



Grant Public Schools

Primary Center
and
Elementary 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

Primary Center and Elementary 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 Primary Center and Elementary schools 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 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 database that includes multiple sources of assessment data, and a parent and teacher survey. The School wide planning team met for six, three hour sessions to conduct a needs assessment and create a School wide plan.

Building Demographic Summary

The Grant Primary Center and Elementary schools are located in Newaygo County in the heart of Western Michigan, thirty miles north of Grand Rapids and thirty-five miles east of the Lake Michigan shoreline.

Our staff is dedicated to providing a quality education by meeting the needs of each individual student. Our staff continuously monitors student progress, evaluates the comprehensive curriculum and modifies instruction accordingly.

We believe that education must take place in a safe and productive environment, one that welcomes the positive involvement of our parents and community.

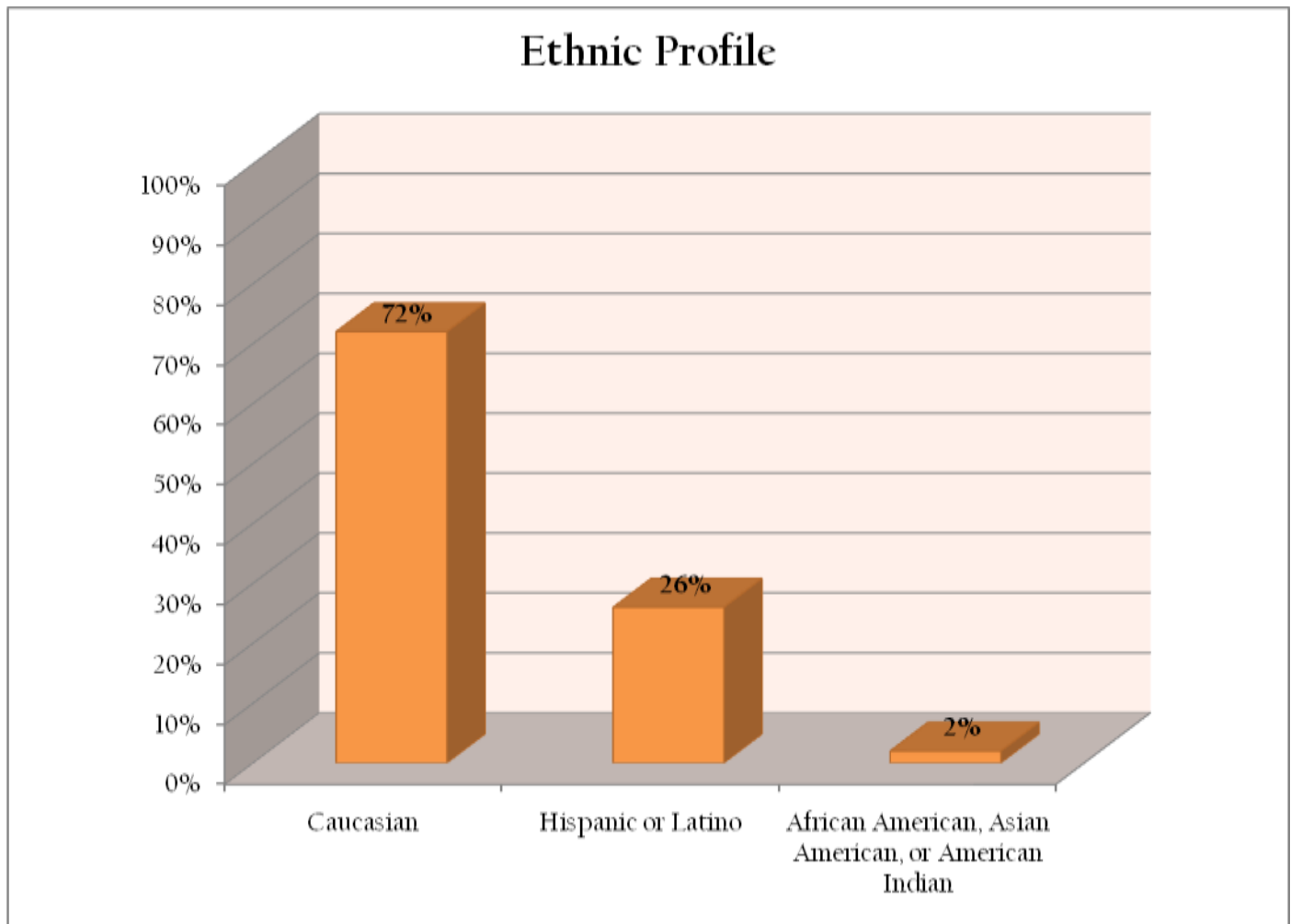
Extended Services

- Implementing the RTI (Response to Intervention) Process
- English Second Language Program
- On-site CeRTified School Nurse
- Summer Program
- Math Moms and Dads
- Physical Education
- Jump Rope for Heart
- PaRTIcipate in ACES (All Children Exercising Simultaneously) Day
- Nutrition Training
- Gross Motor
- Brain Gym
- Universal Breakfast
- Drug Awareness
- Music Program
- Innovated Technology Education
- Accelerated Reader Program
- Reading Month
- Title I Reading Night
- After School Program
- Field Trips
- Recycling Awareness
- Provide Jim Fay's Love and Logic Training
- Safety Program

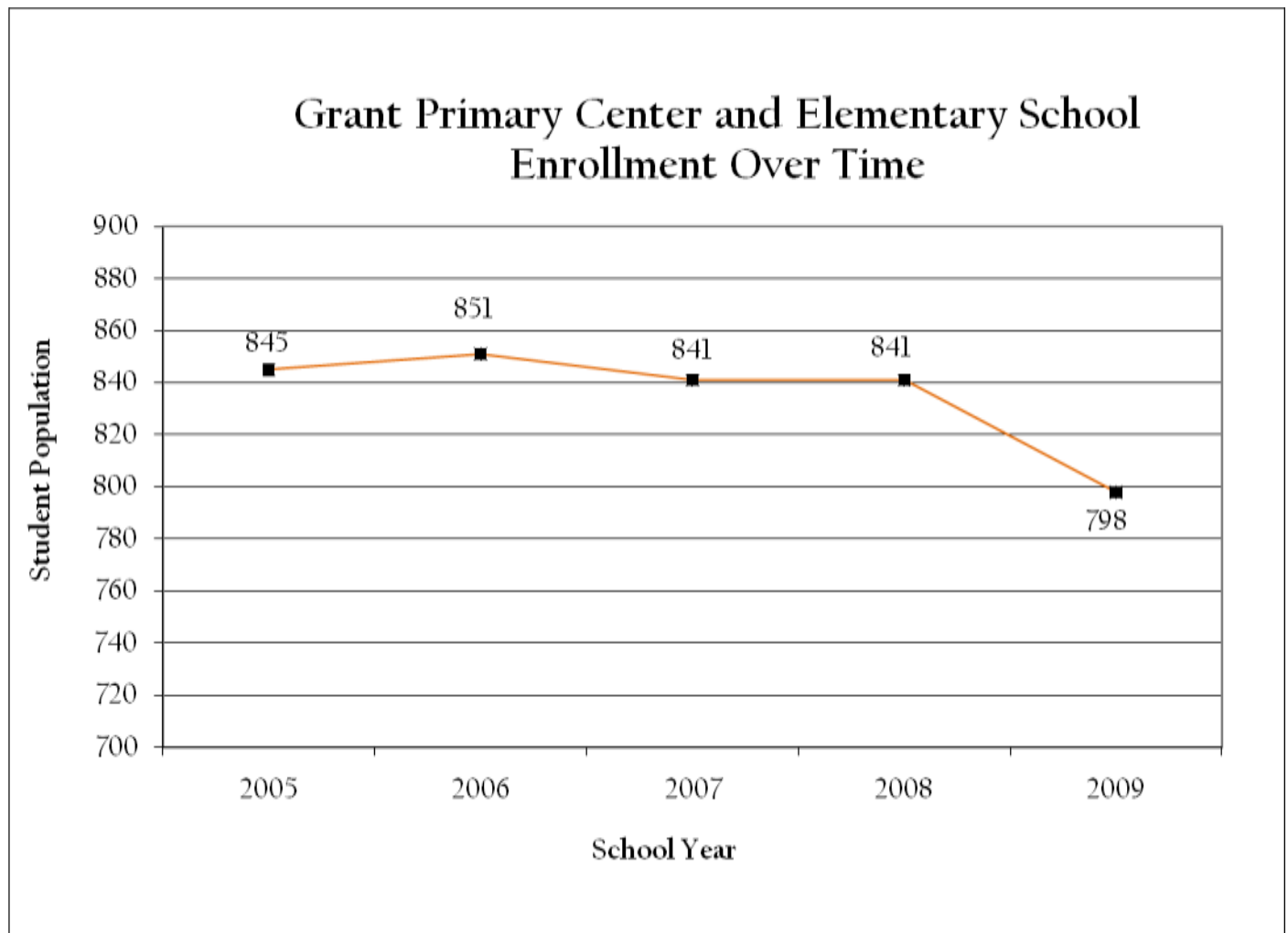
**Grant Primary and Elementary Schools
Demographic Data for 2009-2010**

<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>
Y5s/K	170	52.4%	32.4%	9.4%	51%	49%	3.5%	10.6%
1 st	155	53.5%	27.7%	11.6%	40%	60%	5.15%	9.7%
2 nd	125	60%	28%	7.2%	46%	54%	3.2%	13.6%
3 rd	137	45.3%	22.6%	15.3%	48%	52%	2.1%	12.4%
4 th	159	56%	17%	11.9%	39%	61%	2.5%	10.1%

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 Primary and Elementary 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:

The four focus areas surveyed include:

- Curriculum
- Instructional Leadership Educational Program
- Instructional Support
- Shared Leadership School Culture and Climate

Strengths:

- 93% agreed that the building has a safe and orderly environment
- 90% agreed that the building has current written curriculum documentation for the Michigan Curriculum Framework core areas (English Language Arts, Mathematics, Science, Social Studies and the Arts)
- 83% agreed that multiple measures are used to evaluate student learning
- 75% agreed that the school leaders clearly communicate expectations

- 73% agreed that data is used to determine/improve curriculum and instruction

Areas to Grow:

- 57% agreed that the curriculum design is modified/differentiated to support the needs of all students
- 67% agreed instruction is differentiated to meet the needs of individual learners
- 67% agreed that best practices and research based instruction are used in the delivery of the curriculum

Results of Family Survey

A parent survey was conducted in February 2010. The survey 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: Very satisfied, Satisfied, Dissatisfied, No experience and Undecided.

