School Improvement Plan

Title I - Schoolwide

Archive Date: 08/30/2012, Report Status: Transmitted

School Year: 2012 - 2013

School District: Cass City Public Schools

ISD/RESA: Tuscola ISD

School Name: Cass City Elementary

Grades Served: PK,K,1,2,3,4,5,6

Mr. Aaron Fernald

Building Code: 00509

District Approval of Plan:

<u> </u>
Authorized Official Signature and Date

Board of Education Approval of Plan:

<u> </u>
Authorized Official Signature and Date

School Improvement Plan

Contents

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:	**Cass City Elementary**
District:	**Cass City Public Schools**
Public/Non-Public:	**Public**
Grades:	**PK,K,1,2,3,4,5,6**
School Code Number:	**00509**
City:	**CASS CITY**
State/Province:	**Michigan**
Country:	**United States**

Vision, Mission and Beliefs

Vision Statement

All School personnel will accept the responsibility to provide the opportunity for all students to be productive in a global society.

Cass City Elementary School will continue to strive to provide the best educational setting for our students, staff, and community. The use of many strategies validated by research studies will provide the force of our school improvement plan.

Mission Statement

A team of teachers, administrators, and parents participate in the selection, use, and interpretation of school based assessments. These teams include: School Improvement Committee, Department and Grade Level meetings, SAM/MiBLSi team, District SAM/MiBLSi Team, all of which meet several times a year to continually modify and improve school based assessments. Each team works together to interpret date, develop goals, select strategies, and align professional development as needed based on student performance. Student performance drives any modifications and improvements in the selection and use of school based assessments.

Beliefs Statement

We, the staff of Cass City Elementary, will support our students' efforts to achievebehavioral and academic success. We will reinforce Character Education, model behaviors of life-long learners, and provide students with diverse opportunities to become their personal best.

Goals

Name	Development Status	Progress Status
All Students will be profeicent in reading.	Complete	Open
Math Fluency	Complete	Open
Positive Behaviors	Complete	Open
Science Skills	Complete	Open
Social Studies Skills	Complete	Open

Goal 1: All Students will be profeicent in reading.

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: During the 2012-2013 school year, all students will show growth in reading comprehension by 3% and all Tier 2 and 3 students will show growth in reading comprehension by 5% as measured by DIBELS Next assessment from fall to spring, and MEAP assessment.

Gap Statement: We have found a hole on our comprehension of what students were reading through our assessements and data review in grades K-6.

Cause for Gap: Reading curriculum needs to have a better focus on reading comprehension.

Multiple measures/sources of data you used to identify this gap in student achievement: 1. DIBELS/AIMSweb Assessment testing
2. DRA testing
3. MEAP
4. Classroom assessments
5. Teacher observation

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? We use a 3 Tier model and we want 80% of our student to reach tier one in reading. 80% is our goal for each grade level. DIEBELS, MEAP and DRA are the three main measures the we look at to monitor progress with our students.

Contact Name: Principal, teaching and support staff Paraprofessioal

List of Objectives:

Name	Objective
Identify students early and give them interventions	Maintain our Tier one students while decreasing our Tier two students by 10% and decreasing our Tier three students by 15%. As school system we want to identify students who are behind in reading and provide them researched based interventions. The teaching

to improve reading	staff and paraprofessionals will identify students who are not reading at grade level by conducting assessments early in the school. After the assessment are complete student will be placed in either Tier 1, Tier 2 or Tier 3. We will progress monitor the students in tier 2 and 3 to make sure they are making gains. If they are making gains then will continue with the intervention if they are not we will try something different.
Improve our overall reading scores	All Students will show growth in reading comprehension by 3% from fall to spring using DIBELS Next assessment and MEAP language arts. All Tier 2 and 3 students will show an increase in reading comprehension by 5% using DIBELS Next and MEAP language arts.

1.1. Objective: Identify students early and give them interventions to improve reading

Measurable Objective Statement to Support Goal: Maintain our Tier one students while decreasing our Tier two students by 10% and decreasing our Tier three students by 15%. As school system we want to identify students who are behind in reading and provide them researched based interventions. The teaching staff and paraprofessionals will identify students who are not reading at grade level by conducting assessments early in the school. After the assessment are complete student will be placed in either Tier 1, Tier 2 or Tier 3. We will progress monitor the students in tier 2 and 3 to make sure they are making gains. If they are making gains then will continue with the intervention if they are not we will try something different.

List of Strategies:

Name	Strategy
MiBLSI	The teachers and the para professionals will provide research based instruction in the area of reading based on data collected from our assessments. The strategy the we are using to address our reading needs is called MiBLSI. The MiBLSI model is an integrated model of behavior and reading support. By addressing the behaviors in the school and limiting disruptions we feel the teachers and paraprofessinals will have more time to teach the students. Throughout the year the staff will teach students how to behave in the hallway, classroom and other areas of the building. By teaching the behavior the students will be more focused on learning and we will have less distributions.

1.1.1. Strategy: MiBLSI

Strategy Statement: The teachers and the para professionals will provide research based instruction in the area of reading based on data collected from our assessments. The strategy the we are using to address our reading needs is called MiBLSI. The MiBLSI model is an integrated model of behavior and reading support. By addressing the behaviors in the school and limiting disruptions we feel the teachers and paraprofessinals will have more time to teach the students. Throughout the year the staff will teach students how to behave in the hallway, classroom and other areas of the building. By teaching the behavior the students will be more focused on learning and we will have less distributions.

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.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.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.

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.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.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

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.

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

Classroom Instruction That Works, Marzano
Research-based strategies that have a high probability of increasing student achievement; based on a Mid-continent Research for Education & Learning meta-analysis of research studies on instructional strategies in K-12 classrooms.
-Marzano strategies used regularly in the classroom include: cooperative learning, identifying similarities and
differences, homework and practice, setting objectives and providing feedback.
Marzano, R.J, Pickering D.J., Pollock J.E., (2001). Classroom Instruction That Works. Alexandria, VA: ASCD Association of Supervision and Curriculum Development.
Results Now, Schmoker
Research, case studies, & anecdotes to improve the school improvement process.
Schmoker, M. (2006), Results Now. Alexandria VA: ASCD Association of Supervision and Curriculum Development.
Scaffolding and the Zone of Proximal Development, Vygotsky
Scaffold instruction with a gradual release of responsibility from teacher to student (Vygotsky, L.S., 1978)
Strategies That Work 2nd ed, Harvey & Goudvis
A resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. In this revised and expanded edition, Stephanie and Anne have added twenty completely new comprehension lessons, extending the scope of the book and exploring the central role that activating background knowledge plays in understanding. Another major addition is the inclusion of a section on content literacy which describes how to apply comprehension strategies flexibly across the

curriculum.

Harvey, S., & Goudvis, A., (2007). Strategies That Work. Ed 2. Stenhouse Publishers
Strategies That Work 1st ed, Harvey & Goudvis

Teaching to enhance understanding. A resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers, improve comprehension, and improve writing.

Harvey, S., & Goudvis, A., (2007). Strategies That Work. Ed 1. Stenhouse Publishers
Guided Reading: Good First Teaching for All Children, Fountas, I.C. & Pinnell, G.S

Combining whole-class and small group instruction.

