



Grant Public Schools

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Middle School

2010-2013

**School**

**Improvement**

**Plan**



The mission of the Grant Public School District is to provide a school system that is committed to excellence in teaching and learning for all students.



# Grant Public Schools

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## Middle School

### **Values:**

- We value the individuality of every child.
- We value a safe learning environment that is supportive of our students' well being.
- We value strong character development in each child
- We value the educational needs of each student
- We value a strong Family – School – Community partnership.

### **Beliefs:**

- We believe that all students can learn.
- We believe that students learn at different rates.
- We believe that parent participation is critical to student learning.
- We believe that good teaching promotes the development of the child as a student and a person.
- We believe that professional development improves teaching and learning.
- We believe that students learn best when they are actively engaged in meaningful and challenging work.

The mission of the Grant Public School District is to provide a school system that is committed to excellence in teaching and learning for all students.

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# School Wide Program Components

## I. Comprehensive Needs Assessment Summary

Grant Middle School conducted the following needs assessment with a School Wide Planning Team that consisted of teachers from each grade level and content area, special education teachers, Title I teachers, the principal, a paraprofessional, a community representative and parents. Data was taken from the MDE – OEAA website, Newaygo County Data Warehouse, School Matters, Kids Count in Michigan Data Book, MSDS, Census Poverty data by LEA, the school student achievement data base that includes multiple sources of assessment data, and a parent and teacher survey. The School Wide Planning Team met for six, 3 hour sessions to conduct a needs assessment and create a school wide plan.

### Building Demographic Summary

Grant Middle School is located in Newaygo County in the heart of Western Michigan, thirty miles north of Grand Rapids and thirty-five miles east of Lake Michigan shoreline. The middle school is home to 610 5<sup>th</sup>-8<sup>th</sup> grade students.

We, at Grant Middle School, believe every child can learn and should regularly be challenged in the learning process. Most importantly, we believe students should experience success at school both socially and academically. Our staff is encouraged to meet the needs of each individual student.

At Grant Middle School we encourage parent and community involvement in both academic and extra-curricular events.

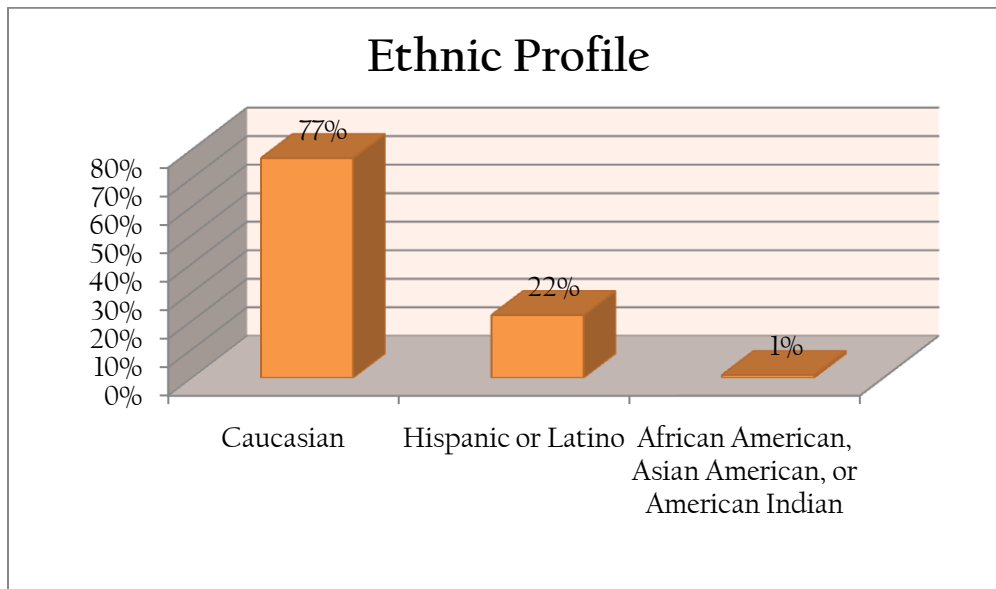
#### Extended Services:

- Implementing Parent Involvement Group
- Hoops for Heart
- PEAK instructional strategies
- Connect
- Peer Coaches
- Athletics
- After-school Program
- Art, Choir, Band opportunities
- Yearbook
- Accelerated Reader
- Universal Breakfast
- Drug Awareness
- Spelling Bee
- Talent Show
- Field Trip
- Mentor Program
- Co- taught classes

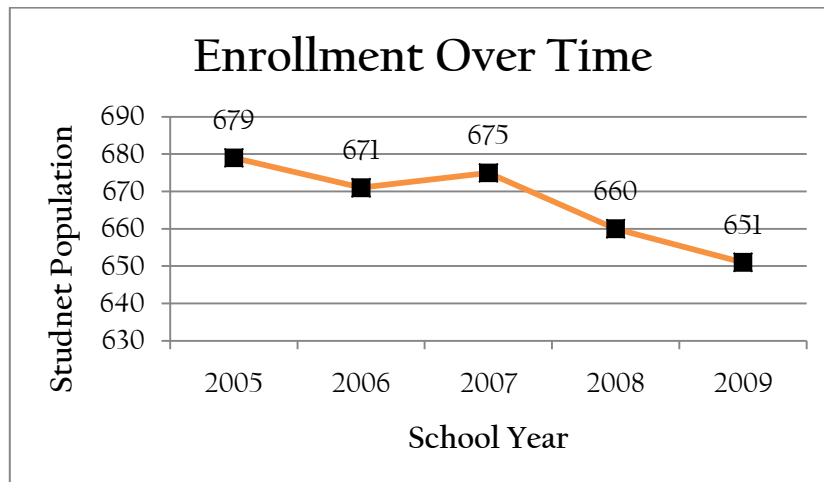
**Grant Middle School  
Demographic Data for 2009-2010**

<i>Grade</i>	<i>Total Head Counts</i>	<i>% Free and Reduced Lunch</i>	<i>% Title I</i>	<i>% Special Ed</i>	<i>% Female</i>	<i>% Male</i>	<i>% Homeless</i>	<i>% Schools of Choice</i>
5th	155	49.7%	0	20.6%	47%	53%	1.9%	12.9%
6th	163	50.9%	0	14.7%	38%	62%	2.4%	13.5%
7th	145	44.8%	0	11%	46%	54%	2.7%	14.5%
8th	150	46%	0	15.3%	55%	45%	4%	16.7%

The following chart depicts the ethnic profile of the building:



The following graph shows the decrease in student enrollment over a five-year span:



## Results of Teacher Survey

In the fall of 2010, the teaching staff at Grant Middle School completed a survey that included the five strands used in the School Wide Planning process as outlined in the Michigan School Improvement Framework. Following is the summary of the survey:

### **Strengths:**

- Lesson plans are aligned to the Michigan Frameworks curriculum and are clearly communicated to students
- Students are assessed in a variety of ways to evaluate their learning
- School leaders understand their role as being a catalyst for change
- Staff feel that the building is safe and orderly

### **Areas to address:**

- Opportunities need to be provided for staff to collaborate to analyze data, review and revise the curriculum and identify best practices
- Staff needs to implement differentiation and modify assignments to support all students
- Teachers need a structure during the school day to provide re-teaching for students that have not mastered outcomes

## Results of Family Survey

A parent survey was conducted in March 2010. It was sent home with every student. Questions asked were based on principal/staff accessibility, homework, technology, communication, parent involvement, and overall atmosphere of the school. These were rated on a five point scale from Agree to Disagree.