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

- How do you feel about your child's education?
- How do you feel about your child's needs being met?
- How do you feel regarding the school's climate in promoting learning?
- How do you feel about the level of care your child's school displays?
- How do you feel about parent paRTicipation in parent/teacher conferences and if this attendance improves your child's school performance?

There were no areas of significant dissatisfaction with regards to the questions surveyed.

An area of concern parents raised was the amount of homework assigned from school.

The parent survey showed that Grant Primary Center and Grant Elementary families are satisfied with the educational services provided. 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 which 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:

Identified strengths:

Grant Primary Center and Grant Elementary Schools demonstrate strength and are highly functional in the areas of:

- Establishing a vision for the school in collaboration with its stakeholders. School leaders (administrators and teachers) have the support of stakeholders. There is a mission statement published and adhered to throughout our schools. Public perception data has been used to develop change in our mission over time.
- Developing and continuously maintaining a profile of the school, its students and the community. This includes our annual report information, community-based data, newsletter aRTICLES, the school improvement plan, brochures and our handbook. Information from these sources is shared, discussed and applied during staff meeting work and discussion.
- Adhering and complying with applicable local, state and federal laws, standards and regulations. Both buildings document access to legal counsel, adhere to ethical business practice, document compliance with all regulations regarding copyright law, intellectual property and international restrictions.
- Developing and implementing curriculum based on clearly defined expectations for student learning. Both buildings collect and share data including the results of multiple assessments, lesson plans indicating learning objectives, a master schedule and our staff can aRTICulate curriculum sequencing and grouping.

Identified challenges:

Grant Primary Center and Grant Elementary School demonstrate challenges in the following areas and are not at the “highly functional” status in:

- Ensuring that each student has access to guidance services that include, but are not limited to counseling, evaluation, mentoring, staff consulting, referral, educational and career planning. Although we have many supportIve and diagnostic services available, budget constraints have somewhat limited our access.
- Conducting a systematic analysis of instructional and organizational effectiveness and using the results to improve student performance. We felt that we had many practices in place but were not effectively utilizing all information to best service our students and their needs.

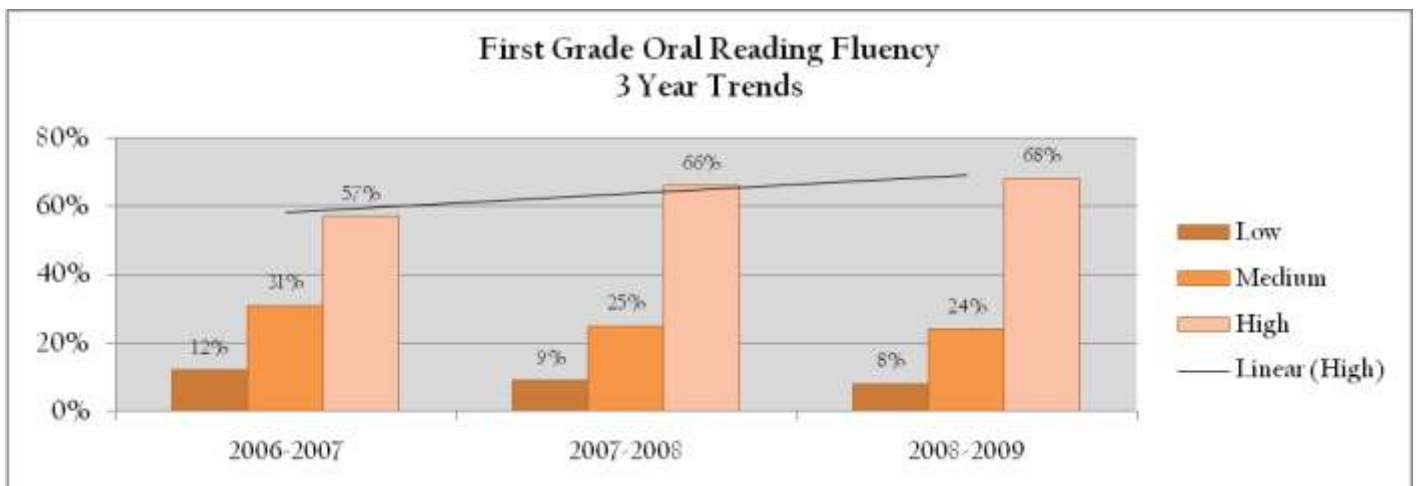
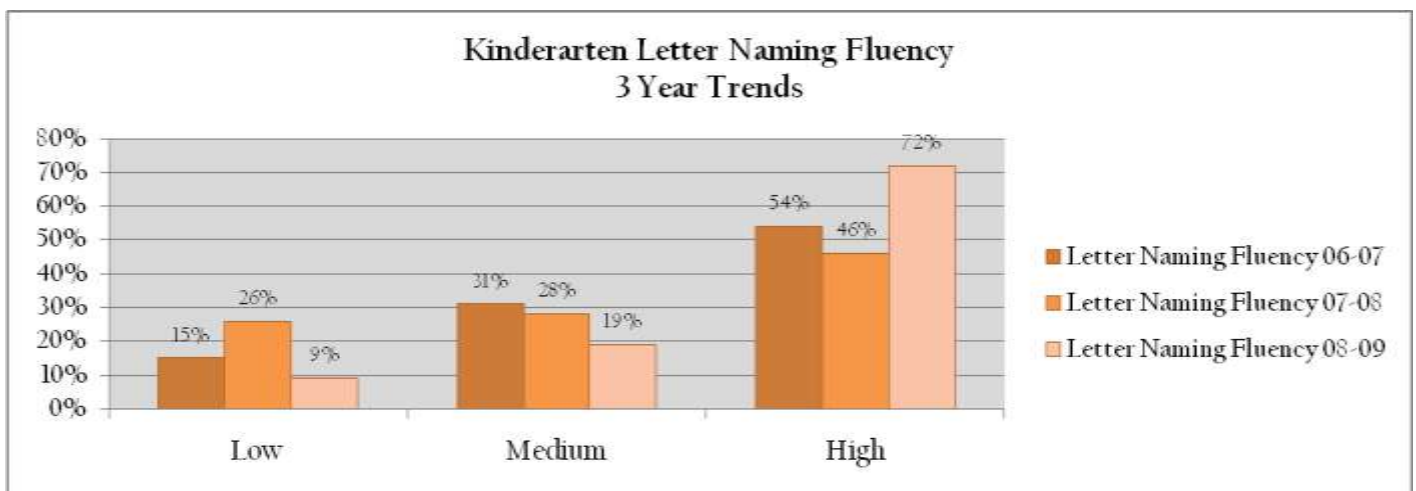
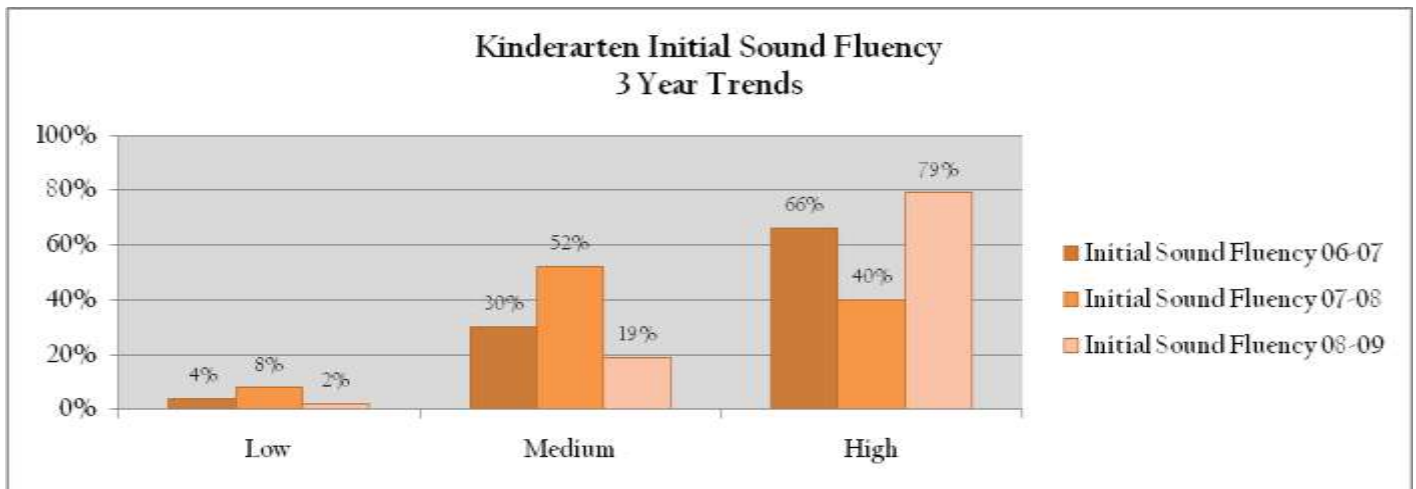
Grant Primary Center and Grant Elementary schools received an “A” grade on the Michigan school report card for 2009 and made Adequate Yearly Progress.