Fountas, I.C. & Pinnell, G.S, (1996) Heinemann
When Readers Struggle: Teaching That Works, Fountas, I.C. & Pinnell, G.S
Fountas, I.C. & Pinnell, G.S, (2009) Heinemann
"A Model for Implementing Responsiveness to Intervention", Fuchs L.S., Fuchs. D.,
Fuchs, L.S., Fuchs. D., (2007) Council for Exceptional Children, Teaching Exceptional Children May/June 2007.
"A New Paradigm, Responsiveness To Intervention", Kame'enui, E.
Kame'enui, E., (2007), Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

Programs/Interventions:

-REWARDS (Reading Excellence Word Attack & Rate Development Strategies), Archer et al

A reading intervention program designed to teach students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

Archer, A.L., Gleason, M.M., & Vachon, V. (2000) REWARDS: Reading Excellence Word Attack and Rate Development Strategies. Longmont, CO: Sopris West

-Study Island, Chalmers & Muzzo (Archipelago Learning)

Study Island is built from the Content Expectations to help enhance student performance in key areas. Study Island Michigan GLCE/HSCE Mastery Program is specifically designed to help students master the content expectations to improve student performance in all skill areas. Study Island also offers Math and Reading Skills for Kindergarten through 2nd Grade, and Technology for Elementary.

-Compass Learning Odyssey (Compass Learning)

A research based curriculum and assessment to motivate students to engage, think, and learn through creative lessons to keep students interested and receptive to learning. (Founded in 1969)

-Read Naturally (Read Naturally, Inc.)

A proven reading-intervention program designed to help struggling readers. Read Naturally focus is reading fluency, phonics, vocabulary, and comprehension. (1991)

- Phonics for Reading, Archer et al

Support reading success and help students advance reading skills. The research-based series supports NCLB goals by delivering direct instruction in phonics and increasing fluency.

Archer, A.L., Flood, J., Lapp, D., Lungren, L., (2002) PHONICS for Reading. Curriculum Associates.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Researched based	2012-08-29	2013-06-03	We will have three days of in-service at the beginning of the year to review the strategies and best practice to use in the classroom. The principal will conduct walk throughs and classroom observations to make sure staff has implemented best practice.

1.1.1.1. Activity: Researched based

Activity Type: Other

Activity Description: Activities to Implement Instruction:
--Teachers will provide students the opportunity to work at their own level and pace in computerized reading programs (Compass Learning Odyssey, Read Naturally, Study Island, REWARDS)
--Implement 90 minute blocks of time for reading instruction to increase the number of minutes students spend reading and discussing text at the independent level.
--Implement reading interventions to increase the support students receive in independent reading through our Title I interventions (Read Naturally, Phonics for Reading, REWARDS)
--DIBELS (Dynamic Indicator of Basic Early Literacy Skills) assessment will be used in the fall, winter, and spring to assess student progress.
--Provide small group or one-on-one instruction on reading skills through intervention support as part of Title I (Read Naturally, Phonics for Reading, Compass Learning Odyssey).
--Teachers will post teaching objectives daily in their classroom as part of Marzano's research.
--Teachers will model proper test taking
--Teachers will use key research-based strategies to present and reinforce curriculum
--Teachers will be in-serviced in research-based strategies and/or programs
--Teachers will model and emphasize higher level thinking, to foster higher comprehension in curriculum areas

Students Experiencing Difficulty:
--Intervention pull outs
--Core-Intervention by Tiers
--Small group instruction
--Differentiated & Scaffolding of Instruction
--Child Study Teams for at risk of failing students
--Teachers will provide an enriched and accelerated curriculum for select students Professional Development

Local and county level professional development

Best practices at grade level meetings

Provide for professional development days to support research based reading strategies and implement MiBLSi (Michigan Integrated Behavior Support Initiative) intervention programs.

Provide release time for MEAP (Michigan Educational Assessment Program) analysis of data.

Provide release time for DIBELS (Dynamic Indicator of Basic Early Literacy Skills) and AIMSweb data analysis.

Evidence and Documentation

Grade level content expectations and objectives

Unit assessments

Student Progress Monitoring

Student scores will be recorded to show an increase of 5 percentage points of the percent of students who meet or exceed proficiency standards as measured by the MEAP (Michigan Educational Assessment Program).
Resources

Already have in place

DIBELS

AIMSweb

Compass Learning Odyssey

REWARDS

Strategies That Work

Classroom Instruction That Works Marzano

Read Naturally

Study Island

Results Now

Planned staff responsible for implementing activity: We will have three days of in-service at the beginning of the year to review the strategies and best practice to use in the classroom. The principal will conduct walk throughs and classroom observations to make sure staff has implemented best practice.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salary	Title I Schoolwide	100,000.00	0.00

1.2. Objective: Improve our overall reading scores

Measurable Objective Statement to Support Goal: All Students will show growth in reading comprehension by 3% from fall to spring using DIBELS Next assessment and MEAP language arts. All Tier 2 and 3 students will show an increase in reading comprehension by 5% using DIBELS Next and MEAP language arts.

List of Strategies:

Name	Strategy
To implement a 90 minute reading block and provide intervention	We are going to implement a 90 minute reading block 5 days a week. Teacher are expect to make this main priority when creating lesson plans. We also will provide Tier one and Tier students and additional 30 minting of reading intervention 4 days a week in an attempt to catch them up to grade level.

1.2.1. Strategy: To implement a 90 minute reading block and provide intervention

Strategy Statement: We are going to implement a 90 minute reading block 5 days a week. Teacher are expect to make this main priority when creating lesson plans. We also will provide Tier one and Tier students and additional 30 minting of reading intervention 4 days a week in an attempt to catch them up to grade level.

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 the other.

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 that results in a curriculum that allows students to derive meaning from all of their educational experiences.

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

We are using the Michigan Intergarted Behavior and Laaring Support Initative or MiBLSI. This is a researched based program for readingand behavior.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Improve reading peformance.	2009-09-08	2010-06-04	Teacher will have to use researched based reading activities with their students for 90 minutes a day.

1.2.1.1. Activity: Improve reading peformance.

Activity Description: We are going to implement a 90 minute reading block K-4. That teacher will be expected to do everyday using research based activities.

Planned staff responsible for implementing activity: Teacher will have to use researched based reading activities with their students for 90 minutes a day.

Actual staff responsible for implementing activity: Responsible for the staff is they will have to adjust their lesson plans so they can teach 90 minutes of reading everyday using research based strategies.

Planned Timeline: Begin Date - 2009-09-08, End Date - 2010-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grant Money, Title 1 and General	Title I Schoolwide	60,000.00	0.00

Goal 2: Math Fluency

Content Area: Math
Development Status: Complete

Student Goal Statement: All students will show an increase in fluency of elementary math skills K-6.

Gap Statement: Statement of gap in student achievement
To show an increase in fluency in math skills and to narrow the focus of the curriculum.

Cause for Gap: This is the second year for a common math crriculum K-6

Multiple measures/sources of data you used to identify this gap in student achievement: 1. AIMSweb Math and Writing
2. DIBELS
3. MEAP
4. DRA
5. Classroom assessments
6. Teacher observation

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? Students will need to show an increase in the progress monitoring skills throughout the year using the following programs.

1. AIMSweb Math and Writing
2. DIBELS

3. MEAP
4. DRA
5. Classroom assessments
6. Teacher observation

Contact Name: Teaching Staff Principal

List of Objectives:

Name	Objective
Basics of Math	All students will show improvement in elementary math skills in the areas of basic math skills in the areas of basic math fact, problem solving, number sense, measurement, and time. A three percent increase for all students will be shown using AIMSweb and Easy CBM assessments. Tier Two and Tier Three students will show a five percent increase using the same assessments.