Some of the questions in the survey that reflect the agree category are:

- My child's school is a safe place to learn.
- My child's school provides a high quality education program.
- I receive enough communication from the school to keep informed of its activities.
- My child is given challenging work in all classes.
- Teachers do a good job of making sure students understand the grading procedures and policies.

There were three areas of significant disagreement with regards to the questions surveyed. One area was the topic of whether their student does homework each night. Another area was concern about inappropriate student language. A third area of concern was students bullying, threatening or picking on other students.

Some other areas that seemed to raise concern were regarding the school teaching parents and students rules and expectations for behavior, teachers caring about students, and teachers facilitating students getting help when they fall behind.

The parent survey seems to show that the majority of Grant Middle School families are satisfied with the educational services provided, but that they have some concerns that they would like addressed. The ideas and opinions shared by our families are used to help better evaluate our services.

Analysis of strengths and challenges in systems and practices that are contributing to the gaps in student achievement:

Michigan Department of Education  
ED Yes! Report 2010  
Summary

As part of the Comprehensive Needs Assessment, the School Wide Planning Team completed the 90 indicator rubric that provides an in depth assessment of the systems and practices in the school that impact overall student achievement. The following is a brief summary of this report that was completed for the Michigan Department of Education and submitted March 12, 2010:

*Strand 1*

Teaching for Learning

Strengths:

- Our curriculum matches our state requirements in core areas
- Teachers consistently monitor and evaluate student learning using various assessments
- Common curricular units exist within each grade level and/or content area
- School leaders regularly inform staff of current research pertaining to curriculum and instruction

Weaknesses:

- Cross grade level knowledge of curriculum requirements is limited
- Communicating curriculum requirements to parents needs improvement.

*Strand 2*

Leadership

Strengths:

- The school leaders make sure the building's curriculum and instruction are aligned with district plan
- The school's leadership provides all students with equal access to all opportunities
- The school leaders create a school environment where everyone contributes to making a positive effect on learning.
- School leaders assure that all state and federal regulations and mandates are followed

Weaknesses:

- The school uses data to improve curriculum
- The vision of the school and decision making is collaborative

*Strand 3*

Personnel and Professional Learning

Strengths:

- Many of the instructional staff have earned Master's Degrees and/or National Board Certification, while others continue to work on theirs
- Frequent communications between school staff and parents and students
- The school staff has developed and enforces a school wide behavioral management plan that supports students

- Staff employs technology for a variety of purposes daily

Weaknesses:

- Collaboration of staff at grade levels and/or departments
- Meeting times for teachers from the same departments, grade levels and/or content areas
- Teacher driven professional development activities.

*Strand 4*

Community Involvement

Strengths:

- The community is supportive and involved in student learning and other school activities
- Communication with the community is welcoming, visible, and takes into account a diverse population
- The school and community work together and share resources in order to strengthen student, family, and community learning

Weakness:

- Actively involving parents in student learning
- School and parent communication is two-way, ongoing and meaningful

*Strand 5*

Personal and Professional Learning

Strengths:

- Highly functional data system for which the staff has been trained and is adept at utilizing
- Staff routinely analyzes and interprets data
- Student data is kept strictly confidential and used for educational purposes

Weaknesses:

- Work to utilize data and to guide results that are driven to change

Grant Middle School received an “A” grade on the Michigan school report card for 2009 and made Adequate Yearly Progress.

**Gap Analysis**  
**Grant Public Schools (Grades 6 – 9)**  
*The bold areas below have a significant gap (more than 10%)*

	3 year trends	Gender	ED/Non ED	SE/NonSE	Other
<b>6<sup>th</sup> grade</b>					
<b>Reading</b>	2007- 81%	Males-78% Females-84%	ED-72% Non ED-89%	SE-47% Non SE- 86%	2007 White-83% 2007 Hispanic-73% 2007 ELL-<10 2007 Migrant-<10
	2008- 89%	Males-94% Females-83%	ED-87% Non ED-91%	SE- 47% Non SE-94%	2008 White-93% 2008 Hispanic-76% 2008 ELL-<10 2008 Migrant-83%
	2009- 86%	Males- 84% Females-88%	ED- 82% Non ED- 90%	SE- 48% Non SE- 91%	2009 White- 85% 2009 Hispanic- 86% 2009 ELL- 83% 2009 Migrant- 100%
<b>Writing</b>	2007-64%	Males-55% Females-72%	ED-54% Non ED-73%	SE- 42% Non SE-67%	2007 White-70% 2007 Hispanic-43% 2007 ELL-<10 2007 Migrant-<10
	2008-79%	Males-80% Females-78%	ED-74% Non ED-83%	SE- 47% Non SE-83%	2008 White-82% 2008 Hispanic-68% 2008 ELL- 2008 Migrant-58%
	2009	Males- Females-	ED- Non ED-	SE Non SE	2009 White- 2009 Hispanic- 2009 ELL- 2009 Migrant-
<b>Math</b>	2007- 77%	Males-77% Females-77%	ED-73% Non ED-80%	SE-16% Non SE-85%	2007 White-78% 2007 Hispanic-73% 2007 ELL- 2007 Migrant-
	2008- 92%	Males-90% Females-94%	ED-87% Non ED-97%	SE-59% Non SE-96%	2008 White-94% 2008 Hispanic-85% 2008 ELL- 2008 Migrant-92%
	2009- 89%	Males- 92% Females- 86%	ED- 86% Non ED- 94%	SE- 55% Non SE- 95%	2009 White- 92% 2009 Hispanic- 81% 2009 ELL- 83% 2009 Migrant- 90%
<b>Social Studies</b>	2007- 79%	Males-75% Females-81%	ED-72% Non ED-84%	SE-42% Non SE-84%	2007 White-81% 2007 Hispanic-67% 2007 ELL- 2007 Migrant-
	2008- 81%	Males-91% Females-70%	ED-73% Non ED-88%	SE-38% Non SE-86%	2008 White-90% 2008 Hispanic-55% 2008 ELL- 2008 Migrant-27%
	2009- 70%	Males- 68% Females- 71%	ED- 65% Non ED- 76%	SE- 24% Non SE- 76%	2009 White- 88% 2009 Hispanic- 77% 2009 ELL- 70% 2009 Migrant- 30%

