and referral form will be available for all parents to peruse during these opportune times. Title I meetings will be posted on our school website.*

#### 2c. Evaluation

*A yearly survey of Title I support will be given to all parents of Title I students at Spring conferences. The survey will be developed and approved in collaboration with the Title I team and the School Improvement team. Modifications will be made to the program if necessary according to the data from the survey, student achievement data, administration input and teacher input. The survey will be posted to the web for completion.*

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

*Parent-teacher conferences at the elementary level are held twice a year. Attendance is mandatory. If a parent fails to come for conferences, the teacher is responsible to contact the parent and perform a phone conference. During the conference, assessment results are shared from the DIBELS and STAR testing, student behavioral and academic performance is discussed, and overall student progress based on teacher observation is shared. Report cards are handed out at conference time and used as an opportunity to learn how to read the report card for future reference.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*The School-Parent compact was created by the Title I team which consisted of a parent, the Title I teacher, three educators and administration. The compact is shared with parents annually at elementary conference time.*

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

*We have had very little success when it comes to parent involvement in actual Title I meetings. Therefore, success will be measured by an increase of parents who do attend Title I meetings, as well as an increase in parents attending the annual family nights held in the fall and spring. Meeting minutes will be posted to the school website with a survey attached to verify who is reading the minutes. An input or comment option will be added to the survey which will be shared at each Title I meeting.*

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

*The summary will occur throughout the 2011-12 school year by the Title I team/School Improvement team members as survey results come in. The results will be used as one factor when deciding on ways to improve the targeted Title I program. The Title I teacher and administrator will be meeting every two weeks to review data and determine the direction of instruction for individual students.*

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

### Preschool Transition Strategies

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

*Our preschool program is located within our building. Preschool students are invited to all of the same programs that the other elementary students attend; therefore, the preschool students develop a sense of being part of the school system at an early age. Monthly preschool family nights are held with our early childhood team which consists of the preschool teachers, paraprofessional, administration, Kindergarten and First grade teachers. The students and parents work closely with the early childhood team throughout the year.*

### Alternative Measures of Assessment

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

*Forest Park uses a variety of testing measures along with parent and teacher input. MEAP, MME, AIMSWEB, DIBELS, STAR READING, STAR MATH, Woodcock Johnson and SWIS data are analyzed and are used in conjunction with parent, teacher, and administration in making educational decisions for students. SAT meetings are designed to include the analyzation of the whole student and the comparison of data over an extended period of time.*

### Coordination of Title I, Part A and Other Resources

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

*Our K-2 program is a pull out program designed to target the specific developmental needs that individual students are lacking. Often it is a basic foundational component of reading or math that a child may have not mastered due to developmental or environmental issues at the time it was being taught. Our 3-5 grade program is more of an inclusionary title I program where the title I teacher is directly involved in the leveled reading program as designed by the classroom teacher. The implementation of appropriate skills and vocabulary according to the student's needs is delivered. The 4-5 students receive a program through the Michigan Extension Office on bullying. The K-3 students receive a health and nutrition program from the Michigan Extension Office which occurs weekly for six weeks. Our school follows the Michigan Health Model as designed and approved by the State Of Michigan for grades 1-9. The local ISD offers a Head Start and vocational education programs for Iron County. Bay West College is located approximately 30 miles from our school district which offers programs for adults. Northpointe Behavioral Systems is located 20 miles from Crystal Falls and offers counseling services locally within our school for any students who*

qualify.

### Ongoing Review of Eligible Student Progress

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

*The STAR math and STAR reading assessments are given to our students in grades 1-5 in the fall and spring to measure growth. The DIBELS assessments are used three times a year for our K-5 students and the AIMS assessment for our 6-8 students three times a year. Any students whose scores fall in the category of need on the STAR testing and the DIBELS and AIMS in the fall are considered for Title I services. Progress monitoring with this group of students is assessed every 3 weeks until the next test session occurs with strategies implemented to target areas of weakness. The data is used in our middle school group to identify those students who may be in need of additional reading strategy coursework during the school year. This program is supported by At-Risk funds.*

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

*The data is used as an indicator of the need for fluency or comprehension in reading. If fluency is the issue, researched based programs such as Read Naturally is utilized. If comprehension is an issue, then researched based comprehension strategies are taught and/or incorporated within the classroom setting in any of the core areas. The STAR test allows our personnel to see the specific area of weakness in reading and math as it offers suggestions for improvement including the areas of vocabulary, math fluency, math facts, etc.*

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

*As progress monitoring occurs and new data results are reviewed, the Title I staff will revise the services provided according to need. This past year, our district has seen great improvement with five third grade and fourth grade students who made significant gains in reading according to the STAR reading and DIBELS assessments. Two of those students will still receive targeted program services, while three will continue to be monitored; however, will now receive services based specifically more on vocabulary and less on fluency and comprehension. The STAR math assessment and the MEAP results indicates our need as a whole district to develop greater fluency in math facts. As the strategies to improve this goal are implemented and progress is made as a whole school, the services will be revised according to the new data from STAR math, MEAP, classroom assessments and teacher input.*