2.1. Objective: Basics of Math

Measurable Objective Statement to Support Goal: All students will show improvement in elementary math skills in the areas of basic math skills in the areas of basic math fact, problem solving, number sense, measurement, and time. A three percent increase for all students will be shown using AIMSweb and Easy CBM assessments. Tier Two and Tier Three students will show a five percent increase using the same assessments.

List of Strategies:

Name	Strategy
Student Acievment model	Teachers will implement research based strategies/resources such as Touch Math, Teacher directed instruction aligned with the NCCS, computerized math programs(Compass Learning and Study Island); post learning objectives, PALS Math, model higher level thinking, use researched based strategies, and have opportunities for professional development in math.

2.1.1. Strategy: Student Acievment model

Strategy Statement: Teachers will implement research based strategies/resources such as Touch Math, Teacher directed instruction aligned with the NCCS, computerized math programs(Compass Learning and Study Island); post learning objectives, PALS Math, model higher level thinking, use researched based strategies, and have opportunities for professional development in math.

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.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.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.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.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.

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

Classroom Instruction That Works, Marzano
Research-based strategies that have a high probability of increasing student achievement; based on a Mid-continent Research for Education & Learning meta-analysis of research studies on instructional strategies in K-12 classrooms.
-Marzano strategies used regularly in the classroom include: cooperative learning, identifying similarities and
differences, homework and practice, setting objectives and providing feedback.
Scaffolding and the Zone of Proximal Development, Vygotsky
Scaffold instruction with a gradual release of responsibility from teacher to student (Vygotsky, L.S., 1978)
Guided Reading: Good First Teaching for All Children, Fountas, I.C. & Pinnell, G.S
Combining whole-class and small group instruction.
"Extending responsiveness-to-intervention to mathematics at first and third grades." Fuchs, L.S., Fuchs, D., & Luther, K.H.
Fuchs, L.S., Fuchs, D., & Luther, K.H. (2007), Learning Disabilities Research & Practice, 22, 13-24.
"A Model for Implementing Responsiveness to Intervention", Fuchs L.S., Fuchs. D.,
Fuchs, L.S., Fuchs. D., (2007) Council for Exceptional Children, Teaching Exceptional Children May/June 2007.
"A New Paradigm, Responsiveness To Intervention", Kame'enui, E.
Kame'enui, E., (2007), Council for Exceptional Children, Teaching Exceptional Children May/June 2007.
Programs/Interventions:
-Peer-Assisted Learning Strategies (PALS) Math Program, Fuchs, Fuchs, et al., Vanderbilt Kennedy Center
Research-based peer tutoring intervention. PALS incorporates training for students in formulating conceptual mathematical explanations.
Fuchs, L.S., Fuchs. D., (2001) Longmont, CO, Sopris West.
-Compass Learning Odyssey (Compass Learning)

A research based curriculum and assessment to motivate students to engage, think, and learn through creative lessons to keep students interested and receptive to learning. (Founded in 1969)
-Study Island, Chalmers & Muzzo (Archipelago Learning)
Study Island is built from the Content Expectations to help enhance student performance in key areas. Study Island Michigan GLCE/HSCE Mastery Program is specifically designed to help students master the content expectations to improve student performance in all skill areas. Study Island also offers Math and Reading Skills for Kindergarten through 2nd Grade, and Technology for Elementary.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Fluency	2012-08-29	2013-06-03	We will provide training and resource to all staff can implement the Student Achievemnt Model.

2.1.1.1. Activity: Math Fluency

Activity Type: Professional Development

Activity Description: Teachers will implement researched based programs like Touch Math kits, attend professional developmen, offer intervention support with trained paraprofessionals for basic math skills, have after school support for students who need extra assistance with basic math skills, and evaluate the new core math program.

Activities to Implement Instruction are as follows:
--Teachers will instruct students in math strategies aligned to State Standards.
--Teachers will provide students the opportunity to work at their own level and pace in computerized math programs (Compass Learning Odyssey, Study Island)
--Teachers will implement Compass Learning Odyssey and Study Island (programs)
--Teachers will post teaching objectives daily in their classroom as part of Marzano's research.
--Peer-Assisted Learning Strategies (PALS) Math Program, peer to peer tutoring to enhance reading and comprehension skills within the classroom
--Teachers will use key research-based strategies to present and reinforce curriculum
--Teachers will be in-serviced in research-based math strategies
--Teachers will model and emphasize higher level thinking
Students Experiencing Difficulty:
--Intervention pull outs
--Core-Intervention by Tiers
--Small group instruction
--Differentiated & Scaffolding of Instruction
--Child Study Teams for at risk of failing students
--Teachers will provide an enriched and accelerated curriculum for select students Professional Development

Local and county level professional development

Best practices at grade level meetings

Provide release time for staff to analyze DIBELS (Dynamic Indicator of Basic Early Literacy Skills) and AIMSweb data and revisit intervention programs
Evidence and Documentation

Grade level content expectations and objectives

Unit assessments

Student Progress Monitoring

All Students will show an increase in fluency of basic math skills. Students will show an increase of 5% of basic math skills fluency as measured by the AIMSweb assessment.

Planned staff responsible for implementing activity: We will provide training and resource to all staff can implement the Student Achievemnt Model.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development, Materials	General Funds	5,000.00	0.00

Goal 3: Positive Behaviors

Content Area: Other
Development Status: Complete

Student Goal Statement: The goal of the SRC program is to instill in students that everyone has the right to a safe environment in which teaching & learning are ensured and that their behavior impacts that environment.

Gap Statement: Utilize the SRC room more frequently to decrease the number of students that are written up and given ISS.

Cause for Gap: Students will be placed into the SRC program to alleviate events that will not be conducive to a learning environment. This allows a student to stay in school and maintain their learning rather than out of school where learning will not occur and homework will not be completed. Research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behaviors

Multiple measures/sources of data you used to identify this gap in student achievement: There is no measureable data that will indicate that the students will be in this program. Yet because of the PBS program that we have in place this is an outlet for students that have trouble staying on task in the classroom without getting written up. The data that will be collected will be Swiss data that tells us what areas and types we are having trouble with the students.

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 criterion for success is the increase in student behavior with the school, which it turn will be less write-ups and less ISS and OSS. We will be collecting the data in SWISS software program.

Contact Name: Sally Wood

List of Objectives:

Name	Objective
Positive Behaviors	Utilize the SRC room more frequently to decrease the number of students that are written up and given ISS.

3.1. Objective: Positive Behaviors

Measurable Objective Statement to Support Goal: Utilize the SRC room more frequently to decrease the number of students that are written up and given ISS.

List of Strategies:

Name	Strategy
Positive Role Model	- Discuss with students what happened in the classroom to try and prevent frequent uses by each individual, to discuss proper behavior and how to fix things before they get sent to ISS. -Develop a vision & purpose with students in order for them to understand the use of the SRC Room. - Increase the amount of quality and learning time while the students are in the SRC room. -Emphasize that points are reduced every 30 days for good behavior.

3.1.1. Strategy: Positive Role Model

Strategy Statement: - Discuss with students what happened in the classroom to try and prevent frequent uses by each individual, to discuss proper behavior and how to fix things before they get sent to ISS.
-Develop a vision & purpose with students in order for them to understand the use of the SRC Room.
- Increase the amount of quality and learning time while the students are in the SRC room.
-Emphasize that points are reduced every 30 days for good behavior.