<u>7<sup>th</sup> Grade</u>					
Reading	2007- 74%	Males-71% Females-79%	ED-60% Non ED-83%	SE- 22% Non SE- 85%	2007 White-80% 2007 Hispanic-56% 2007 ELL-<10 2007 Migrant-<10
	2008- 79%	Males- 77% Females- 80%	ED-71% Non ED-85%	SE- 50% Non SE-83%	2008 White-81% 2008 Hispanic-68% 2008 ELL-<10 2008 Migrant-60%
	2009- 86%	Males- 91% Females- 71%	ED- 80% Non ED- 91%	SE- 50% Non SE- 90%	2009 White- 88% 2009 Hispanic- 77% 2009 ELL- 70% 2009 Migrant- <10
Writing	2007	Males-63% Females-81%	ED-60% Non ED-78%	SE-22% Non SE-81%	2007 White-72% 2007 Hispanic-67% 2007 ELL-<10 2007 Migrant-<10
	2008	Males-67% Females-81%	ED-61% Non ED-85%	SE- 33% Non SE-81%	2008 White-77% 2008 Hispanic-65% 2008 ELL-<10 2008 Migrant-30%
	2009	Males Females	ED Non ED	SE Non SE	2009 White 2009 Hispanic 2009 ELL 2009 Migrant
Math	2007- 69%	Males-65% Females-73%	ED-54% Non ED-78%	SE-19% Non SE-79%	2007 White-73% 2007 Hispanic-54% 2007 ELL-<10 2007 Migrant-<10
	2008- 80%	Males-82% Females-79%	ED-69% Non ED-89%	SE-17% Non SE-91%	2008 White-81% 2008 Hispanic-74% 2008 ELL-<10 2008 Migrant-60%
	2009- 83%	Males- 90% Females- 75%	ED- 77% Non ED- 89%	SE- 50% Non SE- 87%	2009 White- 86% 2009 Hispanic- 74% 2009 ELL- 60% 2009 Migrant- <10
<u>8<sup>th</sup> Grade</u>					
Reading	2007-74%	Males-68% Females-80%	ED-62% Non ED-81%	SE- 26% Non SE-82%	2007 White-77% 2007 Hispanic-59% 2007 ELL-<10 2007 Migrant-50%
	2008-82%	Males-76% Females-88%	ED-74% Non ED-85%	SE-35% Non SE- 89%	2008 White-85% 2008 Hispanic-74% 2008 ELL-<10 2008 Migrant-<10
	2009-83%	Males-77% Females-89%	ED-78% Non ED-89%	SE- 39% Non SE-90%	2009 White-82% 2009 Hispanic-85% 2009 ELL-90% 2009 Migrant-<10
Writing	2007-66%	Males-55% Females-77%	ED-57% Non ED-70%	SE- 26% Non SE-72%	2007 White-71% 2007 Hispanic-38% 2007 ELL-<10 2007 Migrant-50%
	2008 -77%	Males-70% Females-85%	ED-66% Non ED-82%	SE- 30% Non SE-84%	2008 White-80% 2008 Hispanic-68% 2008 ELL-<10 2008 Migrant-<10
	2009-NONE	NONE	NONE	NONE	2009-NONE

Math	2007-62%	Males-59% Females-66%	ED-55% Non ED-66%	SE- 7% Non SE-72%	2007 White-64% 2007 Hispanic-48% 2007 ELL-<10 2007 Migrant-<10
	2008-81%	Males-80% Females-82%	ED-76% Non ED-83%	SE-40% Non SE-87%	2008 White-83% 2008 Hispanic-77% 2008 ELL-<10 2008 Migrant-<10
	2009-66%	Males-64% Females-69%	ED-58% Non ED-76%	SE-13% Non SE-75%	2009 White- 89% 2009 Hispanic- 58% 2009 ELL-30% 2009 Migrant->10
Science	2007-83%	Males-84% Females-82%	ED-71% Non ED-89%	SE-46% Non SE- 89%	2007 White-86% 2007 Hispanic-63% 2007 ELL-<10 2007 Migrant-<10
	2008-90%	Males-89% Females-92%	ED- 84% Non ED-94%	SE-65% Non SE-94%	2008 White-94% 2008 Hispanic-77% 2008 ELL-<10 2008 Migrant-<10
	2009-81%	Males-79% Females-83%	ED-72% Non ED-91%	SE-43% Non SE-87%	2009 White-86% 2009 Hispanic-69% 2009 ELL-<10 2009 Migrant-<10
9 <sup>th</sup> Grade	2007- 73%	Males Females	ED Non ED	SE-26% Non SE-79%	Hispanic
Social Studies	2008- 79%	Males Females	ED Non ED	SE-31% Non SE- 87%	Hispanic
	2009- 80%	Males- 76% Females- 84%	ED- 72% Non ED- 86%	SE- 50% Non SE- 84%	Hispanic- 53%
Science	2007 60%	<i>Males 52%</i> <i>Females 67%</i>	<i>ED 41%</i> <i>Non ED 64%</i>	<i>SE 23%</i> <i>Non SE 63%</i>	Hispanic 50%
	2008 48%	Males 47% Females 49%	<i>ED 34%</i> <i>Non ED 53%</i>	<i>SE 4%</i> <i>Non SE 56%</i>	Hispanic 22%
	2009 49%	<i>Males 43%</i> <i>Females 55%</i>	<i>ED 39%</i> <i>Non ED 53%</i>	<i>SE 19%</i> <i>Non SE 53%</i>	Hispanic 37%

### Results of Needs Assessment:

The identified gaps in student achievement for all students and demographic subgroups, the challenges in the systems and practices, and the results of the parent/student/teacher perception surveys were utilized to set goals, objectives and strategies for the building school improvement plan. The goals that were developed from this analysis can be located in Section 2. School Wide Reform Strategies/School Improvement Plans. They are clearly identified as a student goal statement and relate to the needs assessment in the four sections that follow the goal. Following this are the objectives, strategies, and action items that relate to that need and goal. There are goals for each area that were identified as a weakness for this building. The plans follow the Michigan School Improvement template.

## 2. School Wide Reform Strategies/School Improvement Plans

School wide reform strategies are designed to help all students meet the State Proficient and Advanced Levels of Student Academic Achievement in State Content Standards.

1. *Inclusion/Performance Enhancement: Provide opportunities for all students to meet the state proficient and advance levels of student academic achievement.*

Grant Middle School has identified gaps when analyzing achievement results for both special education students and economically disadvantaged students when compared to the results from all students. Our school improvement team has assessed the information and discussed strategies to provide for all students to meet the state proficient and advanced levels of student academic achievement. One change we are implementing is for our staff to continue participating in the PEAK learning model. All staff will learn strategies to increase achievement. PEAK will provide teachers with various methods to help focus students as well as give them a better opportunity for learning and remembering academic material. Co-teaching is another strategy that our school will use to benefit special education students specifically in reading, writing and mathematics. These classes will have two teachers, both a general education content area teacher as well as a special education teacher. Working together in the same class will better support our concerted effort to meet student needs. Administration will make sure these classes are being taught properly and consistently via walk-through observations. These walk-throughs will aid in ensuring that curriculum is being taught with valuable learning strategies in place.