Gap Analysis
Grant Public Schools (Grades 3-5)
The areas bolded below have a significant gap (more than 10%).

	3 year trends	Gender	ED/Non ED	SE/NonSE	Other
<i>3rd grade</i>					
<i>Reading</i>	2007- 85%	2007 Male- 81% 2007 Female- 89%	2007 ED-79% 2007 Non ED-89%	2007 SE-35% 2007 Non SE-92%	2007 White-84% 2007 Hispanic-87% 2007 ELL-<10 2007 Migrant-<10
	2008- 88%	2008 Male- 84% 2008 Female-92%	2008 ED-84% 2008 Non ED- 92%	2008 SE-59% 2008 Non SE-91%	2008 White-89% 2008 Hispanic-84% 2008 ELL-<10 2008 Migrant-92%
	2009- 87%	2009 Male-87% 2009 Female-86%	2009 ED- 84% 2009 Non ED- 90%	2009 SE- 52% 2009 Non SE-92% *40% Difference	2009 White-91% 2009 Hispanic-75% 2009 ELL-42% 2009 Migrant-70%
<i>Math</i>	2007- 94%	2007 Male- 94% 2007 Female-94%	2007 ED-94% 2007 Non ED-94%	2007 SE-70% 2007 Non SE-98%	2007 White-93% 2007 Hispanic-97% 2007 ELL- <10 2007 Migrant-<10
	2008- 91%	2008 Male-90% 2008 Female-92%	2008 ED- 86% 2008 Non ED- 96%	2008 SE-65% 2008 Non SE-94%	2008 White-94% 2008 Hispanic-80% 2008 ELL- 60% 2008 Migrant-69%
	2009- 94%	2009 Male-92% 2009 Female-96%	2009 ED- 92% 2009 Non ED- 96%	2009 SE-80% 2009 Non SE-96% *16% difference	2009 White-97% 2009 Hispanic-88% 2009 ELL-80% 2009 Migrant <10
<i>4th grade</i>					
<i>Reading</i>	2007- 86%	2007 Male-84% 2007 Female-88%	2007 ED-76% 2007 Non ED-94%	2007 SE-27% 2007 Non SE-94%	2007 White-89% 2007 Hispanic-75% 2007 ELL-<10 2007 Migrant-75%
	2008- 80%	2008 Male- 75% 2008 Female-87%	2008 ED-75% 2008 Non ED-85%	2008 SE-32% 2008 Non SE-89%	2008 White-82% 2008 Hispanic-72% 2008 ELL-<10 2008 Migrant-<10
	2009- 83%	2009 Male-79% 2009 Female- 88%	2009 ED- 78% 2009 Non ED- 90%	2009 SE-55% 2009 Non SE-87%	2009 White-88% 2009 Hispanic-68% 2009 ELL-<10 2009 Migrant-<10
<i>Writing</i>	2007- 36%	2007 Male-37% 2007 Female-52%	2007 ED-20% 2007 Non ED-51%	2007 SE-5% 2007 Non SE-41%	
	2008- 44%	2008 Male- 90% 2008 Female- 89%	2008 ED-33% 2008 Non ED-55%	2008 SE-16% 2008 Non SE-42%	

	2007- 89%	2007 Male-89% 2007 Female-91%	2007 ED-82% 2007 Non ED-96%	2007 SE-41% 2007 Non SE-96%	2007 White- 93% 2007 Hispanic-80% 2007ELL-<10 2007Migrant-75% 2008 White-91% 2008 Hispanic-84% 2008 ELL-<10 2008 Migrant-<10 2009 White-93% 2009 Hispanic-95% 2009 ELL-<10 2009 Migrant-<10
<i>Math</i>	2008- 90%	2008 Male- 90% 2008 Female- 89%	2008 ED-84% 2008 Non ED-95%	2008 SE-64% 2008 Non SE-94%	
	2009- 94%	2009 Male- 92% 2009 Female- 97%	2009 ED- 91% 2009 Non ED- 98%	2009 SE-75% 2009 Non SE-97%	
<u>5th grade</u>					
	2007- 85%	2007 Male- 87% 2007 Female- 82%	2007 ED-80% 2007 Non ED-89%	2007 SE-56% 2007 Non SE-88%	2007 White-89% 2007Hispanic-71% 2007ELL-<10 2007 Migrant-50% 2008 White-87% 2008 Hispanic-71% 2008 ELL-<10 2008 Migrant-<10 2009 White-84% 2009 Hispanic-78% 2009 ELL-<10 2009 Migrant-<10
<i>Reading</i>	2008- 83%	2008 Male- 80% 2008 Female- 87%	2008 ED-77% 2008 Non ED-90%	2008 SE-48% 2008 Non SE- 83%	
	2009- 83%	2009 Male- 82% 2009 Female- 84%	2009 ED- 79% 2009 Non ED- 87%	2009 SE-42% 2009 Non SE-92%	
	2007- 83%	2007 Male- 87% 2007 Female- 79%	2007 ED-82% 2007 Non ED-84%	2007 SE-44% 2007 Non SE-88%	2007 White-85% 2007 Hispanic-78% 2007 ELL-<10 2007 Migrant- 2008 White-84% 2008 Hispanic-76% 2008 ELL-<10 2008 Migrant-<10 2009 White-80% 2009 Hispanic-81% 2009 ELL-<10 2009 Migrant-<10
<i>Math</i>	2008- 82%	2008 Male-85% 2008 Female- 79%	2008 ED- 77% 2008 Non ED-88%	2008 SE-40% 2008 Non SE-82%	
	2009- 80%	2009 Male- 81% 2009 Female- 80%	2009 ED- 75% 2009 Non ED- 87%	2009 SE-45% 2009 Non SE-89%	
	2007- 82%	2007 Male-94% 2007 Female-85%	2007 ED-85% 2007 Non ED-94%	2007 SE-67% 2007 Non SE-93%	2007 White-94% 2007 Hispanic-78% 2007 ELL- <10 2007 Migrant- <10 2008 White-96% 2008 Hispanic-82% 2008 ELL-<10 2008 Migrant-<10 2009 White-89% 2009 Hispanic-75% 2009 ELL-<10 2009 Migrant-<10
<i>Science</i>	2008- 92%	2008 Male-91% 2008 Female- 93%	2008 ED-89% 2008 Non ED-95%	2008 SE-68% 2008 Non- SE-92%	
	2009- 87%	2009 Male- 85% 2009 Female- 88%	2009 ED- 85% 2009 Non ED- 88%	2009 SE-65% 2009 Non SE-92%	

Dynamic Indicators of Basic Early Literacy Assessment results:



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 4 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 was 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 Primary Center and Grant Elementary School both are currently Title I Targeted Assistance Program buildings with 53.44 % of the students identified as At-Risk. After completing the Comprehensive Needs Assessment and plans for improvement, the School Wide Planning Team came to the consensus that a School wide model would better meet the needs of the student population, allowing for supplemental services to any child who demonstrates the necessity of these and allowing for the staff to continually assess and monitor the progress of students. A School wide plan affords the staff to focus on the delivery of the 3 Tiered Response to Intervention Model (RTI) designed to meet the needs of all students, increasing student achievement through research based, differentiated instruction that includes universal screening and continuous progress monitoring of interventions (model is more clearly defined in section 8/9 of this plan).

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.*

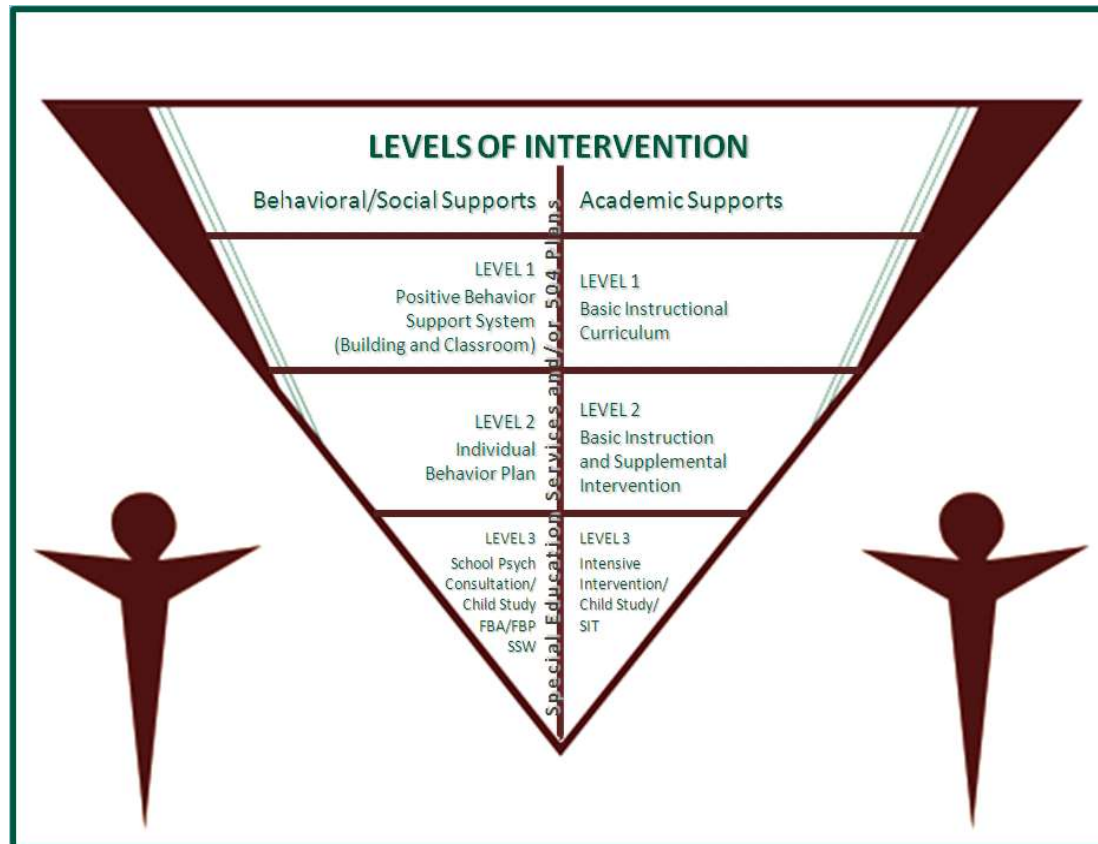
The following school reform initiatives will occur in order for all students to reach the state standards: (These methods and strategies are also embedded in the School Improvement action plans below that show the connection to the needs assessment, goals and objectives).