Selected Target Areas

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

-Marzano, Robert J. (2001). Classroom Instruction That Works. (Strategies that have positive effects on student learning)

- Frelberg (1998) Feeling of safeness and school size

- Mc Evoy and Welker,(2000) Positive Interpersonal Relationships

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Support in SRC and ISS	2012-09-04	2013-06-04	SRC and ISS Coordinator Para Professionals Staff

3.1.1.1. Activity: Support in SRC and ISS

Activity Type: Other

Activity Description: - The students are required to complete an explanation paper as to why they have been assigned to ISS and better choices they could have made.
- A paraprofessional will be available to aid students in completing their work.
- In addition students will have access to laptops, computers, and all classwork/homework the student is in need of completing.

Planned staff responsible for implementing activity: SRC and ISS Coordinator
Para Professionals
Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 4: Science Skills

Content Area: Science
Development Status: Complete

Student Goal Statement: At least 30% of students will be at level 1 or 2 on MEAP test in the area of science.

Gap Statement: Improve student achievement on the MEAP for Science.

Cause for Gap: There is no review of concepts from previous years. The length of time between learning and testing is a large gap. Outdated or lack of materials also contribute to the gap.

Multiple measures/sources of data you used to identify this gap in student achievement: 1. Study Island
2. DIBELS
3. MEAP
4. DRA
5. Classroom assessments
6. Teacher observation

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? Students will need to show an increase in the progress monitoring skills throughout the year using the following programs.

1. Study Island
2. DIBELS
3. MEAP
4. DRA
5. Classroom assessments
6. Teacher observation

Contact Name: All Staff

List of Objectives:

Name	Objective
Increase Scores on Science MEAP	8% more 5th grade students will be able to perform at level 1 and 2 on the MEAP Science test by fall 2013

4.1. Objective: Increase Scores on Science MEAP

Measurable Objective Statement to Support Goal: 8% more 5th grade students will be able to perform at level 1 and 2 on the MEAP Science test by fall 2013

List of Strategies:

Name	Strategy
Communication about student weaknesses	Communication among grade levels about student weaknesses that will then be used to review topics of concern to fill in gaps. Study Meap results to find areas of weakness and strengthen those areas.

4.1.1. Strategy: Communication about student weaknesses

Strategy Statement: Communication among grade levels about student weaknesses that will then be used to review topics of concern to fill in gaps. Study Meap results to find areas of weakness and strengthen those areas.

Selected Target Areas

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

Classroom Instruction That Works, Marzano
Research-based strategies that have a high probability of increasing student achievement; based on a Mid-continent Research for Education & Learning meta-analysis of research studies on instructional strategies in K-12 classrooms.
-Marzano strategies used regularly in the classroom include: cooperative learning, identifying similarities and
differences, homework and practice, setting objectives and providing feedback.
Scaffolding and the Zone of Proximal Development, Vygotsky
Scaffold instruction with a gradual release of responsibility from teacher to student (Vygotsky, L.S., 1978)
Guided Reading: Good First Teaching for All Children, Fountas, I.C. & Pinnell, G.S
Combining whole-class and small group instruction.
"Extending responsiveness-to-intervention to mathematics at first and third grades." Fuchs, L.S., Fuchs, D., & Luther, K.H.
Fuchs, L.S., Fuchs, D., & Luther, K.H. (2007), Learning Disabilities Research & Practice, 22, 13-24.
"A Model for Implementing Responsiveness to Intervention", Fuchs L.S., Fuchs. D.,
Fuchs, L.S., Fuchs. D., (2007) Council for Exceptional Children, Teaching Exceptional Children May/June 2007.
"A New Paradigm, Responsiveness To Intervention", Kame'enui, E.
Kame'enui, E., (2007), Council for Exceptional Children, Teaching Exceptional Children May/June 2007.
Programs/Interventions:
-Peer-Assisted Learning Strategies (PALS) Math Program, Fuchs, Fuchs, et al., Vanderbilt Kennedy Center
Research-based peer tutoring intervention. PALS incorporates training for students in formulating conceptual mathematical explanations.
Fuchs, L.S., Fuchs. D., (2001) Longmont, CO, Sopris West.
-Compass Learning Odyssey (Compass Learning)

A research based curriculum and assessment to motivate students to engage, think, and learn through creative lessons to keep students interested and receptive to learning. (Founded in 1969)
-Study Island, Chalmers & Muzzo (Archipelago Learning)
Study Island is built from the Content Expectations to help enhance student performance in key areas. Study Island Michigan GLCE/HSCE Mastery Program is specifically designed to help students master the content expectations to improve student performance in all skill areas. Study Island also offers Math and Reading Skills for Kindergarten through 2nd Grade, and Technology for Elementary.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science Review	2012-08-29	2013-06-03	Planned staff responsible for implementing activity will include teachers paraprofessionals and administration.

4.1.1.1. Activity: Science Review

Activity Type: Professional Development

Activity Description: Staff will communicate needs of students at end of school year to prep for review in fall of next school year. They will use science kits, United Streaming, or other appropriate sources to help fill gap of missing information. Teaching staff will monitor activities for effectiveness. Evidence will be found in MEAP data.
Teachers will develop science learners who use sound techniques such as the scientific method. Teachers will monitor MEAP results and adjust their methods to meet the needs of the students.

Planned staff responsible for implementing activity: Planned staff responsible for implementing activity will include teachers paraprofessionals and administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	General Funds	5,000.00	

Goal 5: Social Studies Skills

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: During the 2012-2013 school year, all students will improve their Social Studies skills as measured by the MEAP Assessment from 2011-2012 to 2012-2013 Social Studies test.

Gap Statement: When doing the perception data the review team came to the conclusion that the curriculum that was being taught was slighty out of aligned with current GLCE's and National Common Core.

Cause for Gap: Social Studies curriculum needs to be aligned with the GLCE's K-6.

Multiple measures/sources of data you used to identify this gap in student achievement: 1. AIMSweb Math and Writing
2. DIBELS
3. MEAP
4. DRA
5. Classroom assessments
6. Teacher observation

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? 1. AIMSweb Math and Writing
2. DIBELS
3. MEAP
4. DRA
5. Classroom assessments
6. Teacher observation

Contact Name: Principal Teachers

List of Objectives:

Name	Objective
Social Studies Proficiency	The non-proficient students will increase Social Studies proficiency by 20% by 2012-2013 as measured by the MEAP Assessment.

5.1. Objective: Social Studies Proficiency

Measurable Objective Statement to Support Goal: The non-proficient students will increase Social Studies proficiency by 20% by 2012-2013 as measured by the MEAP Assessment.

List of Strategies:

Name	Strategy
Curriculum Alignement	Instructional staff will align the curriculum and investigate research based materials. Instructional staff will use research strategies such as Step Up to Writing, Anita Archer's vocabulary strategies, comprehension strategies to improve Social Studies skills.

5.1.1. Strategy: Curriculum Alignement

Strategy Statement: Instructional staff will align the curriculum and investigate research based materials. Instructional staff will use research strategies such as Step Up to Writing, Anita Archer's vocabulary strategies, comprehension strategies to improve Social Studies skills.

Selected Target Areas

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

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

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

I.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.