2. *Effective Methods and Instructional Strategies: Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school. Strategies include the needs of all children and particularly those that are at-risk for meeting the State Standards for student achievement. Strategies are embedded in School Improvement plans.*

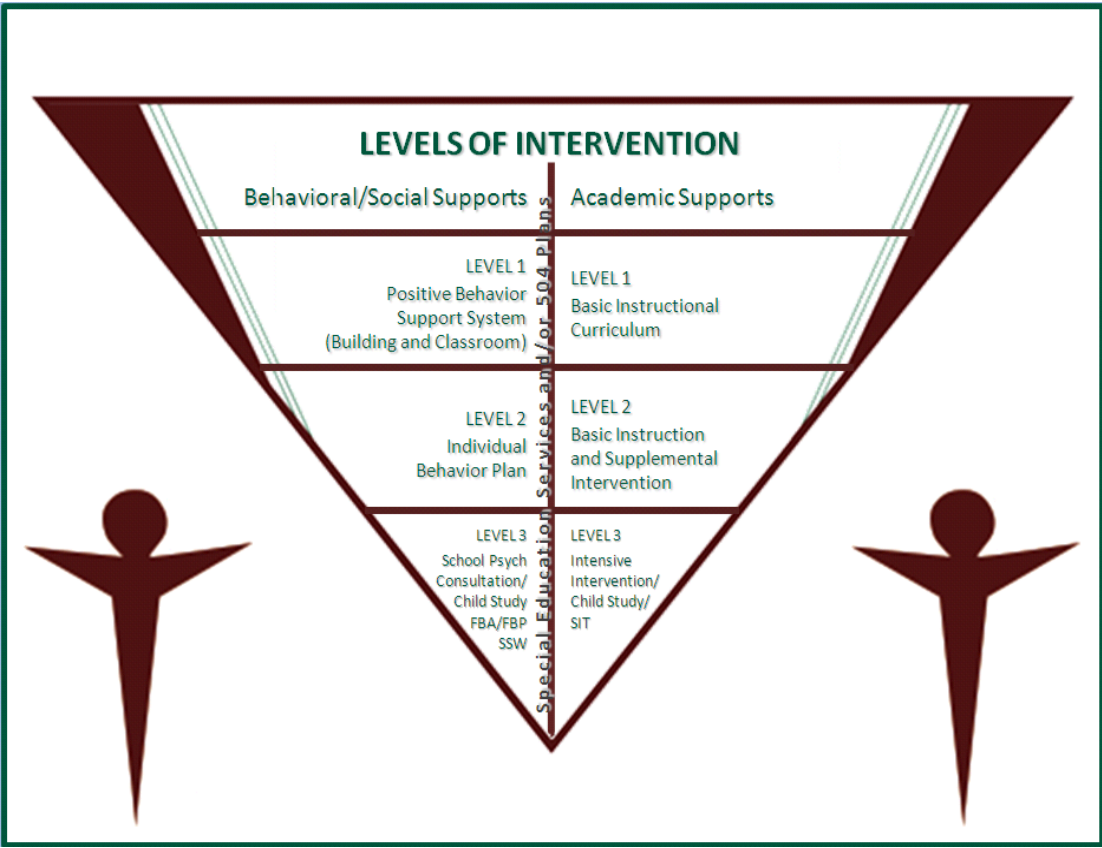
1. Professional Learning Communities, researched by Rick DeFour, will be implemented to change the culture of the school from a focus on teaching a curriculum to a focus on learning. Curriculum and student mastery of objectives will be continually analyzed and adjusted by staff. Staff will discuss Best Practices and PEAK strategies that have a positive impact on student learning. Data and curriculum conversations will strengthen teacher lessons. Data will also help teachers target students who may need assistance during our Connect time. Lesson plans will be collected and referenced weekly. Frequent administrator walk-through observations will ensure that these initiatives take place. Staff will continue to participate in PEAK training to incorporate strategies and accommodations to increase student achievement. Staff will discuss and model the PEAK learning strategies monthly at staff meetings and department meetings and utilize these strategies in their classrooms as evidenced by the principal walkthrough observations and weekly lesson plans. These research based instructional strategies will assist all students in accessing the curriculum and increasing their retention.
2. The 3 Tiered Response To Intervention Model and research based practices will be utilized as an early intervention to prevent long-term academic failure for all students. Response-To-Intervention is a process that includes the provision of systematic, research-based instruction and interventions to struggling learners. It assumes that instruction and interventions are matched to student needs and that the monitoring of progress is continuous.

Level 1      The classroom instructional practices of the teacher are changed utilizing a research based approach (examples include: PEAK instructional strategies and Ruby Payne Learning Structures). Basic Instructional Curriculum includes Differentiated Instruction for all learners and authentic assessments matched to learning styles.

Level 2      Supplemental Intervention includes Level 1 as well as Connect, co-taught classes, Fast ForWord reading software, Accelerated Reader program for reading fluency, bi-lingual and migrant

support, and after school programs for tutorial support. Connect is an intervention that our school will be using during the school day. This program builds two-30 minute blocks into the weekly schedule for students to receive 1 on 1 or small group instruction to help all students meet curricular objectives and realize success. Connect provides opportunities for enrichment and intervention for all students. These interventions should help students meet GLCE's and increase MEAP scores. Teachers will use the Connect time to meet with specifically identified students. Co-taught instruction provides students with two teachers to work with both general and special needs students. Fast ForWord is reading software which will increase reading proficiency for special needs and at-risk students. Bi-lingual and migrant students are supported by a teacher assisting them specifically in the areas of Language Arts and Math.

Level 3 Includes 504 accommodation plans for students in the general classroom, special education programs, and services for eligible students. The special education model is inclusive with minimal pullout from the classroom that is supplemental to the classroom instruction. Student Intervention Teams also meet to create strategies for our at-risk students.



3. Staff will participate in professional development on PEAK learning strategies. The PEAK Model provides a research based comprehensive approach to ensuring learning by spanning all three of the critical domains- context, content and process. Staff will discuss and model the PEAK learning strategies monthly at staff meetings and department meetings and utilize these strategies in their classrooms as evidenced by the principal walkthrough observations and weekly lesson plans. These research based instructional strategies will assist all students in accessing the curriculum and increasing their retention. Staff will continue to implement the Ruby Payne model of Learning Structures to improve the cognitive processes of the struggling learner. (The professional development for this occurred August 2008 and was part of the reform change for the current school year.)

The School Improvement plans attached below include the building goals, objectives, strategies and action plans related to these school reform initiatives.

**Grant Middle School  
English Language Arts (2010-2013)**

**Section I – Comprehensive Analysis Report on Student Achievement:  
Content Area: English Language Arts ( X ) Active Goal ( ) Maintenance Goal**

**Student Goal Statement:**

By 2013, all students at Grant Middle School will increase their proficiency in reading and writing as evidenced on the state MEAP assessment, increasing the overall proficiency score each year by at least 4%. Overall proficiency means Level 1 or Level 2.

**Statement of Gap in Student Achievement:**

Based on the state MEAP assessment, 85% of Grant Middle School students are proficient readers.

**Contributing Cause for the Gap in Student Achievement:**

There appears to be no significant gap between genders in the MEAP reading assessment. Non-economically disadvantaged students out performed economically disadvantaged students by 10 percentage points. General ED out performed special ED students by 44%. Caucasian and Hispanic students show no significant gap in reading achievement. Further MEAP item test analysis shows that 6th grade students need further instruction in informational text and comprehension. In 8th grade further instruction is needed in informational text. 7th grade was solid in reading.