1. A gap was identified in all subject areas for Special Education students. To begin to bridge these gaps teachers will continue to participate in the Response to Intervention planning and delivery of interventions for 2010-2011. Teachers will be trained in content differentiation specifically in the areas of mathematics, reading and writing. Job-embedded professional development will take place to support this initiative. Staff will discuss various strategies and interventions on a regular basis (at least monthly) at staff meetings and grade level meetings. The building administrator will pay particular attention to the evidence of these strategies during various observations including the walk through practice. Response to Intervention is a process that includes the provision of systematic, research-based instruction and interventions for struggling learners. It assumes that instruction and interventions are matched to student needs and the monitoring of progress is continuous. RTI is designed as an early intervention to prevent long-term academic failure for all students.
2. A gap was identified in many areas for Economically Disadvantaged students. Our staff has participated in ongoing professional development utilizing Ruby Payne's Understanding the Framework for Poverty and Learning Structures (for changing the cognitive structures of the economically disadvantaged student). PEAK Learning Systems will be implemented after ongoing training to address student learning needs and bolster their achievement in the classroom. PEAK strategies will be discussed at staff meetings, grade level meetings and in other small groups of teachers. These research based strategies will support all children. Evidence will include lesson plans, meeting agendas minutes and administrator observation.

Below is the 3 Tiered Response to Intervention Model and the research based practices utilized that is comprehensively reviewed in Section 8 and 9 of this document that the monitoring of progress is continuous. Response to Intervention breaks down the “one size fits all model” and provides direct intervention based on each paRTicular student’s need. RTI is the framework and foundation that enables our school to systematically meet the needs of all students. When implementing RTI, these steps are necessary to follow:

- a. Define the problem
- b. Plan an intervention
- c. Implement the intervention
- d. Evaluate student progress

RTI intensifies the instruction by providing more time in an instructional area, using smaller group size for instruction. Response to Intervention requires three essential components: multiple tiers of intervention, a problem solving method, and an integrated data collection/assessment system. Monitoring each student’s progress is an important piece. Keeping track of student progress helps us know, within a matter of time, if the intervention put into place is effective.



Response to Intervention is a process that includes the provision of systematic, research-based instruction and interventions for struggling learners. It assumes that instruction and interventions are matched to student needs and the monitoring of progress is continuous. Furthermore, RTI is designed as an early intervention to prevent long-term academic failure for all students.

- Level 1 The classroom instructional practices of the teacher are changed utilizing a research based approach (PEAK Instructional Strategies) Basic Instructional Curriculum includes Differentiated Instruction for all learners and small group guided reading and writing.

- Level 2 Supplemental Intervention includes Level 1 as well as Literacy groups with a Reading Specialist, Earobics, Lexia Software for Phonics Instruction, Math Facts in a Flash Software for math supplemental support, Accelerated Reader and Read Naturally programs for reading fluency, and after school programs for tutorial support.

- Level 3 Intensive Intervention includes Lindamood Bell Multi-sensory Reading Intervention with a trained teacher for identified students, Earobics and Lexia software for auditory processing and phonological awareness and visual processing interventions. The focus is on remediation processing difficulties in identified students.

Included in all 3 levels: 504 accommodation plans for students in the general classroom and special education programs and services for eligible students. The Special education model is inclusive with minimal pullout from the classroom and is supplemental to the classroom instruction.

Teachers will utilize the data collection and review model highlighted in section nine of this document to progress monitor their students in their progress towards mastering the outcomes of the general curriculum.

1. Staff will participate in professional development on PEAK learning strategies. The PEAK Model provides a research-based comprehensive approach to ensure 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's walk through 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. (This professional development occurred August 2008 and was part of the reform change for the current school year.)

2. Staff will implement a common writing process across the grade spans within their building (K – 4). This writing process will include a common assessment rubric. Staff will implement and utilize the Lucy Calkins Units of Study for teaching and implement the writing workshop format in their classrooms. (See writing action plan for detailed information.) Staff will utilize the Michigan Department of Education document – Writing Across the Curriculum for all subject areas.

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

**Grant Primary Center and Elementary School
Writing (2010-2013)**

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

Student Goal Statement:

By 2013, all Kindergarten through fourth grade students, at the Grant Primary Center and Grant Elementary school will increase their proficiency in writing as evidenced by a score of 3 or 4 on the MLPP writing rubric (K-3) and a score of 1 and 2 on the MEAP writing rubric (4th grade).

Statement of Gap in Student Achievement:

Based on the 2008 State MEAP, 44% of the 4th grade students were proficient writers.

Contributing Cause for the Gap in Student Achievement:

- General education students out performed Special education students by 29% on the MEAP 2008 writing assessment.
- Further test item analysis shows that all students need further instruction in the writing process.

List the Sources of Data Used to Identify This Gap:

- MLPP Writing Rubric
- MEAP Writing Rubric
- MEAP Writing assessment

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

1. By the end of each school year, there will be a 3% increase in the overall proficiency score for all Kindergarten – 3rd grade students; (level 1 or 2) as evidenced by the spring MLPP writing prompt using the MLPP rubric.
2. By the end of each school year there will be a 3% increase in the overall proficiency score for boys; (level 1 or 2) as evidenced by the writing poRTION of the state MEAP assessment in 4th grade
3. By the end of each school year, there will be a 3% increase in the overall proficiency score for all 4th grade students; (level 1 or 2) as evidenced by the writing poRTION of the 4th grade state MEAP assessment.
4. By the end of the school year, there will be a 3% increase in the scores of 4th grade Special Education Students as evidenced by the writing poRTION of the state MEAP assessment.

Authentic Assessment: List Multiple Measure of Assessment Objectives:

- grades K – 3 MLPP writing rubrics 3 times a year for
- 4th grade MEAP writing rubric 3 times a year for
- throughout the course of each marking period Formative assessments used on going
- Review of student writing collections

Strategy Statement:

- Teachers will implement Lucy Calkins Writer’s Workshop Grades K-4
- Teachers will differentiate lessons using Lucy Calkins Units of Study Grades K-4th
- Teachers will implement Peak Strategies to improve writing ability during classroom lessons

Research to Support Strategy Statements:

- Peak Strategies Research pages G9-G11, Teaching for Excellence
- Writer’s Workshop Research pages 5-7 field testing information from Lucy Calkins The Nuts and Bolts of Teaching Writing
- Writer’s Workshop Research, www.readingandwritingproject.com/about/our-history

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
Teachers will observe other classrooms using the instructional observation template to gather additional strategies for writing instruction	Teachers, Principal and Title One Director	Ongoing	Substitute teacher	Principal keeps a detailed log of visitations Teacher evaluation reports	Teachers will implement more strategies and increase writing scores
Teachers will be in serviced by Amy Oak to implement Writer’s Workshop	Teachers, Principal and Title One Director	Ongoing	Substitute teacher, Meeting Area, Amy Oak, Writing Consultant	Professional Development Plan , Administration observation	Teachers will implement more strategies and increase writing scores
Teachers will implement Lucy Calkins Units of Study during the writing block	Teachers	Ongoing	Units of Study materials	Lesson plans Classroom walkthroughs	Teachers will implement more strategies and increase writing scores
Teachers will develop plans for differentiation based on the individual needs of learners	Teachers	Ongoing	Units of Study Materials Template for differentiation	Lesson Plans Classroom walkthroughs	Teachers will implement more strategies and increase writing scores
Teachers will be in-serviced in PEAK strategies with Spence Rogers	Principal and Title One Director	August 2010	Fine Arts Center Spence Rogers	Professional Development Plan, Administration Observation, Lesson plans	Teachers will implement more strategies and increase writing scores
Teachers will select grade level strategies to be used in all classrooms from PEAK learning strategies	Teachers	Ongoing	PEAK manual	Curriculum maps with PEAK strategies included in Teaching Resources	Teachers will implement more strategies and increase writing scores

Review and revise curriculum maps based on analysis of assessment data and new research based strategies	Teachers, NCRESA support	BY the end of the 2011 school year	Curriculum maps, IGOR reports and Student Achievement Data base	Completed curriculum maps in CMS	Teachers will implement more strategies and increase writing scores
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**Grant Primary Center and Elementary School
Reading (2010-2013)**

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

Student Goal Statement:

By 2013, all Kindergarten through fourth grade students at the Grant Primary Center and Grant Elementary will increase their proficiency in reading as evidenced by a 3% annual increase based on the following grade level appropriate assessments:

- poRTION of the DIBELS Assessment, Fountas & Pinnell Benchmark Assessment Kindergarten-Letter Naming Fluency
- Fluency, Fountas and Pinnell Benchmark Assessment 1st & 2nd Grade- DIBELS Oral Reading
- Assessment (score of 1 or 2) and STAR Grade Level Score 3rd & 4th Grade- State MEAP

Statement of Gap in Student Achievement:

- Based on the 3rd and 4th grade MEAP reading assessment, 85% of the 3rd and 4th grade students were proficient in reading
- Based on the 1st and 2nd grade DIBELS assessment, 68% of the students were fluent readers

Contributing Cause for the Gap in Student Achievement:

- Based on our state MEAP assessments Special Education students performed 32% lower than non Special Education students (SE=55% Non SE=87%).
- Based on our state MEAP assessment, Economically Disadvantaged students performed 12% lower than non Economically Disadvantaged students (ED=78% Non ED= 90%).