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.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.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

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

Classroom Instruction That Works, Marzano
Research-based strategies that have a high probability of increasing student achievement; based on a Mid-continent Research for Education & Learning meta-analysis of research studies on instructional strategies in K-12 classrooms.
-Marzano strategies used regularly in the classroom include: cooperative learning, identifying similarities and
differences, homework and practice, setting objectives and providing feedback.
Guided Reading: Good First Teaching for All Children, Fountas, I.C. & Pinnell, G.S
Combining whole-class and small group instruction.
Strategies That Work 2nd ed, Harvey & Goudvis
A resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. In this revised and expanded edition, Stephanie and Anne have added twenty completely new comprehension lessons, extending the scope of the book and exploring the central role that activating background knowledge plays in understanding. Another major addition is the inclusion

of a section on content literacy which describes how to apply comprehension strategies flexibly across the curriculum.

Harvey, S., & Goudvis, A., (2007). Strategies That Work. Ed 2. Stenhouse Publishers

Strategies That Work 1st ed, Harvey & Goudvis

Teaching to enhance understanding. A resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers, improve comprehension, and improve writing.

Harvey, S., & Goudvis, A., (2007). Strategies That Work. Ed 1. Stenhouse Publishers

The Art of Teaching Writing, Calkins (Heinemann Publishing)

From eight years of research on children's writing development, this book focuses on the teaching of writing to children in the elementary school.

"A Model for Implementing Responsiveness to Intervention", Fuchs L.S., Fuchs. D.,

Fuchs, L.S., Fuchs. D., (2007) Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

"A New Paradigm, Responsiveness To Intervention", Kame'enui, E.

Kame'enui, E., (2007), Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

Programs/Interventions:

-Step Up to Writing Auman, Cambium Learning/Sopris West

Research-based strategies and activities that help students proficiently write. Research confirms that poor writers with and without learning disabilities respond to intensive instruction in writing.

Auman, M.E., (2008), Step Up to Writing, Longmont, CO, Sopris West.

-Writers Workshop, Fletcher & Portalupi

Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing.

Fletcher, R. & Portalupi, J., (2001), Heinemann.

-'Handwriting Without Tears"(HWT) , Olsen (Occupational therapist and founder and developer of (HWT)

An easy-to-learn, easy-to-teach, developmentally appropriate research based program to get students learning to write successfully. Handwriting Without Tears is a proven success in making legible and fluent handwriting an easy and automatic skill for all students. HWT uses fun, entertaining, and educationally sound instructional methods to teach handwriting to all students: pre-k through cursive.

Olsen, J., (2008), Handwriting Without Tears, MD

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Researched Curriculum	2012-08-29	2013-06-03	Staff will be given all the professional development that they need to implement the Step up to Writing and Anita Archer's vocabularry strategies Program to improve our overall Social Studies scores.

5.1.1.1. Activity: Researched Curriculum

Activity Type: Professional Development

Activity Description: All staff K-6 will align Social Studies curriculum research materials during the 2012-2013 school year. The need would be time to align and research appropriate materials. The

monitoring plan will be evidenced by a complete alignment document shared with all staff by the end of 2012-2013. Our evidence of the alignment success will be shown with an increase of 20% in Social Studies MEAP scores.

Planned staff responsible for implementing activity: Staff will be given all the professional development that they need to implement the Step up to Writing and Anita Archer's vocabularry strategies Program to improve our overall Social Studies scores.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development, Manuals	General Funds	2,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	$12,000.00	$0.00
Title I Schoolwide	$160,000.00	$0.00

Additional Requirements

Comprehensive Needs Assessment

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

Use the results of the comprehensive needs assessment to develop a Schoolwide Reform Model, 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?

   Throughout the 2011-2012 school year, Campbell Elementary/Cass City Middle school worked to complete an extensive comprehensive needs assessment to gather pertinent data for the school wide plan. The team compiled data in areas of student and staff demographic data, student achievement data school progress/process data and student/teacher/parent perception.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

   Our student achievement continues to be our main focus. We are using much more data to drive our instruction as well provide early intervention to our students. We have added several new programs over the last couple of years such as the RTI model, Miblsi and Student Achievement model to meet the needs of our students. We have used our Title One surveys to collect our perception data to help improve our programs. Although our free and reduced lunch numbers have continues to increase our parent participation has also continues to decline as well. Based on our achieve data Cass City Elementary is doing well in the area reading but we must continue to improve in the areas of math and writing. School program and process gathered by staff surveys and feedback indicate the processes for school curriculum is aligned and up to date with state and national core standards. The perception data shows that parents like the services that are provided by title one but would like better communication the programs that their students are receiving and why they are receiving them. The demographic data shows that our enrollment is declining in overall student population and our free and reduced numbers continue to increase. We will make a better effort to focus in on our socially economic disadvantage sub group.

Schoolwide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

The programs are in place for Cass City Elementary are the Students Achievement Model and the MiBlSi Program. The Students Achievement Model is a response to intervention model which address school wide students needs in the areas of reading, writing and math. Through this model it provided quality and quantity instruction for students in all classrooms. We support student model with the MiBSLI program is focus on reading and behavior. We have gone through several year of professional development to learn researched based method on differentiated instruction to focus on target groups. Through these two programs the data that is collect drive our daily teaching objectives and intervention programs.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

Stakeholder were involved in the process of developing and selecting the reform model by having a ongoing assessment throughout the year to ensure that reform model is being implemented and the needs of students are being met. If this reform model needs to be modified based on student needs, staff has the opportunity to voice there opinion in monthly staff and SAM Meeting.

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 staff has developed pacing guides and curriculum maps for all state standards. We are now beginning the process of the making the shift to the common core standards. We will be working the summer to map out the common core standards and we plan on have our math and ELA fully implemented by next year as we begin to make the shift to the national standards and the new cut scores on the MEAP.

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

A team of teachers, administrators, and parents participate in the selection, use, and interpretation of school based assessments. These teams include: School Improvement Committee, Department and Grade Level meetings, SAM/MiBLSi team, District SAM/MiBLSi Team, all of which meet several times a year to continually modify and improve school based assessments. Each team works together to interpret date, develop goals, select strategies, and align professional development as needed based on student performance. Student performance drives any modifications and improvements in the selection and use of school based assessments.

Instruction by Highly Qualified Professional Staff

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

All Campbell teachers and paraprofessionals meet the NCLB requirements and teacher certification requirements for all grades

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

   We had several teacher take the state incentive this past year but we were able to replace many of our staff members that left with experience teachers. The average teaching experience on our staff is 11 years. The average experience for our paraprofessionals is 8 years. Our principal has 9 years of administrate experience and 4 years in the elementary building.

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

   We are currently conducting interviews to fill several teaching positions of teachers that retired this past year. At this time we have over 100 applications of possible teachers or our teaching positions. All the candidates meet the state requirements for teaching. The average a teacher has been in our building is 11 years. We have had very little turnover of staff over the last 15 years.

   Cass City Schools participate in the Student Achievement Model (SAM) initiative that unites and supports countywide standards and assessments that align with State expectations. In conjunction with S.A.M., we participate in the Michigan's Integrated Behavior & Learning Initiative (MiBLSi). This is an initiative to attract and keep high quality teachers regardless of turnover rate.
   Teachers are a part of the decision-making professional development process regarding the district professional development and curriculum agenda. They have the opportunity to train, inform, and align core curriculum to State curriculum guidelines. Teachers have worked on building, grade level, and/or curriculum committees to create activities and common assessments for classroom use.

   The district offers competitive salary and benefits in comparison to surrounding districts which help to attract and keep highly qualified teachers.