**List the Sources of Data Used to Identify This Gap:**

- MEAP
- Gates McGinitie (2 times a year)
- STAR (minimum 2 times a year)

**Section II – Plan to Accomplish Student Achievement Goals and Objectives: Measurable Objective Statement to Support Goal:**

- 85% of the economically disadvantaged sub-groups will score in the proficient category on the 2010 MEAP reading assessment
- 58% of special education students will score in the proficient category on the 2010 MEAP reading assessment
- The male sub group economically disadvantaged subgroups will increase by 8% on the 2010 MEAP writing assessment
- Our special ED subgroups will increase 20% by the 2010 MEAP writing assessment

**Authentic Assessment: List Multiple Measure of Assessment Objectives:**

- Electronically use CMS once each semester to record mastery (Curriculum Management System)
- 85% of students will achieve mastery (80%)

**Strategy Statement:**

- Connect time will be available to students throughout the school day, (2 times weekly) to provide all students with in-school support in content areas and relationships
- PEAK strategies will be utilized by students to improve comprehension and retention in reading and writing
- Vertical alignment of content curriculum
- Implement bilingual support for immigrant and bilingual students
- Special ED students will be co-taught with general ED students in reading and writing

**Research to Support Strategy Statements:**

- Connect! Program → Building School-Based Teacher Learning Communities
  - By Milbrey W. McLaughlin and Joan E. Talbert
  - Pages 8-10, 129
- PEAK → Teaching for Excellence
- Vertical Alignment → Classroom Instructional Practices That Work by Robert Marzano
- Bilingual → Title 3
- Co-Teaching → “Shared Insights from University Co-Teaching”

Activities/ Action Steps to Implement the Strategy	Staff Responsible for Implementing Activity	Timeline for Activity (Beginning and End)	Resources Needed for the Activity	Monitoring Plan for the Activity	Evidence for Success
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**Implement Connect!**

Train/in-service staff connect! program	Connect! Visitation Team	Fall 2010-2013	DVD Information Packets	Admin.	Attendance Of All Staff
Prepare classrooms	All Staff	Fall 2010-2013	Reading Libraries	Admin.	All Classes Have A Library Day
Create Common Documentation	Connect! Visitation Team	Fall 2010-2013	Rockford's Documents	Admin.	Documents In Place
Implementation of Connect! (Academic Support Period)	Teachers Support Staff	2010-2013 (2 Times Per Week All Year)	Connect! Packet Passes Sign-In/Out Sheets Reading	Sign-In/Out Sheets All Staff	Less Students On D, F, I Reports Less Students With Late and Missing Work

**PEAK Strategies**

Train/In-service staff on PEAK strategies	Administration PEAK trainers	Fall 2010	PEAK trainers	Admin.	Attendance by all staff
Implement PEAK Strategies	Teachers Support Staff	2010-2013	In-service Materials	Admin	Improved student achievement (CMS)

**Vertical Alignment of Curriculum**

School-day release time for curriculum collaboration in content areas (align maps with common assessments and teaching resources)	Reading and writing teachers 5-8 NCRESA consultant	Meet 3 times throughout the year (minimum)	Release time (Sub-costs) Curriculum Maps	Meeting Agenda Meeting Minutes Admin Support	Improved Student Achievement (CMS) Curriculum Maps On CMS
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**Bilingual Support**

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Provide Bilingual support in a bilingual classroom for identified students	Bilingual Teacher	As Needed	Supplemental Materials	Admin	Increased student achievement for bilingual students
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**Co-Teaching**

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Special ED and regular ED teachers will co-teach reading and writing classes	Special ED Teachers Reading and Writing Teachers	2010-2013	Shared Core Curriculum and Materials Planning Time	Common Weekly Lesson Plans	Students Improve Reading and Writing Skills (CMS)
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Grant Middle School  
Math (2010-2013)

Section I – Comprehensive Analysis Report on Student Achievement:  
Content Area: Math (X) Active Goal ( ) Maintenance Goal

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**Student Goal Statement:**

By 2013, all students at Grant Middle School will increase their proficiency in Math as evidenced on the state MEAP assessment, increasing the overall proficiency score each year by 5.25%

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**Statement of Gap in Student Achievement:**

Based on the State MEAP assessment, 79% of the Grant Middle School students are proficient in math.

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**Contributing Cause for the Gap in Student Achievement:**

Non –economically disadvantaged students out performed economically disadvantaged students by 13 percentage points. General Ed students out performed special ED students by 46%. This gap is noticeable especially at the 8th grade level. White non-Hispanic students out performed Hispanic students by 11%. Further MEAP test item analysis shows that students need further instruction in the areas of rational number operations, decimal and fraction operations, and properties of 3D shapes at the 7th grade level.

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**List the Sources of Data Used to Identify This Gap:**

- MEAP
  - Beginning and end of the year Math Test
- 

**Section II – Plan to Accomplish Student Achievement Goals and Objectives: Measurable Objective Statement to Support Goal:**

- 75% of economically disadvantaged students and Hispanic students will score in the proficient category on the 2010 MEAP math assessment
  - 55% of special education students will score in the proficient category on the 2010 MEAP math assessment. 50% of the 8th grade special education student will score in the proficient category on the 2010 MEAP math assessment
- 

**Authentic Assessment: List Multiple Measure of Assessment Objectives:**

85% of students will show mastery of benchmark outcomes as reported on the electronic curriculum management system

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**Strategy Statement:**

Connect time and PEAK will be utilized throughout the school day to provide all students with in school support in content areas, and relationships. Special education students will be co-taught with general education teachers during math class. Students' progress will be monitored by teachers in Connect groups throughout the school year. Bilingual support for bilingual students/migrants will be implemented

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**Research to Support Strategy Statements:**

- Building School-Based Teacher Learning Communities by Milbrey W. McLaughlin and Joan E Talbert pages 8-10 and 129
  - PEAK
  - Classroom Instructional Practices that work by Robert Marzano
  - Title III
  - “Shared Insights from University Co-Teaching” [www.rapidintellect.com](http://www.rapidintellect.com)
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Activities/ Action Steps to Implement the Strategy	Staff Responsible for Implementing Activity	Timeline for Activity (Beginning and End)	Resources Needed for the Activity	Monitoring Plan for the Activity	Evidence for Success
Train/In-Service Staff Connect! Program	Admin and Connect Visitation Team	2010-2013 FALL	DVD Information Packet	Admin.	Attendance By Staff
Prepare Classrooms For The Implementation Of Connect	All Staff	Fall 2010	Reading Libraries	Admin.	All Classrooms Have Libraries
Create Common Documentation Materials	Connect Visitation Team	2010-2013	Rockford's Documents	Admin.	Documents In Place In Classrooms
Implement Connect (Academic Support Time) To Improve Student Achievement	Teachers and Support Staff	2-30 Minute Periods Per Week	Connect Information Packets Reading Materials	Sign In/Out Sheets	Less Students On The DFI Report
Train/In-Service Staff In PEAK Strategies	Admin. and Certified PEAK Trainer	Fall 2010	Certified PEAK Trainers	Admin.	Attendance By Staff
Teachers Will Implement PEAK Strategies In The Classroom, For Comprehension and Retention In Math	Teachers Support Staff	2010-2013	Professional Development Training In-Service Material	Admin. Observations	Improved Student Achievement Reported On CMS
School Day Release Time For Curriculum Collaboration In Content Area. (Align Maps, Common Assessments, Teaching Resources)	Math Teachers NCRESA Curriculum Consultant	Minimum Of 3 Times A Year	NCRESA Curriculum Consultant Curriculum Maps	Agenda and Notes Admin. Observations	Improved Student Achievement Curriculum Maps On CMS
Provide Bilingual Support In A Bilingual Classroom For Identified Students	Bilingual Teacher	2010-2013 As Needed	Bilingual Teacher Supplementary	Administration Observation and Support	Improved Student Achievement For Bilingual Students
Special ED and Regular ED Teachers Will Co-Teach Math	Math Teachers Special ED Teachers	2010-2013	Shared Core Curriculum and Materials Planning Time	Common Lesson Plans	Students Will Improve Math Skills