List the Sources of Data Used to Identify This Gap:

- MEAP reading assessment
- DIBELS
- STAR
- Fountas and Pinnell Benchmark Assessment

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

1. By the end of each school year, 80% of the Kindergarten students will fluently name letters, as evidenced by the Letter Naming Fluency poRTION of the DIBELS Assessment.
2. By the end of each school year there will be a 4% annual increase in the number of students reading at benchmark, according to DIBELS Oral Reading Fluency benchmark standards grades 1 – 4
3. By the end of each school year there will be a 4% increase in the number of students reading at grade level, according to the STAR reading assessment grades 1-4
4. By the end of each school year, there will be a 3% increase in the overall proficiency score for the Special education subgroup, (level 1 or 2) as evidenced by the word study, informational reading, and comprehension poRTION of the state MEAP assessment grades 3-4

Authentic Assessment: List Multiple Measure of Assessment for Each Objective.

- STAR
- DIBELS Oral reading fluency and Letter
- Naming Fluency assessments
- Fountas and Pinnell Benchmark
- Assessments
- Spelling Achievement Tests
- MEAP reading assessment

Strategy Statement:

- Kindergarten through 2nd grade teachers will implement running records and Fountas and Pinnell benchmark assessments F/W/S
- Teachers will implement the Guided Reading model founded by Marie Clay for reading instruction strategies
- Implement Earobics/Lexia software/ Accelerated Reader Fluency Program/Reading Naturally and RTI Lindamood Bell intervention to increase student achievement in reading and comprehension K-4
- Teachers will implement the Response to Intervention Model
- Title 1 teachers will teach reading strategies to identified students in Level 2 literacy groups
- RTI Level 3 teachers will provide instruction for identified students in areas of psychological processing deficits
- Teachers and aides will implement and monitor the Kindergarten Literacy Intervention
- Continue to implement Child Study Process for struggling students to put together an intervention plan (Parents included as part of the Child Study team).
- Parent involvement activities will be implemented including a Make-it Take-it reading event
- Grades 2- 4 will implement a literacy model designed to meet the individual needs of each learner

Research to Support Strategy Statement:

- Comprehension Fluency pages 552-554 in Teaching for Comprehension and Fluency: Thinking, Talking, and Writing about Reading, K-8. By Fountas and Pinnell
- Teaching Reading pages 169-170 in The Continuum of Literacy Learning. By Fountas and Pinnell
- Classroom Management pg 8-1 in Teaching for Excellence. By Spence Rogers

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
Teachers will be provided job embedded training with a literacy consultant (K-2) including information on Marie Clay model.	Principal	Ongoing	Literacy coach Leveled library books Guided reading DVD's	Principal keeps a detailed log of classes visited by literacy coach Monitor progress of goals	All students reading achievement increases
Alphabet activities for Work Board (K-1)	K-1 Teachers	Ongoing	Fountas and Pinnell	Lesson Plans Observations	Student literacy skills will

implemented			Debbie Diller		improve
Teachers will be trained in how to deliver the district RTI model	K-4 teachers NC RESA staff Principals	Fall and Spring of 2010-2011	RTI model materials	Minutes from training sessions	Accurate delivery of the RTI model
Teachers will collaborate and share alphabet activities (K-1) at grade level meetings	K-1 Teachers	Ongoing	Fountas and Pinnell Debbie Diller	Lesson Plans	Student literacy skills will improve
All grade level teams will identify 3 common PEAK strategies to implement in reading	All teachers	Ongoing	PEAK resources Text, In-service handouts and ongoing research	Monthly review PEAK strategy at staff meetings, delivered by administration and/or grade level staff	Agenda, and/or administrative observation
Design literacy model for grades 2-4 that includes reading instruction, phonics instruction, self-selected reading time, spelling and writing	2 nd – 4 th grade teachers, Principal, Title 1 Director, NCRESA staff	September, 2010 Through March 2011	Teacher release time, research materials, literacy coach leader	Timeline set and monitored for developing model	Completed Literacy model
Form a committee to review reading materials for grades 2-4	Teachers and principal	September 2010 Through March 2011	Teacher release time, Vendor examples	Timeline set and monitored for developing model	Recommendation made for purchasing materials
Teachers will follow schedule for Benchmark assessments 3 times a year for ELA	Teachers and principals	Fall, Winter and Spring	Fountas and Pinnell Benchmark Kits, DIBELS, MLPP	Assessment schedule	Improved reading scores on Fountas and Pinnell, DIBELS and MLPP
K- 2 teachers will implement guided reading groups for all students following the RTI model	Teachers and Principal	School year	Leveled Library Materials	Lesson Plans, Principal Walkthroughs, F and P assessments	Improved reading scores on Fountas and Pinnell and DIBELS Benchmark assessments
Grades 3-4 teachers will implement new reading curriculum	Teachers and Principal	School year	Reading curriculum materials	Lesson Plans, Principal Walkthroughs, DIBELS assessments	Improved reading scores on DIBELS Benchmark assessments
K-4 teachers will implement AR for self selected reading time	Teachers and Principal	School year	Accelerated Reader leveled books and tests	Lesson Plans, Principal Walkthroughs, DIBELS assessments	Improved reading scores on Fountas and Pinnell and DIBELS Benchmark assessments

Instructional management team will use data to determine children who will benefit from additional intervention in the RTI model	Title one teacher RTI Level 3 teacher Administrator NC RESA staff	School year	Student Achievement Data base	End of marking period Data management	% of identified children in an intervention
Title 1 teachers will implement literacy groups for Level 2 students	Title one teacher	School year	Literacy materials	Lesson plans, Student Achievement Data base and Instructional Management team meetings	Improved reading scores on Fountas and Pinnell Benchmark assessments
Level 3 teachers will implement Lindamood Bell Interventions, Earobics, Lexia, and Bracken Basic Concepts for students	Level 3 teacher	School year	Lindamood Bell Interventions, Earobics, Lexia, and Bracken Basic Concepts	Lesson plans, Student Achievement Data base and Instructional Management team meetings	Improved reading scores on F&P and DIBELS assessments

**Grant Primary Center and Elementary
Math (2010-2013)**

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

Student Goal Statement:

By 2013, all second through fourth grade students, at Grant Elementary will increase their proficiency in math as evidenced by a score of a 1 or 2 on the state MEAP assessment increasing the overall proficiency score each year by 2%, and all K – 1 students will increase proficiency on district curriculum assessments to 80%

Statement of Gap in Student Achievement:

- Based on the 4th grade math MEAP, 75% of Special Education students were proficient. 97% of non Special Education students were proficient.
- Based on the State MEAP assessment for 5th grade math only 45% of SE students were proficient as compared to 89% of Non Special Education students.
- Based on the State MEAP assessment for 5th grade math 75% of Economically Disadvantaged students were proficient as compared to 87% of Non Economically Disadvantaged were proficient.

Contributing Cause for the Gap in Student Achievement:

- Based on the state MEAP assessment Special Education students performed at a level 22% lower than non Special Education students in 4th grade.

List the Sources of Data Used to Identify This Gap:

MEAP assessment and math district common curriculum assessments

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

1. By the end of each school year, there will be a 2% increase in the overall math proficiency score for the 2nd grade Special education subgroup, (level 1 and 2) as evidenced by increasing the specific areas of adding and subtracting fluency, and geometric shapes on the state MEAP assessment.
2. By the end of each school year, there will be a 2% increase in the overall math proficiency score for all 2nd grade students, (level 1 and 2) as evidenced by increasing the specific areas of geometric shapes on the state MEAP assessment.
3. By the end of each school year, there will be a 2% increase in the overall math proficiency score for the 3rd grade Special education subgroup, (level 1 and 2) as evidenced by increasing the specific areas of fractions and 2D and 3D shapes on the state MEAP assessment.
4. By the end of each school year, there will be a 2% increase in the overall math proficiency score for all 3rd grade students, (level 1 and 2) as evidenced by increasing the specific areas of fractions and area/perimeter on the state MEAP assessment.
5. By the end of each school year, there will be a 2% increase in the overall math proficiency score for the 4th grade Special education subgroup, (level 1 and 2) as evidenced by increasing the specific areas of decimals/fractions and whole number multiplication on the state MEAP assessment.
6. By the end of each school year, there will be a 2% increase in the overall math proficiency score for all 4th grade students, (level 1 and 2) as evidenced by the state MEAP assessment.

Authentic Assessment: List Multiple Measure of Assessment for Each Objective.