   Campbell Elementary has added a daycare program in 2008. We have renovated the heating and wiring systems in 2009. Additional technology updates included software and portals for more efficient computer usage. During the summer of 2010 Wi-Fi technology was installed throughout every room in the district along with overhead projectors in every room.

   On-the-job learning opportunity combined with classroom instruction would include student teaching, professional development, ISD support, SAM/MiBLSi training, and mentoring are available to all teaching staff to strengthen and enhance learning opportunities.

3. Describe the rate of teacher turnover for the school.

   We have a very low teacher turnover in our district. Last 16 teachers took the state buyout but before that we have had very little movement with our teaching staff.

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

Not applicable.

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, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide 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.

   Attached in Supporting Documentation

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

2a. Design

   Cass City Elementary School has an open door policy where we welcome parent involvement. Parents are always welcome to participate in school activities which are listed on our Parent Activities Calendar, parents are encouraged to volunteer, and parents are also encouraged to contact their child's teacher for further opportunities of participating in the classroom.

   The school encourages full participation of all parents regardless of income, disability, or language by providing timely information, contact numbers, and the use of online parent/school communication system (Family Skyward Access.

   Parents are then asked to sit in on meetings to design and update the student, teacher, parent compact in order to maintain an agreement that meets the needs of current students.

2b. Implementation

   Cass City Elementary School assisted parents in the understanding of the State's content standards, assessments, and how to monitor their child's progress through an informational meeting held in the fall. The principal and Title I teachers provided parents with information on what would be expected of their children, the assessments used at Cass City Elementary School (DIBELS & AIMSweb), and how student progress would be monitored. Parents were provided an overview of how to read DIBELS (Dynamic

Indicator of Basic Early Literacy Skills) and AIMSweb data graphs along with DIBELS progress monitoring graphs. Parents were also provided an overview of what the Three Tier Model entailed and what interventions were available through Title I support. Later in the school year, once MEAP results are available, we will also have a MEAP Night to help assist parents in the understanding of the State's content standards and be able to read the MEAP results. Along with helping parents with the understanding on test results gotten by their child, the student, teacher, parent compact will be reviewed at parent teacher conference to ensure full implementation of the compact is met.

2c. Evaluation

During the end of the 2012 school year parents were provided surveys to help collect perception data. During the current 2012-2013 school year Cass City Elementary School will continue to collect perception data and obtain feedback through surveys after parent meetings, Title I night, and Open House.

What was examined?
Parent Survey Questions:
Do you feel that the school meets your child's academic needs?
On most days, my child enjoys going to school?
Our school keeps parents informed about student progress and performance.
My preferred method of communication from school is?.
My child receives reading or math support in addition to classroom instruction.
What is the best day/time for you to attend meetings?

What did the data reveal?
Parents: 98.9% of our parents stated that they felt the school met their child's academic needs and 98.9% reported that their child enjoys coming to school. 98.9% of parents felt they were adequately informed about their child's performance. 31.8% wanted communication to be a written form of communication, 20.5% preferred a phone call, and 19.3% preferred email. 64.8% said their children received extra help in areas of reading or math beyond normal instruction.

All procession data that is collected through the surveys will be taken into consideration when evaluating the parent, student, teacher compact. In the spring the stakeholders will update all policies and parent involvement.

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

Cass City Elementary School provides parent information in an easy to understand format through our progress reports (which are explained at Parent Night and during any teacher/parent meetings), report cards, DIBELS/AIMSweb report graphs (which are also explained at Parent Night or during conferences), and through monthly parent friendly Title I newsletters. Parents can also receive updates from our online parent/school communication system (Family Skyward Access). Parents without access to a computer are provided informational mailings with school updates and information. Parents are able to use school and local library computers to view Family Skyward Access.

Parents are informed of their child's academic progress through the districts online reporting system (Family Skyward Access), as well as through report cards, and progress reports. Parents are provided access to the Cass City website which they can view at home to assist their child in their academic progress.

Online training was available to parents to learn about Skyward Family Access. Study Island and Compass Learning (K-12) are available resources for parents' home use.

Students who receive intervention support are progress monitored monthly and parents are informed of their progress. The development of mutual support between home and school will be provided by continued communication with parents via email, phone calls, or by written communication. Research has demonstrated that parent involvement is a critical component of the learning process. Parents/guardians and educators need to effectively communicate and join forces to make sure children are successful learners.

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

Parent/School Compact, which is available from the building principal or school social worker as part of the new student enrollment package; it was developed through the School Title I committee. Cass City Elementary School has used the Compact annually at Parent Meetings and/or Open House. Cass City Elementary School shares the Parent/School Compact annually at the beginning of the school year when parents come in to meet their child's teacher during Parent Night to go over expectations. Parents are provided an update or reminder at Parent-Teacher conferences but the compact is shared at Parent Night in great detail. The Compact is part of our school enrollment policy. Any new students will have their compact reviewed by the classroom teacher and/or social worker. Our Compact has been recently updated to include NCLB standards.

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

Parent surveys will be sent out to gather feedback and a parent committee will formed to evaluate and provide input on the overall program. Parents will sit in on parent involvment program meetings to put their input on how the program is going.

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

Take the suggestions from the survey and parent input to evaluate and improve the school process, to ensure that all student needs are met.

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) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. 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".

Cass City Elementary School's plan for connecting with preschool-age children includes a Kindergarten Open House before the first day of school to allow parents the opportunity to see their child's classroom and meet their teacher. Each spring parents are provided pertinent information at an annual Kindergarten Round-Up meeting. This meeting provides helpful information to parents on how to get their child ready for the upcoming school year. Teachers share information with transition teachers from Head Start, Young 4's program, Young 5's program, and Daycare.

Kindergarten Transition Activities for Staff Include:
- Maintaining positive and effective working relationships with staff of programs from which children will transition
- Scheduling a personal visit with parents (parent-teacher conferences);
- Holding a Kindergarten Open House
- Working with parents to set goals for their students
- Assisting with the completion of necessary paperwork, such as birth certificate, social security card, immunization record
- Talking with parents about practicing new routines for bedtime, waking up, eating breakfast

Kindergarten Transition Activities for Parents Include:
- Participating in Parent-Teacher Conferences
- Accompanying their child on Kindergarten visits or open house
- Reading to their child books about going to Kindergarten
- Attending a personal visit with their child and the Kindergarten teacher
- Highly recommend attending a Title I Parent Night (pending this year)

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

Cass City Elementary School staff have input into the decisions regarding the use of school-based academic assessments. The staff is actively involved with district curriculum teams which develop, implement, and evaluate assessments. We are actively involved in SAM meetings.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

The staff at Cass City Elementary School is involved in student achievement data analysis to improve the academic achievement of all students. The Cass City Public Schools provides teacher professional development on how to analyze student achievement data and this information is used to drive classroom instruction. This data is also used to determine interventions, to help meet the needs of students. Students in grades K-4 are being administered the same assessments, which include the DIBELS Assessment and AIMSweb Assessment. The MEAP assessment is administered in grades 3-8.

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.

Right now we are part of SAM or Student Achievement Model the was developed within our ISD. We are using Diebels and Aims web to assess our students three times a year in the areas of math, reading and writing. We progress monitor every couple of weeks in the area of reading. The data that we collect is shared with the teaching staff on a regular basis so that instruction can be adjusted.