Grant Middle School  
Science (2010-2013)

Section I – Comprehensive Analysis Report on Student Achievement:  
Content Area: Science (X) Active Goal ( ) Maintenance Goal

Student Goal Statement:

By 2013, all students at Grant Middle School will increase their proficiency in science as evidenced on the state MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 5%

Statement of Gap in Student Achievement:

Based on the state MEAP assessment 81% of the 8th graders are proficient in science.

Contributing Cause for the Gap in Student Achievement:

Non-economically disadvantaged students out performed economically disadvantaged students by 19 percentage points. General ED students out preformed special ED. Students by 44%. White, not of Hispanic origin, students out performed Hispanic students by 33%. Further MEAP test item analysis shows that students need further instruction in the areas of motion of objects, atmosphere/weather, universe, matter and energy, and changes in matter.

List the Sources of Data Used to Identify This Gap:

- MEAP

Section II – Plan to Accomplish Student Achievement Goals and Objectives: Measurable Objective Statement to Support Goal:

- 80% of economically disadvantaged students will score in the proficient category on the 8<sup>th</sup> grade science MEAP test in 2010
- 50% of special education students will score in the proficient category on the 8<sup>th</sup> grade science MEAP test in 2010
- 75% of Hispanic students will score in the proficient category on the 8<sup>th</sup> grade science MEAP test in 2010

Authentic Assessment: List Multiple Measure of Assessment Objectives:

CMS (by Semester) will be used to record mastery. 85% of students will achieve mastery.

Strategy Statement:

Connect time will be utilized throughout the school day to provide all students with in-school support in content areas and relationships. Student progress will be monitored by teachers in Connect groups throughout the year. Special ED students will have support from special education teachers.

Research to Support Strategy Statements:

- Connect → Building School-Based Teacher Learning Communities
  - By Milbrey W. McLaughlin and Joan E. Talbert pages 8-10, 129
- PEAK
- Vertical Alignment → Classroom Instructional Practices that work
  - By Robert Marzano
- Bilingual → Title 3

Activities/ Action Steps to Implement the Strategy	Staff Responsible for Implementing Activity	Timeline for Activity (Beginning and End)	Resources Needed for the Activity	Monitoring Plan for the Activity	Evidence for Success
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### Implementing Connect

Train/In-Service Staff On Connect Program	Connect Visitation Team and Admin	Fall 2010-2013	DVD Information Packets	Admin.	Attendance By Staff
Prepare Classrooms	All Staff	Fall 2010-2013	Reading Library	Admin.	Library In Place
Create Common Documentation	Connect Team	Fall 2010-2013	Rockford's Documents	Admin.	Documents In Place
Implement Connect Program (Academic Support Period)	All Staff	2- 30 Min. Pds Per Week 2010-2013	Rockford Documents Passes Sign In/Out Sheets Reading Library	All Staff	Improve Student Achievement Less Missing And Late Work Less DFI's

### Peak

Train/In-Service Staff On PEAK Strategies	Admin. PEAK Trainer	Fall 2010	PEAK Trainer	Admin.	Attendance
Implement Peak Strategies	Teachers Support Staff	2010-2013	In-Service Materials	Admin.	Improve Student Achievement On CMS

### Vertical Alignment of Curriculum

School Day Release Time For Curriculum Collaboration In Content Areas (Align Maps With Common Assessments And Teaching Resources)	Science Teachers NC RESA Curriculum Coordinator	Min Of 3 Time Per Year	Curriculum Coordination Agenda Release Time	Admin. Notes From Meeting	Improve Student Achievement On CMS Curriculum Maps On CMS
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### Bilingual Support

Provide Bilingual Support In A Bilingual Classroom For Identified Students	Bilingual Teacher	As Needed	Supplemental Materials	Admin.	Increased Student Achievement For Bilingual Students
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**Grant Middle School  
Social Studies (2010-2013)**

**Section I – Comprehensive Analysis Report on Student Achievement:  
Content Area: Social Studies ( X ) Active Goal ( ) Maintenance Goal**

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**Student Goal Statement:**

By 2013, all students at Grant Middle School will improve their proficiency in social studies as evidenced on the state MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 5%

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**Statement of Gap in Student Achievement:**

- Based on the state MEAP assessment 70% of 6<sup>th</sup> grade students are proficient in social studies.
  - Based on the state MEAP assessment 80% of the 9<sup>th</sup> grade students are proficient in social studies.
- 

**Contributing Cause for the Gap in Student Achievement:**

Contributing cause for the gap in student achievement: non-economically disadvantaged students out performed economically disadvantaged students by 11%. General education students out performed special education students by 52% White Non-Hispanic Origin students out performed Hispanic students by 30%.

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**List the Sources of Data Used to Identify This Gap:**

- MEAP (Next Year CMS)
- 

**Section II – Plan to Accomplish Student Achievement Goals and Objectives: Measurable Objective Statement to Support Goal:**

- 79% of the economically disadvantaged students will score in the proficient category on the 9th grade social studies MEAP in 2010
  - 56% of the special education students will score in the proficient category on the 9th grade social studies MEAP in 2010
  - 60% of the Hispanic students will score in the proficient category on the 9th grade social studies MEAP in 2010
- 

**Authentic Assessment: List Multiple Measure of Assessment Objectives:**

CMS (By semester) will be used to record mastery (80%) – 85% will achieve mastery

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**Strategy Statement:**

Connect time and PEAK will be utilized throughout the school day to provide all students with in school support in content support and relationships. Special ED students will have support from special ED teachers in areas of difficulties. Student's progress will be monitored by teachers in Connect groups throughout the year.