Criteria: Performing at grade level as evidenced by level 1 or 2 on the assessments

- Fact Tests/Math Facts in a Flash
- End of unit/chapter tests
- Teacher observation
- District Common Assessments

Strategy Statement:

- The teachers will implement common mathematic grade level assessments (K-4)
- The teachers will implement PEAK strategies to improve memory and information retention
- The teachers will fully implement the Everyday Math program
- The teachers will differentiate the Everyday Math program
- The teachers will use Math Facts in a Flash for students struggling with number fluency
- Provide parent education event for Everyday Math

Research to Support Strategies

- Solution Station, pg. 9-40 in Teaching for Excellence by Spence Rogers
- Mathematics research, pgs. 1-6 in Everyday Mathematics: Teacher's Reference Manual.
- Research behind Math Facts at a Flash computerized program

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
Teachers will attend Everyday Math professional development on differentiation	All Teachers	August in-service 2010	Everyday Mathematics Text and materials and trainer	Sign in sheet Principal walk-throughs Lesson plans	Student achievement on grade level CMS assessments and MEAP scores will increase
Teachers will differentiate Everyday Math program to meet needs of all students	All Teachers	School year	Everyday Mathematics Text and materials, curriculum maps	Lesson plans Principal walk-throughs	Student achievement on grade level CMS assessments and MEAP scores will increase
Teachers will attend the PEAK Strategies professional development	All Teachers	August in-service	PEAK manual written by Spence Rogers	Sign in sheet Administration Observation	Student achievement on grade level CMS assessments and MEAP scores will increase
All grade level teams will identify 3 common PEAK strategies to implement in math	All teachers	2010-2011	PEAK resources Text, In-service handouts and ongoing research	Monthly review PEAK strategy at staff meetings, delivered by administration and/or grade level staff, Meeting agendas	Agenda, and/or administrative observation

Demonstrate and discuss how to use Math Facts in a Flash program for supplemental instruction	All teachers, Technology Director, Principal	September 2010	Math Facts in a Flash software	Minutes from meeting	Student achievement on grade level CMS assessments and MEAP scores will increase
Teachers will implement Math Facts in a Flash in classroom or computer lab during supplemental time	All teachers	School year	Math Facts in a Flash	Math Facts in a Flash reports	Student achievement on grade level CMS assessments and MEAP scores will increase
Host Parent Education Event for Everyday Math	Principal and staff	Fall of 2010	Everyday math parent materials	Minutes from event	Increased parent satisfaction surveys in the area of curriculum education

**Grant Primary Center and Elementary
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 fourth grade students, at the Grant Elementary will increase their proficiency in science as evidenced by a score of 1 or 2 on the 5th grade state MEAP assessment, increasing the overall proficiency score each year by 3%. All kindergarten through fourth graders will increase their proficiency in science as evidenced by 80% on CMS district benchmark assessments.

Statement of Gap in Student Achievement:

Based on the state MEAP assessment 87% of the 5th grades students were proficient. 65% of the Special education students passed the science test as compared to 92 % of non Special education students.

Contributing Cause for the Gap in Student Achievement:

General education students out performed Special education students by 27%

List the Sources of Data Used to Identify This Gap:

MEAP and Science curriculum district common assessments

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

- By the end of each school year (2010-2013), there will be a 3% increase in the overall science proficiency score for the special education subgroup, (level 1 and 2) as evidenced by increasing the specific areas such as changes in matter, living things, and waves & vibrations on the 5th grade state MEAP assessment.
- Between the 2010-2013 school years, there will be a 3% increase in the overall science proficiency score for all students, (level 1 and 2) as evidenced by increasing specific areas such as waves & vibrations, changes in matter, and living things on the 5th grade state MEAP assessment.

Authentic Assessment: List Multiple Measure of Assessment for Each Objective.

District common science assessments

Strategy Statement:

- The teachers will identify and implement common science grade level assessments and best practices (K-4)
- Teachers will implement PEAK strategies for learning during science instruction

Research to Support Strategies

- Differentiated Instruction, pgs. 126-128 of Differentiated Instruction: Making It Work by Patti Drapeau
- Teaching Techniques, pgs. 3-1 Teaching for Excellence by Spence Rogers
- Solution Station, pgs. 9-40 in Teaching for Excellence by Spence Rogers
- Oakland Science and Social Studies Website

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
K-4 teachers collaborate to identify common assessments and Best Practices for Science at each grade level	Administration Teachers	2010-2011	(K-4th) CMS Science objectives and lessons	Revision of curriculum map	Aligned curriculum map
K-4 teachers meet to vertically align the science curriculum map	Administration Teachers	2010-2011	(K-4th) CMS Science objectives and lessons	Revision of curriculum map	Aligned curriculum map
(K-12) Special Education teachers need to meet and discuss MEAP/MI Access test	Administration Special Education Teachers	Ongoing	K-12 Science CMS Objectives	Plan to improve science scores of Special Education students	Student science scores will improve on the MEAP and CMS assessments
All grade level teams will identify 3 common PEAK strategies to implement in science	All teachers	Ongoing	PEAK resources Text, In-service handouts and ongoing research	Monthly review PEAK strategy at staff meetings, delivered by administration and/or grade level staff	Agenda, and/or administrative observation

3. Instruction by Highly Qualified Professional Staff

Grant Public Schools assures that all teachers employed in this School wide program 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	21	Teachers with up to 3 years	1
Teacher with a MA degree	23	Teachers with 3-10 years	10
		Teachers with 11-20 years	19
		Teachers with 21 – 40 years	14

4. Attract and Retain Highly Qualified Teachers

and

5. High-Quality and Ongoing Professional Development

Due to significant reduction in student enrollment over 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 the new job position on the MASA 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

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

Purpose/goals	<ul style="list-style-type: none"> ➤ Increased student learning ➤ Enhance teacher quality ➤ Assisting probationary teachers with profession support and instructional skill guidance ➤ Ensure successful transfer of teacher learning into instructional practices in the classroom. ➤ Retain teachers entering the profession
Key Features	<ul style="list-style-type: none"> ➤ All probationary teaches are assigned a mentor teacher for all 4 years of their probationary experience ➤ Mentor teachers must be a master teacher ➤ Program is multi-year – sustaining a continuum of learning ➤ Mentors and Probationary teacher have common planning time ➤ Mentoring is non-evaluative and not linked to the evaluation process ➤ Written records are kept confidential
Roles and Responsibilities	<p>Beginning teachers:</p> <ul style="list-style-type: none"> ➤ PaRTIcipate in classroom observations, review lesson plans, strategies, and instructional materials with mentor ➤ Work with mentor on self identified areas for growth ➤ Analyze written feedback from observation <p>Mentors:</p> <ul style="list-style-type: none"> ➤ Provide peer consultation and coaching to beginning teachers ➤ Guide new teachers in reflective dialogue ➤ Conduct observation, conferences, and demonstration lessons as requested by teacher ➤ Facilitate professional development sessions for program paRTIcipants ➤ Continually evaluate and revise mentor program
Mentor Selection	<ul style="list-style-type: none"> ➤ Mentors are selected from a list of tenured teachers ➤ Mentor teachers are assigned to teachers new to a grade level/subject if requested by the teacher ➤ Mentors are matched in same building, grade level or subject area when available
Professional Development Provided	<ul style="list-style-type: none"> ➤ Peer coaching ➤ Demonstration lessons by curriculum consultants or mentors ➤ Examining student work ➤ Curriculum development and implementation strategies ➤ Analyzing student achievement data, developing curriculum maps and common assessments with grade level team
Time provided	<ul style="list-style-type: none"> ➤ Weekly – Monthly meetings with mentor ➤ After school seminars ➤ In-school professional development days
Program Evaluation	<ul style="list-style-type: none"> ➤ Evaluation of professional development sessions to determine paRTIcipant satisfaction ➤ Individual Professional Development Plan ➤ Staff survey of mentoring process
Teacher Retention	<ul style="list-style-type: none"> ➤ Course reimbursement ➤ Professional development plan with administrator for personal growth ➤ PaRTIcipation on school improvement team ➤ Involvement with curriculum development and implementation

Professional Development:

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:

- Improvement in writing instruction for all grade levels: Lucy Calkins Writing Workshop – Units of Study – Job embedded professional development with Amy Oak – MAISD through out school year.
- Staff will work with literacy consultant to be trained/retrained in the Guided Reading model and its components. Professional development will include small grade level groups as well as modeling, observation and coaching.
- Academic improvement in reading and math for the Special Education subgroup: Professional Development for Special Education teachers in Lindamood Bell Multi-Sensory Reading program. (August 2010 and ongoing each year) Professional Development in utilizing Math Facts in a Flash to supplement Everyday Math program (September 2010).
- Instruction via our county curriculum consultant in how to develop research -based instructional practices to align with the state GLCEs for Science and Social Studies (2010-2011 school year).
- PEAK instructional strategies – Professional Development with NC RESA – September 2010. Principal will use reflective questioning as part of the walk-through process for job-embedded self reflection practices.
- 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 PD 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 Primary Center and Elementary School Wide 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:

- 2-Way communication with parents encouraged through publication of the teacher phone extensions and email addresses in the handbook and on the district website, parent teacher conferences, and child study/intervention meetings.
- School and district newsletter is communicated through the website, district, building and classroom newsletters.
- Open House is held the week before school starts.
- Curriculum expectations (GLCEs) for each grade level will be available at Parent-Teacher conferences and on the district web-site.
- Individual student curriculum outcomes (GLCEs) are reported through the Curriculum Management (CMS) reports quarterly and given to parents with the report card. Individual MEAP reports are given to parents annually. An interpreter will be available to interpret results.
- Parents are notified and invited to individual student planning team meetings such as: Child study meetings, 504 planning meetings and IEP team meetings. (In English and Spanish.)
- Assessment results are discussed with parents at conferences with an interpreter available as needed.
- Parent involvement policy is included in the parent handbook and in the beginning of the year school newsletter and in the district newsletter.
- School/Parent compacts that describe the partnership for learning between the home and school are sent home for parents and students to review, sign and return to school.
- Parents will be provided the opportunity to learn strategies which will help their child become a stronger learning through conferences, classroom newsletter, etc.
- Electronic system – Skyward will allow parents to look up grades, missing assignments, attendance, behavioral records and lunch account information.
- The classroom newsletter will often share academic support with parent friendly educational strategies (in English and Spanish).
- Parent volunteer group fundraises to provide materials and experiences for our students and classrooms.