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

*Specific grade level information was analyzed in our school improvement meetings based on test data from MEAP, MME, AIMS, DIBELS, classroom assessment, individual student grades, and teacher input. The information will be shared at our fall professional development day prior to the start of the school year. At that time, vertical alignment of the curriculum will occur where teachers are looking at what specifically is*

*being taught, where the overlap in instruction is occurring, and where the lack of instruction is occurring from grade to grade. Instruction for the year will be adjusted accordingly with further professional development to occur if necessary during the school year. The title I team will use the data and prior year teacher recommendations to identify the Title I students. The information on specific area of deficit for each identified student will be shared from the Title I teacher with the classroom teacher.*

### **Effective Use of Technology**

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

*Our technology coordinator was very much involved in the development of the plan indicating where technology will best fit our needs and progression. Many of the strategies to be implemented will require some kind of internet research or computer based assistance.*

### **Evaluation of the School Improvement Plan**

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

*Our school reviews the implementation of the SIP quarterly with adjustments and reminders being made as appropriate. At the end of the school year, the SIP meets for 3 days and evaluates the results of the SIP using data from MEAP, MME, DIBELS, AIMSWEB, SWIS, STAR READING, STAR MATH, individual student grades, classroom assessments, and teacher input.*

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

*Information will be disseminated through the website, newsletter, board minutes, classroom weekly bulletin, local newspaper, and monthly office bulletins. Progress will be shared through the same venues listed. Each professional development day will include time for the School Improvement Team to update the staff on the progress in attaining our goals.*

### **Building Level Decision-Making**

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

*Our team met for 2.5 days in June. We had a short review of how to find useful information from Data Director and Data4ss. We also used the OEAA website to gather necessary data in regards to our MEAP*

*and MME scores. The team worked together to find our deficiencies or weaknesses according to the data and teacher input using the sources from MEAP, MME, AIMS, DIBELS, Star math, and STAR reading. We then developed goals, objectives, and strategies, wrote gap statements accordingly, and devised a professional development plan for the upcoming school year. Our team will be addressing our concerns at the beginning of the school year with the entire staff. We will be monitoring our results from classroom assessments, MEAP, MME, STAR, DIBELS, and AIMS as the year progresses and making the necessary adjustments to our teaching and learning process. The team will be developing additional surveys to post on our website according to the information gathered from the original more generic survey.*

## Assurances

### EdYES!

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

Response: *Yes*

Comments: *All students in 3-5 take the MEAP. All students in 1-5 are measured in math and literacy using the STAR READING and STAR MATH twice a year. All students in grades 1-5 are measured three times a year using the DIBELS assessment tool. In 2011-12, the district will be using DIBELS NEXT.*

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

Response: *Yes*

Comments: *<http://www.fptrojans.org/PDF/Annual-Education-Report-8-3-10-FPSD.pdf>*

### Educational Development Plan (EDP)

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

Response: *Yes*

Comments: *100% of our 8th grade students have an approved EDP on file; however, only 50% have a parent signature. This is an area of improvement for the 2011-12 school year.*

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

Response: *Yes*

Comments:

### Health and Safety (HSAT)

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

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

a safe school environment.

Response: *Written policy, fully implemented*

Comments:

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

Response: *No*

Comments: *Currently the K-8 staff are the ones who have been trained with the MIBLISI grant.*

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments: *Updated versions of the Michigan Health Model needs to be purchased for grades K,2,3,4.*

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *No*

Comments:

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

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

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments: *Our school is on the third year of the MIBLISI grant. K-8 has implemented Positive Behavior supports.*

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to all indoor facilities*

Comments:

### **Special Education**

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

Response: *Yes*

Comments: *Part of the team reviews the data and reports to the whole team.*

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

Response: *Yes*

Comments:

### **Technology**

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments: *We are in need of updating our infra structure with fiber optic line and greater bandwidth. Hardware needed: new server, updated wireless access points, new teacher computers, smartboards in every classroom, reading devices, additional ITV equipment, new elementary lab computers. Software needed: Office 2010, Exchange 2010, newer Creative Suites for business department, updated STAR MATH AND READING, Sharepoint. Professional development needs will be dictated by the upgraded software, additional SMARTBOARDS and ITV equipment, electronic reading devices.*

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Teachers have introduced students to the online version of the texts through the product keys. Computer based books are written in the elementary versus paper version. Research is done via the web. Yearbook is incorporated into a class and it is web-based.*

## Stakeholders

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

<b>Title</b>	<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>E-mail</b>
	Becky	Waters	Superintendent/Elementary	bwaters@fptrojans.org
	Erich	Ziegler	Teacher	eziegler@fptrojans.org
	Chandra	Ziegler	Teacher	cziegler@fptrojans.org
	Joni	Horst	Teacher	jhorst@fptrojans.org
	Allison	Soderberg	Teacher	asoderberg@fptrojans.org
	Harold	Payne	Guidance Counselor	hpayne@fptrojans.org
	Janice	Stacy	Teacher	jstacy@fptrojans.org
	Jackie	Giuliani	Teacher	jgiuliani@fptrojans.org
	Kim	Scarlassara	Board Member	northwoodschiro@att.net
	Lisa	Bloomburg	Board Member	lkoonbloomburg@gmail.com
	Lisa	Olson	6-12 Principal	lolson@fptrojans.org