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**Research to Support Strategy Statements:**

- “Connect” Building School-Based Teacher Learning Communities page 8-10
    - By Milbrey W. McLaughlin and Joan E. Talbert page 129
  - Classroom Instructional Practices That Work by Robert Marzano
  - Bilingual Title III
-

Activities/ Action Steps to Implement the Strategy	Staff Responsible for Implementing Activity	Timeline for Activity (Beginning and End)	Resources Needed for the Activity	Monitoring Plan for the Activity	Evidence for Success
Release time for curriculum collaboration in content areas	NC RESA curriculum consultant Social Studies Teacher	Minimum of 3 times per year	Curriculum consultant Curriculum Map	Agenda and Notes Administrator	Improved student achievement (CMS)
Provide Bilingual support in bilingual classroom for identified students	Bi-lingual teacher	As needed 2010-2013	Teacher Supplementary material	Administrator observations	Increased bilingual student achievement

### Implementing Connect

Train/In-service staff in connect program	Connect visitation	Fall 2010-2013	DVD Informational packet	Admin.	Attendance by all staff
Prepare Classrooms	Team All Staff	Fall 2010-2013	Reading Library	Admin.	All classroom have library
Create Common Documentation	Team	Fall 2010-2013	Rockford's Document	Admin.	Documents in Place
Implementation of "Connect" (academic support period)	Teachers and support staff	2-30 min class periods per week	Rockford's Documents sign-in-out sheets passes reading library	All staff	Improvement of overall student achievement, DFI reports and missing work reports

### PEAK

Train/In-service staff on PEAK	Admin/ PEAK Trainer	Fall 2010	PEAK Trainer	Admin	Attendance by Staff
Implement PEAK Strategies	Teachers/ Support Staff	2010-2013	In-service Materials	Admin	Improved student achievement on CMS

### Vertical Alignment for Curriculum

School Day Release Time for Curriculum collaboration in content area	NC RESA curriculum consultant Social Studies Teachers	Minimum of 3 times per year	Curriculum consultant Curriculum Map	Agenda and Notes Admin	Improved Student Achievement (CMS) Curriculum Maps (CMS)
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**Bilingual Support**

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Provide support in bilingual classroom for identified students in social studies	Bilingual teacher	As needed 2010-2013	Teacher Supplementary material	Admin. Observation	Increased bilingual student achievement
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### 3. Instruction by Highly Qualified Professional Staff

Grant Public Schools assures that all teachers employed meet the federal definition of Highly Qualified teachers and the paraprofessionals meet the NCLB requirements for instructional paraprofessionals. The superintendent has submitted the Michigan Local Education Agency (LEA) Highly Qualified form to MDE and received approval through an audit conducted August 2009. The Michigan Highly Qualified teacher report form is completed by each staff member and on file in the Central Office. The district requires that all paraprofessionals hold a 2-year college degree or have successfully completed the WorkKeys Assessment. Staff is assigned to particular grade level and content areas by their training and expertise within the framework of the GEA contract.

Educational Level of Teachers	# of Teachers	Years of Experience	# of Teachers
Teachers with a BA degree	12	Teachers with up to 3 years	0
Teacher with a MA degree	23	Teachers with 3-10 years	14
		Teachers with 11-20 years	16
		Teachers with 21 – 40 years	5

### 4. Attract and Retain Highly Qualified Teachers

and

### 5. High-Quality and Ongoing Professional Development

Due to significant reduction in student enrollment in the last three years at Grant Public Schools, there has been little to no turnover in teaching staff. Teachers that have recall rights have filled any vacant positions, and hiring has been rare.

DISTRICT STUDENT ENROLLMENT  
2005-2009

SCHOOL YEAR	FALL COUNT
2005	2470
2006	2410
2007	2392
2008	2348
2009	2266

The district recruits highly qualified teachers by posting new job positions on the MASB website as well as the major colleges and universities within the State of Michigan and Great Schools Jobs website. The district has a standardized interviewing procedure that is overseen by the superintendent. Below is the district’s Mentoring and Induction plan for retaining teachers.

## Mentoring and Induction Plan

Contact Persons: Scott Bogner, [sbogner@grantps.net](mailto:sbogner@grantps.net), Renae Galsterer, [rgalsterer@grantps.net](mailto:rgalsterer@grantps.net)  
 Phone: (231)834-5621

Purpose/goals	<ul style="list-style-type: none"> <li>➤ Increased student learning</li> <li>➤ Enhance teacher quality</li> <li>➤ Assisting probationary teachers with professional support and instructional skill guidance</li> <li>➤ Ensure successful transfer of teacher learning into instructional practices in the classroom.</li> <li>➤ Retain teachers entering the profession</li> </ul>
Key Features	<ul style="list-style-type: none"> <li>➤ All probationary teachers are assigned a mentor teacher for all four years of their probationary experience</li> <li>➤ Mentor teachers must be a master teacher</li> <li>➤ Program is multi-year – sustaining a continuum of learning</li> <li>➤ Mentors and probationary teacher have common planning time</li> <li>➤ Mentoring is non-evaluative and not linked to the evaluation process</li> <li>➤ Written records are kept confidential</li> </ul>
Roles and Responsibilities	<p><b>Beginning teachers:</b></p> <ul style="list-style-type: none"> <li>➤ Participate in classroom observations, review lesson plans, strategies, and instructional materials with mentor</li> <li>➤ Work with mentor on self identified areas for growth</li> <li>➤ Analyze written feedback from observation</li> </ul> <p><b>Mentors:</b></p> <ul style="list-style-type: none"> <li>➤ Provide peer consultation and coaching to beginning teachers</li> <li>➤ Guide new teachers in reflective dialogue</li> <li>➤ Conduct observation, conferences, and demonstration lessons as requested by teacher</li> <li>➤ Facilitate professional development sessions for program participants</li> <li>➤ Continually evaluate and revise mentor program</li> </ul>
Mentor Selection	<ul style="list-style-type: none"> <li>➤ Mentors are selected from a list of tenured teachers</li> <li>➤ Mentor teachers are assigned to teachers new to a grade level/subject if requested by the teacher</li> <li>➤ Mentors are matched in same building, grade level or subject area when available</li> </ul>
Professional Development Provided	<ul style="list-style-type: none"> <li>➤ Peer coaching</li> <li>➤ Demonstration lessons by curriculum consultants or mentors</li> <li>➤ Examining student work</li> <li>➤ Curriculum development and implementation strategies</li> <li>➤ Analyzing student achievement data, developing curriculum maps and common assessments with grade level team</li> </ul>
Time provided	<ul style="list-style-type: none"> <li>➤ Weekly – Monthly meetings with mentor</li> <li>➤ After school seminars</li> <li>➤ In-school professional development days</li> </ul>
Program Evaluation	<ul style="list-style-type: none"> <li>➤ Evaluation of professional development sessions to determine participant satisfaction</li> <li>➤ Individual Professional Development Plan</li> <li>➤ Staff survey of mentoring process</li> </ul>
Teacher Retention	<ul style="list-style-type: none"> <li>➤ Course reimbursement</li> <li>➤ Professional development plan with administrator for personal growth</li> <li>➤ Participation on school improvement team</li> <li>➤ Involvement with curriculum development and implementation</li> </ul>

Professional Development plans are embedded in the School Improvement plans that are in Section 2 of this document. Professional Development plans are determined from the results of the comprehensive needs assessments and focused on improving student achievement in a specific content area or demographic subgroup. Areas identified:

- Book study on “15 Fixes for Broken Grades” that will include excerpts from Classroom Instruction That Works by Robert Marzano with all staff.
- Instruction in how to develop research based instructional practices to align with the state GLCEs for Science and Social Studies (2010-2011 school years).
- PEAK instructional strategies – Professional Development with NC RESA – September 2010. Staff will model PEAK strategies at monthly staff meetings. Principal will use reflective questioning as part of the walk-through process for job-embedded self reflection practices. Selected staff will further develop their knowledge of PEAK by attending the 8 day summer institute in Muskegon, MI.
- NC RESA staff provide training for teachers, administrators and support staff in how to analyze student achievement data and drive instruction in the classroom and at all levels of the RTI model, both in a formal professional development training session each fall and ongoing job-embedded professional development.