Both buildings developed a Student/Teacher/Parent Compact when this was first required of Title I schools. It has been updated and reviewed annually at the Title I program review meeting with teachers, principal and parents involved. The compact is given to the parents at the first open house. Staff follows up to make sure that all compacts are signed and returned in a timely manner. This compact outlines clearly the importance of the partnership in everyone doing their part including the student responsibilities. See compact below:

Grant Primary Center
Grant Elementary
Title One School
Student-Family Compact
2009-2010

Grant Public Schools believe that significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's family. Such a partnership means a mutual belief in the commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

To accomplish the goal, the Title I staff commits to:

- Providing information to parents in a timely, useful, and engaging manner
- SupportIng parents in their efforts to engage in their child's education
- Encouraging parents to engage in their children's education
- Inviting parents to be actively involved with learning activities to be used with their child at home
- Holding themselves, the students and the parents accountable in meeting the academic needs of every child

To accomplish this goal, the school staff asks parents to commit to:

- Believing their child can learn
- Providing a place for their child to study at home
- Encourage their child to practice reading at home and apply learning to daily life
- Helping and practicing reading skills at home
- Maintain open two-way communications with school staff
- Use strategies provided by school staff to support students in achieving the learning objectives
- Provide a home environment that supports the school's efforts to increase student performance
- PaRTIcipate in Title I meetings/ Child Study Meetings
- Set high academic expectations for their child

To accomplish this goal, the school staff asks students to commit to:

- Doing their best work at all times
- Complete homework and return it on time
- Follow the rules for behavior at Grant Primary Center/Elementary School
- Always try to do my best in my work and my behavior

Principal

Parent

Title I Teacher

Student

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 provision 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 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, 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 to support an effective learning environment.
 4. Parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in regard to 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 classroom.
 - 2. The importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318, Elementary and Secondary Education Act of 1965

34 C.F.R. Part 200 et seq.

Revised 10/9/95

School Level Policy for Parental Involvement

NCLB Section III18 (b) – (c)

- 1. Grant Primary Center and Grant Elementary School shall convene an annual meeting for parents to provide feedback and give input to the Title I program evaluation and planning. This meeting shall be held at a convenient time to accommodate for parents work schedules, transportation and child care, offering a flexible schedule of meetings.
- 2. One of the activities of this annual meeting will be to involve parents in the planning, review and revision of Title I programs, including review of the school level and district level parental involvement policy.
- 3. Parents shall continue to be part of the review team for the School wide program plan, attending planning meetings as they occur. Parent survey results will be reported annually and parent comments that are not satisfied with the school wide programs will be included in the reporting of the results.
- 4. Parents will help to review and revise the Student/Parent/Teacher compact annually.
- 5. Parents shall be provided information about the grade level content expectations, the assessment schedule and the standards that their child is expected to meet each year. This information will be provided at open house at the beginning of the year and will be available on the building website.
- 6. Parents will be provided information about their child's progress in a timely manner. Child Study meetings will be available for parents to work with school staff to provide a student success plan if their child is struggling to meet grade level standards. These meetings may occur as often as a parent requests.

NCLB Section III18 (d)

- 1. Grant Primary Center and Grant Elementary School shall provide a high-quality curriculum based on the Michigan Curriculum Frameworks Grade Level Content Expectations. Teachers shall use research based instructional practices with levels of intervention for struggling students clearly outlined in the Response to Intervention plan.
- 2. Parent responsibilities for supporting their child's learning shall be outlined in the Student/Parent/Teacher compact. This compact will be discussed at the parent-teacher conferences as it relates to their child's achievement in school.
- 3. Grant Primary Center and Grant Elementary School shall provide quarterly reports to parents on their child's progress.
- 4. Parents will be welcomed at the school to observe, volunteer and participate in their child's classroom when scheduled with school staff.

NCLB Section III18 (e) and (f)

- 1. Grant Primary Center and Grant Elementary School will provide assistance to parent as needed to understand state standards, assessments, and the progress monitoring reports that the school provides.

2. Parents will be provided materials and training through parent educational meetings to help them improve their child's achievement.
3. School staff shall be educated in ways to involve parents and build collaboration between parents and the school.
4. Grant Primary Center and Grant Elementary School shall coordinate and celebrate with all Newaygo County RESA programs that support parents such as Parents as Teachers, Fit for the Future, Prevention and Intervention programs etc.
5. Parent notice, invite, and information related to the school shall be provided in a language that the parents can understand and in multiple formats utilizing technology tools.
6. School staff shall provide reasonable support for parent involvement activities as requested by parents.
7. School staff shall provide full opportunities for the paRTIcipation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing school reports in a language that parents understand.

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

Preschool to Kindergarten Transition:

Kindergarten round up includes all public preschools in the school district. Students are observed and evaluated on a county wide common rubric to identify program needs coming into Kindergarten.

Kindergarten and Preschool teachers participate in the observation and assessment of students.

- Teachers and/or Principal visit the Preschool programs to meet the students in the spring.
- Kindergarten readiness packets that include information about the Kindergarten grade level content expectations are given to parents at Round up and during the pre-school year.
- Preschool staff makes home visits at the end of Preschool and give students a picture book to read over the summer that includes pictures of the school building and staff.
- Students visit the Kindergarten programs in the spring for a tour of the school facilities.
- Parents are invited to a Kindergarten Parent welcome night
- Building Bridges Preschool staff meets with representatives from the Kindergarten building and NC RESA staff in February to discuss the social emotional and academic needs of all of the students. Placement decisions are projected from this meeting and finalized after assessment occurs at Kindergarten Round up.
- Representatives from the Kindergarten building attend the IEPTs of special education preschool students in the spring.
- Response to Intervention programs for oral language and motor are implemented PK through 1st grade, providing consistency with interventions. NC RESA ancillary staff transition students in RTI interventions and Special Education Programs and Services by visiting the Kindergarten classrooms each month to provide ongoing support for these students. Student log notebooks are kept from PK-1st grade so that RTI screens and records follow students each year. Universal and follow-up screening occurs for all student PK-1st grade.
- Parents as Teachers program utilizes RTI intervention materials during their after school and
- Summer Programs: Parents as Teachers educators share Kindergarten readiness packets with parents enrolled in the program to utilize during the summer months.
- For the 2010-2011 school year, a preschool teacher or Early Childhood Consultant will be invited to participate on the school improvement team.

Primary Center to Elementary Transition:

Students completing first grade at the Grant Primary Center will attend second grade at the Grant Elementary beginning the following fall.

- Parents are encouraged to schedule observations of second grade teachers. They may fill out a teacher request form within a published time span.
- The principals of both buildings and social worker will meet to discuss student data and student needs. Said individuals will develop class lists based on aforementioned factors.
- First grade teachers will take their students on a tour of the Elementary school building and through the second grade wing/classrooms. This tour will include time spent on the playground.

- Parents and children are welcome to tour the building during the summer.
- Parents will receive a welcoming letter from second grade teachers in August.
- Parents and students are invited to attend an Open House prior to the start of the school year.

8. Teacher PaRTicipation in Making Assessment Decisions

1. Describe how teachers paRTicipate in decision making regarding the use of school based academic assessments.

Teachers meet in the beginning of each new school year to review the Newaygo County outcomes that are based on the Michigan Department of Education Grade Level Content Expectations. The teachers then 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.

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

The core instructional management team meets quarterly to review the data collected from the teachers to determine level 2 and 3 intervention. They also review and determine students for child study meetings and/or diagnosis.

Teachers are given the most updated data spreadsheet of their class. They then use the data to help monitor the educational growth of individual students. The teacher analyzes the achievement trend of individual students. They use the information on the DATA spreadsheet to help direct the instructional strategies that will most effectively enhance the student's educational growth. Teachers will continually use various researched based assessments DIBELS, MLPP, STAR, Accelerated Reading, Writing Rubrics, CMS testing to monitor the child's growth. These assessments will provide means and context for improving teaching to improve student learning. Teachers also analyze MEAP and district common assessment data to review and revise grade level curriculum.

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

Teachers, School administrators, and NC RESA Learning Services staff have paRTicipated in a planning process to identify and develop universal screening, benchmark assessments, district common assessments and progress monitoring assessments.

This process is ongoing with review and revision of the plan annually. Teachers utilize the benchmark assessments and grade level common assessments each marking period and ongoing during the instructional week for assessing student progress in mastering the general curriculum and providing timely assistance to students for intervention and informing parents of their progress. These assessments allow teachers to plan their differentiated instruction in each subject. Each marking period the Instructional Management Team meets to review the benchmark and common assessment data to determine needed interventions for students. The district plan for utilizing assessment and data to provide timely assistance to students having difficulty mastering the grade level standards is as follows:

Data collection and review:

The universal screening process and benchmark assessments are used each marking period to monitor the academic achievement of the students at each grade level.