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

At Cass City Elementary School we have a timely, effective, additional assistance provided to assist students experiencing difficulty mastering State academic achievement assessment standards. Through the MiBLSi (Michigan Integrated Behavior Support Initiative), Student Achievement Model (SAM), and Title I processes; teachers identify students having academic and or behavioral difficulties mastering content expectations. After analyzing this data, students who fall in Tier Two or Tier Three receive Title I services in reading support in small group setting or one-on-one intervention. Students also receive math and writing support monthly through Title I small group or one-on-one support. In a timely and efficient manner, the teachers and Title I teacher or paraprofessionals, collaborate to identify the best intervention for individual students. Students who receive Title I services receive intervention support in reading using a variety of resources which include but not limited to REWARDS, Read Naturally, Phonics for Reading, and PALS. Math and writing services are also provided with intervention support using Compass Learning, PALS math, Step Up to Writing, Strategies That Work, and Study Island. At this grade level, Science and Social Studies support is more related to reading mastery and comprehension. Differentiated instructional strategies for these staff and students include but not limited to the following:
- Additional repetition of content expectations
- Small group and individual strategies
- Making a match between what the student knows, how the instruction is being given and the task that is being assigned
- Intervention support is provided (Title I services)
- Progress monitoring of the individual students is collected bi-weekly or monthly depending on need, to ensure staff and student success
- Paraprofessionals help with identified students through our intervention support program
- Rosetta Stone (A software program that teaches new languages by complete immersion in the language)
- Social Worker

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

Cass City Elementary School has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. The process used for identifying students for additional assistance, as part of our Title I program, includes our DIBELS and AIMSweb assessments to determine students in need; students fall into a Tier category (Tier One "Benchmark", Tier Two "Strategic", or Tier Three "Intensive"); Tier Two and Tier Three receive Title I support through interventions. Students are assessed using DIBELS (Dynamic Indicator of Basic Early Literacy Skills) assessment tool and AIMSweb assessments (given in the fall, winter, and spring) in areas of reading, reading fluency, math fluency, and writing fluency. Benchmarks are established at the county level through the Student Achievement Model (SAM) and students will fall into a three tiered level of proficiency. Tier One meets Benchmark targets and students are projected to meet grade level expectations, Tier Two are almost at Benchmark but need support to help reach this goal (meeting grade level expectations) and Tier three needs intensive intervention support to succeed. Those in the latter two tiers are progress monitored in the area of reading fluency. Math and writing is maintained and evaluated through our core curriculum. The core curriculum has integrated research based strategies to strengthen the core program and help meet the needs of students in all four core areas.

Title I services provide strategic intervention as part of the schools schedule using small group or one-on-one intervention support. Students are assisted with key teachers and a paraprofessional. This team creates appropriate research based interventions that meet the needs of the students who are not meeting their academic goals. Regular snapshot assessment (DIBELS and AIMSweb) are done to monitor achievement.

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

   Title 1, Title 2a, 31A funding

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

   All programs are coordinated toward the achievement of the school wide plan.1. Comprehensive Needs Assessment - General Fund
   - School-wide Planning Grant - Cass City Public Schools School-wide Transition Process
   2. School-wide Reform Strategies - General Fund - Cass City Public Schools School Improvement / School-wide Plan
   3. Instruction by Highly Qualified Professional Staff - Title II A first then General Fund - All Staff (teachers and paraprofessionals) are currently highly qualified
   4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools - General Fund
   - Title II A
   - Parent/Teacher Organization - New Teacher Orientation Programs
   - Mentoring and Training
   - District Professional Development
   - Conferences to support continual learning
   5. High-Quality and Ongoing Professional Development - Title II A
   - Title II D (District Level)
   - General Fund - Basic Literacy Training

- Compass Learning (Program Training)
- Title I Assessment Trainings/Updates
- Development plans in progress
- Grade level meetings to develop curriculum units
- Content area workshops--supplies, materials
6. Strategies to Increase Parental Involvement - Title I
- PTO - Title I Night development plans in progress--supplies
- Title I Brochure
- Parent Education Night to inform parents on parenting skills--materials
7. Preschool Transition Strategies - General Fund - Kindergarten Round-Up
- Open Houses
- D-4 Class/Head Start
8. Teacher Participation in Making Assessment Decisions - General Fund
- Title II A - Assessment Trainings
- Curriculum Meetings
- Grade Level Meetings
- MiBLSi/SAM Meetings
- Parent Education Night
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards - Title I
- Title II A
- Special Ed. Funding
- General Fund
- 31a Funding - Summer School
- Paraprofessionals
- Study Island Program
- Compass Learning Program
- Social Work Services
- MiBLSi Behavior
- Interventions--resources
- Reading Accounts Awards
- Transportation for Educational Field Trips

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

   Cass City Elementary School will utilize Title I, Part A and other resources to implement the following schoolwide plan components: new teacher orientation programs, mentoring and training, district professional development, conferences, grade level meetings, Title I Night, parent eduation night and summer school.

4. 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.

   Cass City Elementary School's plan for connecting with preschool-age children includes a Kindergarten Open House before the first day of school to allow parents the opportunity to see their child's classroom and meet their teacher. Each spring parents are provided pertinent information at an annual Kindergarten

Round-Up meeting. This meeting provides helpful information to parents on how to get their child ready for the upcoming school year. Teachers share information with transition teachers from Head Start, Young 4's program, Young 5's program, and Daycare.

Cass City Elementary School has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. The process used for identifying students for additional assistance, as part of our Title I program, includes our DIBELS and AIMSweb assessments to determine students in need; students fall into a Tier category (Tier One "Benchmark", Tier Two "Strategic", or Tier Three "Intensive"); Tier Two and Tier Three receive Title I support through interventions. Students are assessed using DIBELS (Dynamic Indicator of Basic Early Literacy Skills) assessment tool and AIMSweb assessments (given in the fall, winter, and spring) in areas of reading, reading fluency, math fluency, and writing fluency. Benchmarks are established at the county level through the Student Achievement Model (SAM) and students will fall into a three tiered level of proficiency. Tier One meets Benchmark targets and students are projected to meet grade level expectations, Tier Two are almost at Benchmark but need support to help reach this goal (meeting grade level expectations) and Tier three needs intensive intervention support to succeed. Those in the latter two tiers are progress monitored in the area of reading fluency. Math and writing is maintained and evaluated through our core curriculum. The core curriculum has integrated research based strategies to strengthen the core program and help meet the needs of students in all four core areas.

Title I services provide strategic intervention as part of the schools schedule using small group or one-on-one intervention support. Students are assisted with key teachers and a paraprofessional. This team creates appropriate research based interventions that meet the needs of the students who are not meeting their academic goals. Regular snapshot assessment (DIBELS and AIMSweb) are done to monitor achievement.

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.

Cass City Elementary School has a currently technology plan on file with the Michigan Department of Education through 2012. Our plan encourages effective integration of technology, resources, services, and systems with teacher training and curriculum development. The district also provides professional development for any staff member who needs assistance in implementing any of the available technology as well in classroom assistance by the technology department. The following is a list of some of the uses of technology that improve and/or enhance student academic achievement:

- Accelerated Reader
- Accelerated Math
- Calculators
- Compass Learning
- Study Island
- Computers in every classroom
- Computer labs
- Digital cameras
- Media Center
- On-line textbooks
- Projectors

- Staff websites
- United Streaming
- Video Equipment
- Skyward
- Read Naturally

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.