Professional Development is evaluated through successful direct application of the concepts in the classroom with demonstrated increase in student achievement or improvement in systems processes. Professional development opportunities are available through Newaygo County RESA, MAISD, Kent ISD, and Ottawa ISD in our area. The SAMPI model for teacher observation may be used when appropriate to measure success in a classroom as evidence by the rubric observation completed before and after implementing professional development. Staff complete evaluations of the Professional Development opportunity and have the option to suggest further training needed. Job embedded professional development is utilized whenever possible. The Professional Development model is sustained through discussions at staff meetings and lesson modeling at grade level meetings.

## 6. Strategies to Increase Parental Involvement

Parent representatives were part of the Grant Middle School Improvement Planning Team and participated in the design of the school improvement plan. These representatives will continue on the team to help implementation and evaluation of the plan. The strategies outlined below were developed with input from the family surveys and the parent teacher organization. Other considerations in these strategies were parents work schedule, location and ethnicity.

Strategies to increase parent involvement include:

- Encouraging two way communication with parents through publication of the teacher phone extensions, email addresses in the handbook and on the district website, parent teacher conferences, and child study/intervention meetings.
- Improving school and district newsletter communication through the daily announcements, website, district, and building and classroom newsletters.
- Hosting Open House the week before school starts.
- Hosting Parent Night informational meeting before school starts and throughout year.
- Displaying curriculum expectations (GLCEs) for each grade level which will be available at Parent-Teacher conferences, and on the district web-site.
- Reporting Individual student curriculum outcomes (GLCEs) through the Curriculum Management (CMS) reports quarterly and give parents the report card. Individual MEAP reports are given to parents annually. An interpreter will be available to interpret results.
- Notifying and inviting parents to individual student planning team meetings such as: Student Intervention Team meetings, 504 planning meetings, and IEP team meetings. (In English and Spanish.)
- Assessment results discussing with parents at conferences with an interpreter available as needed.
- Offering – Skyward to allow parents to look up grades, missing assignments, attendance, behavioral records and lunch account information.

Below is the District Parent Involvement Policy:

Revised 12/9/02

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170)  
State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials: input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parent(s)/guardian(s).

District Plan

In accordance with the requirement of the No Child Left Behind Act, the Grant Public Schools Board of Education encourages parent(s)/guardian(s) participation in all school programs. Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

The Board directs that the following actions be implemented by the administration to insure compliance with state and federal law and to invite parent(s)/ guardian(s) to become involved highly in the education of their children:

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

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

7175-3

#### Written Plans/Policies

The Grant Public School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan. Individual buildings may personalize the District plan to meet the particular needs of their school, subject to review by the Superintendent. The Board directs the administration to:

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

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

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

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

7175-4

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

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

Approved: MASB Rec. (Required by law.)

LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of 2004); 380.1295; MDE Recommended Parent/Guardian Involvement Policy, June 2004.

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170) 7175  
State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials: input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parent(s)/guardian(s).

LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of 2004); 380.1295; MDE Recommended Parent/Guardian Involvement Policy, June 2004.

**Evaluation Plan:**

The Parent Involvement Plan is evaluated with a parent survey collected annually. Data from parent/teacher conferences and Open House is also collected for evaluation of parent involvement. Parents that attend education programs will complete an evaluation. Results of this evaluation are used for the revision of the school improvement plan to include parent suggestions so that parent involvement activities are beneficial to parent needs. Parents will be a part of evaluation, review and revision of the school wide plan

## **7. Transition Strategies for Movement between Buildings**

Students moving from one building to the next are given the opportunity to visit the new school by taking a tour of the facility. Open House is held for parents and students to meet the new teachers and visit the classrooms. A grade level assembly is held to welcome students and review expectations. The student achievement data base that includes multiple sources of data is given to the principal, counselor and teachers to review before school starts and at each marking period. This allows them to give timely assistance to the academically and behaviorally at-risk students as soon as school starts.

## **8. Teacher Participation in Making Assessment Decisions**

Teachers will meet in the beginning of the school year to review the Newaygo County outcomes that are based on the Michigan Department of Education Grade Level Content Expectations. The teachers will design and/or redesign and align a curriculum map which the teachers follow throughout the year. Included in the curriculum map are teaching resources and district common assessments. Annually, teachers review and revise the curriculum maps based on the MEAP and assessment analysis. These curriculum maps are stored on the electronic curriculum management system (CMS).

Teachers meet monthly at grade level meetings to discuss and create common assessments which will align with the outcomes. During grade level meetings, teachers share with their peers, ideas and materials used for teaching the outcomes.

## **9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

Teachers will utilize the Student Achievement Database, the Curriculum Management System and the Newaygo County Data Warehouse to monitor the progress of students in their classrooms. Students identified as struggling will participate in one or more of the RTI Level 2 interventions outlined previously in this document. The principal and counseling staff will utilize the Student Achievement data base at the end of each marking period to schedule Student Intervention Team Meetings for students who are not making progress in the interventions. The following flowchart outlines the Student Intervention Team process:



## Student Intervention Team Process

Level 2

- Teacher/Parent identifies concern.
- Teacher consults with the reading specialist, principal, or counselor as appropriate.
- Teacher/staff implements strategies and interventions and documents results.

Do strategies and interventions work?

YES

NO

Level 3

Continue with strategies and interventions document in the student file (progress report, conference notes etc.) and inform parents

- Teacher refers student to the Student Intervention Team Coordinator.
- SIT Coordinator gathers data from teacher including: current assessments, NEO outcome reports, the IDEAS form, CA-60 etc.
- SIT Coordinator meets 1-2 times a month with the Student Intervention staff to review SIT cases, set up SIT meetings, and identify SIT team members. A case manager is assigned.
- SIT Coordinator schedules a Student Intervention Team meeting. Teacher notifies parents by phone. SIT Coordinator follows up with SIT parent letter.

Student Intervention team reviews student profile, brainstorms strategies and interventions, puts together an action plan, and sets timeline. Teacher or other designated staff implement plan. Curriculum probes are given at checkpoints determined in the

Student Intervention team holds a follow-up meeting 6-8 weeks after implementation of interventions. Strategies are reviewed to decide if they should be discontinued, continued, modified or new ones developed.

Level 4

Strategies Are Effective

Document in the student file and inform parents

Strategies Are Not Working

Implement new interventions/plan

or

Refer for Section 504 Evaluation

Refer for Special Education Evaluation

## II. Evaluation Plan

The School Improvement Team will use the MEAP Summary report, Demographic report, Test Item Analysis report, STAR reports and Curriculum Outcome Mastery reports to evaluate the goals, objectives and strategies from the School improvement plan each year. They will do a Needs Assessment utilizing this data and a review of their systems and practices (Ed Yes rubrics and parent/teacher and community survey results).

The School Improvement team will review and revise their plans based on the needs assessment and current research for instructional practices that impact student achievement, to ensure continuous improvement of students in the school wide program. Revised plan will be submitted to MDE at the end of the school year.

The team will meet 5-6 times during the school year to complete this task.