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Name/Position:	Becky Waters
Address:	801 Forest Parkway Crystal Falls, MI 49920
Telephone Number:	906-875-6761

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

## Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact
- parent involvement board policy
- board policy relation with parents

## Title I Parent Involvement Plan

- Title I meetings are held quarterly. Call the elementary office for dates or check out [fptrojans.org](http://fptrojans.org).
- Stay updated on Title I by reading the district newsletter.
- Contact your child's classroom teacher for a conference at any time during the school year.
- Elementary office 875-3131

Parents as  
Partners in  
Planning

Parents as  
Advocates

- Attend your child's conference on 11/10/11, 11/11/11 and 3/29/12. Call for an appointment at 875-3131.
- Use the Powerschool parent portal at [www.fptrojans.org](http://www.fptrojans.org).
- Ask the classroom teacher for the progress of your Title I child.
  - Attend the annual family fun night
  - Attend the annual PTO carnival in the spring.
- Voice your concerns through online survey [www.fptrojans.org](http://www.fptrojans.org)

Parent  
Resources

Parent  
Support  
Services

- [www.fptrojans.org](http://www.fptrojans.org) -Heart of Literacy link
- Classroom teacher and school administrator for ideas 875-3131
- Become a classroom volunteer
- Stay in tune with the classroom through the weekly bulletin and monthly elementary news.
- Read the parent compact and be a supporter of your child's education.

- Forest Park Elementary 875-3131
- Northpointe Behavioral Services 265-5126 or 800-750-0522
- Department of Human Services 906-265-9958
- Head Start Program 906-779-2695
- Great Start Readiness for 4 year olds 906-875-3131



# Forest Park Elementary School

“Dedicated to helping every child succeed!”

## AGREEMENT for ACHIEVEMENT

A Home-School Compact for Parents, Students and Staff  
2011-12 School Year

### OUR MISSION...

Forest Park Elementary School is proud of the partnership between parents and school staff in providing educational excellence for all students.

With school staff and parents working together, our mission is for students to achieve optimum educational growth and success.

### OUR COMPACT

This is the “Agreement for Achievement Home-School Compact.” It will serve as a sign of our commitment for establishing and maintaining our shared responsibilities for student learning, high achievement, effective communication between school and home, and building a strong school-family relationship.

**Please review this Compact with your child and**

**RETURN to SCHOOL.**

### Student Responsibilities

- Maintain a positive attitude towards school.
- Do my best work!
- Work cooperatively with my parents and teachers.
- Be proud to be a Forest Park student and follow the rules of the school!
- \_\_\_\_\_ Student Signature

### Parent/Guardian Responsibilities

- Make sure my child attends school regularly and arrives on time.
- Encourage my child to do his/her best in school.
- Read with my child often.
- Provide a special place and time for my child to do homework and review assignments.
- Attend parent-teacher conferences and support my child’s participation in school activities.
- What special skills as a parent can you share with our school district?
- \_\_\_\_\_
- \_\_\_\_\_

### School & Staff Responsibilities

- Respect your child as an individual.
- Provide the best education possible for your child.
  - Teach your child to read, write, compute and think to his/her fullest ability.
  - Provide a safe, secure and positive classroom for your child to learn and grow.
  - Provide parent-teacher conferences when and as needed.
  - Share progress reports and other information that details your child’s academic and social progress in school.

\_\_\_\_\_  
Classroom Teacher Signature

\_\_\_\_\_  
Student’s Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title I Teacher Signature

\_\_\_\_\_  
Principal Signature



## PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the District expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;

# policy

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- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan 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;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. will provide participating students' parents with:
  - 1. timely information about the Title I programs;
  - 2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
  - 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;

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- E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
  2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
  3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318, Elementary and Secondary Education Act of 1965  
34 C.F.R. Part 200 et seq.

Revised 12/16/02

## TITLE I - PARENTS' RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching
- B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived
- C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned
- D. the qualifications of any paraprofessionals providing services to their child(ren)

In addition, the parents **shall** be provided:

- E. information on the level of achievement of their child(ren) on the required State academic assessments;
- F. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

20 U.S.C. 6311, Elementary and Secondary Education Act of 1965  
34 C.F.R. Part 200 et seq.

Adopted 12/16/02

## RELATIONS WITH PARENTS

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school 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 (school visitors), the District shall provide the opportunity for parents to review curriculum and instructional materials and to visit the school to observe the instructional process.

With regard to student behavior, during school hours, the Board, through its designated administrators, acts in loco parentis or in place of the parents.

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

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. 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 schools or community

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 schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;

# policy

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- 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 school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences set up for the exchange of information of the child's progress in school.

Revised 1/22/01