   We have formed a committee to review the school improvement plan though out the year when State assessment data is related. The committee made up several teachers, social worker, parents, title one and other support staff. The committee will look at the measures of data; student achievement data, school programs/process data, perceptions data and demographic data to ensure all aspects of the SIP is aligned with requirement.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

   As a staff we review data results from various sources such as MEAP, DIBELS, AIMS web, DRA and classroom assessments to determine if we have had an increase in effective student achievement and also if goals were met or moved towards meeting the goals.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

   As part of the team we review and evaluate the school wide program. The team evaluate the plan to ensure continues improvement of student learning by reviewing data as received from the state. Interventions and educational process are looked at on a continuous schedule to modify individual student needs.

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

   A team of teachers, administrators, and parents participate in the selection, use, and interpretation of school based assessments. These teams include: School Improvement Committee, Department and Grade Level meetings, SAM/MiBLSi team, District SAM/MiBLSi Team, all of which meet several times a year to continually modify and improve school based assessments. Each team works together to interpret data, develop goals, select strategies, and align professional development as needed based on student performance. Student performance drives any modifications and improvements in the selection and use of school based assessments.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to

the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

A team of teachers, administrators, and parents participate in the selection, use, and interpretation of school based assessments. These teams include: School Improvement Committee, Department and Grade Level meetings, SAM/MiBLSi team, District SAM/MiBLSi Team, all of which meet several times a year to continually modify and improve school based assessments. Each team works together to interpret data, develop goals, select strategies, and align professional development as needed based on student performance. Student performance drives any modifications and improvements in the selection and use of school based assessments.

Assurances

EdYES!

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

   Response: *Yes*
   Comments: *We test students three times a year in the area of math, writing and literacy. Our 3rd and 4th grade students take the MEAP in the areas of math and ELA in addition ot the to the annual testing that is done 3 times per year.*

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.casscityschools.org/Schools/CampbellElementary/AnnualReport/tabid/741/Default.asp*

Educational Development Plan (EDP)

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

   Response: *N/A (our school does not have grade 8)*
   Comments:

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

   Response: *No*
   Comments:

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: *We have written policy and conduct drills to practice our saftey precdures with the students and staff.*

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

Response: *Yes*

Comments: *We have implemented a positive support behavior system throughout our schools. The teachers have been trained and the students have been taught the expectations. We review the expactation with the students 3 times per year.*

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: *A student and teacher handbook is given out at the begining of each year with all the precedures and guidelines to follow.*

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

Response: *Yes*

Comments: *We have a program called SWIS that collects data for us. We look at the data on a monthley basis.*

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments: *We have a grant called th PE-Nut grant for grades K-2-4. Teachers have been trained and are using this in their classroom.*

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

Response: *No, but use a health education curriculum*

Comments:

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

   Response: *Yes*
   Comments:

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

   Response: *Adopted policy, but not fully implemented*
   Comments:

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

    Response: *Yes*
    Comments:

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

    Response: *Other curriculum*
    Comments:

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

    Response: *No*
    Comments:

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

    Response: *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, 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: *Yes*

    Comments:

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

    Response: *Yes*

    Comments:

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

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

    Comments:

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

    Response: *Written policy, fully implemented*

    Comments:

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

    Response: *Yes*

    Comments:

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

    Response: *Adopted policy, fully implemented*

    Comments:

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

    Response: *Yes*

    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: *Yes*

    Comments:

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

    Response: *Yes*

    Comments:

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

    Response: *Written policy, fully implemented*
    Comments:

31. Our school has a parent education program.

    Response: *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: *Yes*
    Comments:

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

    Response: *Access to some indoor facilities*
    Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Aaron	Fernald	Principal	Afernald@casscity.k12.mi.us
Mr.	Nick	Moyer	Title Director	nmoyer@casscityschools.org
Ms.	Janelle	Anderson	Teacher	janderson@cassityschools.org
Mrs.	Amy	Hartel	Paraprofessional	ahartel@casscityschools.org
Mrs.	Kris	Milligan	Teacher	kmilligan@casscityschools.org
Mrs.	Paula	LeValley	Teacher	plavalley@casscityschools.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:	Aaron Fernald
Address:	4805 Ale St.
Telephone Number:	989-872-2158

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

2112 - PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall reflect the Board's commitment to the following:

A. Relationships with Families

1. Cultivating school environments that are welcoming, supportive, and student-centered.

2. Providing professional development for school staff that helps build partnerships between families and schools.

3. Providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers.

4. Providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities.

B. Effective Communication

1. Providing information to families to support the proper health, safety, and well-being of their children.

2. Providing information to families about school policies, procedures, programs, and activities.

3. Promoting regular and open communication between school personnel and students' family members.

4. Communicating with families in a format and language that is understandable, to the extent practicable.

5. Providing information and involving families in monitoring student progress.

6. Providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal

provisions.

7. Preparing families to be involved in meaningful discussions and meetings with school staff.

C. **Volunteer Opportunities**

1. Providing volunteer opportunities for families to support their children's school activities.

2. Supporting other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events.

D. **Learning at Home**

1. Offering training and resources to help families learn strategies and skills to support at-home learning and success in school.

2. Helping families to provide a school and home environment that encourages learning and extends learning at home.

E. **Involving Families in Decision Making and Advocacy**

1. Involving families as partners in the process of school review and continuous improvement planning.

2. Involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families.

F. **Collaborating with the Community**

1. Building constructive partnerships and connecting families with community-based programs and other community resources.

2. Coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development.

Implementation

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The plan will be distributed to all parents and students through publication in the Student Handbook or other suitable means. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan.

[1]Indicates IDEA 2004 Section 650 & 644 parent involvement requirements
[2]Indicates Title I Section 1118 parent involvement requirements

Sec. 1112, 1118 ESEA
M.C.L.A. 380.1294

2261.01 - 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.

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.

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.

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2261.02 - 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).

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

   1.   Information on the level of achievement of their child(ren) on the required State academic assessments.

   2.   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.

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CASS CITY ELEMENTARY SCHOOL
PARENT/STUDENT/TEACHER COMPACT

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

Parent/Guardian Agreement

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

❑ See that my child attends school regularly and is punctual.

❑ Establish a time and a place for homework.

❑ Supervise the completion of homework and home activities with my child.

❑ Support the school staff and respect the learning environment of others.

❑ Promote an environment at home so my child understands that living in a group, whether it be a family or classroom, requires standards of behavior and cooperation, and that one must accept the consequences of one's actions.

❑ Model respect by going to the teacher first about any concerns, trying to keep lines of communication open, and understanding that there are two sides to every issue.

❑ Limit and monitor my child's TV and movie watching.

❑ Encourage daily reading at home.

Comments: _____

_____

_____
Parent/Guardian Signature

Student Agreement

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

- ☐ Come to school every day and be in class on time.
- ☐ Have quality homework completed and turned in on time.
- ☐ Bring the materials that I need to every class.
- ☐ Always try to work to the best of my ability and ask for help when I need it.
- ☐ Show respect for myself, my school, other students, and belongings.
- ☐ Follow the rules at my home and school.
- ☐ Believe that I can learn and I will learn.

_____

Student Signature

Professional Educator

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

- ☐ Provide an environment conducive to learning.
- ☐ Have high expectations for me and my students by using methods and techniques that work for my classroom.
- ☐ Maintain open lines of effective communication with my students and their parents in order to support student learning.
- ☐ Seek ways to involve parents in classroom activities.
- ☐ Provide enriched and challenging instruction that is aligned with state core curriculum.
- ☐ Respect the students, their parents, and the learning culture of the school.

_____

Professional Educator Signature

_____

Administrator Signature

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

Date Sent: _____

Date Received: _____