See matrix below for complete description of the benchmark assessment plan:

Grant Primary Center and Elementary School
UPDATED Universal Screening and Benchmark Assessment Matrix for Language Arts

	K	1	2
Letter Naming Fluency <i>DIBELS/MLPP</i>	<ul style="list-style-type: none"> MLPP – Benchmark (All students F-W-S – Teachers) DIBELS – Universal Screen/ Benchmark (All students F-W-S – Title I staff) Progress monitor intervention students until goals are met – Parapros 	<ul style="list-style-type: none"> DIBELS – Progress monitor intervention students until goals are met – Title I and Level 3 intervention teachers <u>Title I staff tests new students – DIBELS/MLPP in fall</u> 	Underline = Universal Screen/ Benchmark Bold = Progress Monitor
Initial Sound Fluency <i>DIBELS/MLPP</i>	<ul style="list-style-type: none"> MLPP – Benchmark (All students F-W-S – Teachers) DIBELS – Universal Screen/ Benchmark All Students F-W-S – Title I staff Progress monitor intervention students until goals are met – Parapros 	<ul style="list-style-type: none"> DIBELS – Progress monitor intervention students until goals are met – Title I and Level 3 intervention teachers <u>Title I staff tests new students – DIBELS/MLPP in fall</u> 	
Oral Language <i>MLPP Rubric (PK – 1)</i>	<ul style="list-style-type: none"> MLPP – Benchmark (All students F-S – Teachers) 	<ul style="list-style-type: none"> Progress monitor intervention students until goals are met F-W-S – Teachers 	
Oral Reading Fluency <i>Fountas and Pinnell Running Record and DIBELS</i>	<ul style="list-style-type: none"> Running Record – Benchmark (All students – S – Teachers) 	<ul style="list-style-type: none"> Running Record – Benchmark (All students F-W-S [Sept, Jan, May]) – Teachers Record Instructional Reading Level (All students [Nov-Mar] – Teachers) DIBELS – Universal Screen/Benchmark (All students W-S – Title I staff) Progress monitor intervention students until goals are met – Title I and Level 3 intervention teachers <u>Title I staff test new students (DIBELS and Running Record)</u> 	<ul style="list-style-type: none"> Running Record – Benchmark (All students F-W-S [Sept, Jan, May]) – Teachers Record Instructional Reading Level (All students [Nov-Mar] – Teachers) DIBELS – Universal Screen/Benchmark (All students W-S – Title I staff) Progress monitor intervention students until goals are met – Title I and Level 3 intervention teachers <u>Title I staff test new students (DIBELS and Running Record)</u>
Sight Word Fluency <i>MLPP Sight Words</i> <i>MLPP Known Words</i>	<ul style="list-style-type: none"> MLPP – Benchmark (All students – S – Teachers) 	<ul style="list-style-type: none"> MLPP – Benchmark (All students F-S – Teachers) 	<ul style="list-style-type: none"> MLPP – Benchmark (All students F-W-S – Teachers)
Reading Comprehension <i>STAR and/or MLPP</i> <i>Retelling Rubric</i>		<ul style="list-style-type: none"> STAR – Benchmark (All students F-W-S – Teachers) MLPP Retelling rubric (All students F-S – Teachers) 	<ul style="list-style-type: none"> STAR – Benchmark (All students F-W-S – Teachers) MLPP Retelling rubric (All students F-S – Teachers)
Writing <i>MLPP Writing Rubric</i> <i>MLPP Hearing and Recording Sounds</i>	<ul style="list-style-type: none"> MLPP – Benchmark (All students W-S- Teachers) MLPP – Benchmark (All students – S – Teachers) 	<ul style="list-style-type: none"> MLPP – Benchmark (All students F-W-S- Teachers) MLPP – Benchmark (All students F-W-S – Teachers) 	<ul style="list-style-type: none"> MLPP – Benchmark (All students F-W-S- Teachers) MLPP – Benchmark (All students F-W-S – Teachers)

Grant Primary Center and Elementary School
UPDATED Universal Screening and Benchmark Assessment Matrix for Language Arts

	3	4
Oral reading fluency <i>DIBELS</i>	<ul style="list-style-type: none"> • DIBELS – Universal Screen/Benchmark (All students W-S – Title I staff) • Progress monitor intervention students until goals are met – Title I teachers • <u>Title I staff test new students (DIBELS and Running Record)</u> 	<ul style="list-style-type: none"> • DIBELS – Universal Screen/Benchmark (All students W-S – Title I staff) • Progress monitor intervention students until goals are met – Title I teachers • <u>Title I staff test new students (DIBELS and Running Record)</u>
Reading Comprehension <i>Star and/or MLPP retelling rubric</i>	<ul style="list-style-type: none"> • STAR – Benchmark (All students F-W-S – Teachers) 	<ul style="list-style-type: none"> • STAR – Benchmark (All students F-W-S – Teachers)
Writing <i>MLPP Writing Rubric and MEAP Writing Rubric</i>	<ul style="list-style-type: none"> • MLPP – Benchmark (All students F-W-S- Teachers) 	<ul style="list-style-type: none"> • MLPP – Benchmark (All students F-W-S- Teachers)

Student outcome mastery of the GLCEs (Grade Level Content Expectations) assessed by grade level common curriculum assessments and are recorded and reported through utilizing NC RESA countywide curriculum management system (CMS). Teachers can report individually and by class on outcomes recorded.

A sample report is below:

Student Achievement Report				
Student:				School:
Status	Date Recorded	NCO #	Crit	Description/Comment
In Progress	04/10/08	AR-01-001	SE	Discriminate target SOUND(S): The student will discriminate target sounds.
Status	Date Recorded	NCO #	Crit	Description/Comment
Mastered	04/10/08	SO-01-001	SE	Recognize when partner is listening. The student will be able to recognize when communication partner is listening.
In Progress	05/07/08	SO-01-010	SE	Politely make requests. The student will politely make requests.
		Total Assessed	3	

Teachers are provided with the student achievement benchmark database at the beginning of the year and then quarterly to plan for differentiated instruction, and various instructional groups ongoing throughout the year. Teachers record their classroom outcome mastery each quarter in CMS and can print classroom reports as needed for instruction. These reports that show mastery by outcome are distributed to parents, support staff, Title I teachers, and after-school program staff for re-teaching for mastery learning.

Student by Outcome

LA-01-001: Read With Developing Fluency (GLCE)

Report Summary		
<i>Students Mastering the Outcome:</i>	2	<u>50%</u>
<i>Students In Progress:</i>	2	<u>50%</u>
<i>Students Not Mastering the Outcome:</i>	0	<u>0%</u>
<i>Students Not Yet Assessed:</i>	0	<u>0%</u>
<i>Total Students Reported:</i>	4	±.01% Margin of

Timely, effective, additional assistance:

An instructional management team comprised of teachers, Special Education staff, principal, RTI Level 3 intervention teacher, Child Study Coordinator, NC RESA Learning Support Services staff, and NC RESA ancillary staff (school psychologist, speech therapist and OT) meets quarterly to review all of the student achievement data identified in part I of this plan, and make determinations about appropriate interventions needed through the Response to Intervention model. (MEAP data, District common assessments % of mastery, DIBELS, MLPP, STAR)

Professional development for teachers and paraprofessionals utilizing the data occurs regularly at grade level and staff meetings. Staff is initially trained by NC RESA staff in how to interpret the data for instructional purposes in the classroom at the beginning of the school year. NC RESA staff, principals and teacher leaders follow-up with this training by utilizing data at staff and grade level meetings for job-embedded professional development. They lead discussions and model ways to use the data for classroom instruction.

Example of data base- Section to record interventions:

INTERVENTIONS	Preschool Code	Y5	Extended Day K	Extended Day K ESL	K Intervention	Retention	Title 1	RTI Level 3	RTI Lips	Earobics	Lexia	ESL Support	RTI Speech Consult	RTI Fine Motor	Social Work Support	Child Study	Informal Testing	Diagnostic Testing	Psych Testing	Spec Ed (RR, CAT, SLI, OT, PT)
H			K		K		1,2	1,2	1,2	1	2				K,1	1,2		2		
					K											K				
		Y5			K		2	2				1,2				2				
M			K		K		1,2	1,2	1,2	1	2				K,1	K,1,2	2	2		RR,LDa,d,e,SLI a

Section to record student benchmark data:

Kindergarten DATA	K Brigrance	Academic	Gross Motor	Social Emotional	Oral Language	Total Readiness	K-Oral Language-F	K-Oral Language-S	K-D-ISF-F	K-D-ISF-W	K-D-ISF-S	K-D-LNF-F	K-D-LNF-W	K-D-LNF-S	K-MLPP-LID-MP1	K-MLPP-SID-MP1	K-MLPP-LID-MP2	K-MLPP-SID-MP2	K-MLPP-LID-MP3	K-MLPP-SID-MP3	K-MLPP-LID-MP4	K-MLPP-SID-MP4	K-MLPP-Phonological-MP4	K-F&P Running Record-MP4	K-MLPP-Writing-W	K-MLPP-Writing-S
	96	4	4	2	3	13	3	3	8	51	80	19	44	46	50	11	54	26	54	26	54	26	40	C	2	3
	98	4	4	4	3	15	3	4	18	38	28	14	49	66	49	3	54	23	54	26	54	26	40	E	1	2
	92	4	4	4	3	15	3	3	8	25	40	14	38	48	37	4	52	17	53	21	53	26	35	C	1	2
	78	4	3	3	2	12	2	3	0	23	29	0	10	51	10	1	46	16	51	24	51	24	39	A	1	2
	85	4	2	4	3	13	3	3	0	32	46	12	47	57	22	0	53	24	54	26	54	26	40	D	1	2

At the Instructional Management meeting, the Child Study Team meeting schedule is also determined for each marking period. Students that are identified as high risk are selected for the Child Study Process at the beginning of the school year, where all intervention staff and parents meet to develop a plan that is monitored regularly by the Child Study Team until the students is not longer identified as at-risk. Students that are not making progress in the interventions may receive diagnostic testing from the school psychologist to look at what cognitive processes may be impacting their lack of achievement. Interventions are planned based on this information.



Child Study 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 Child Study Coordinator.*
- *Child Study Coordinator gathers data from teacher including: current assessments, CMS outcome reports, the IDEAS form, CA-60 etc.*
- *Child Study Coordinator meets 1-2 times a month with the Child Study staff to review CS cases, set up CS meetings, and identify CS team members.*

Child study 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 plan.

Child study 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

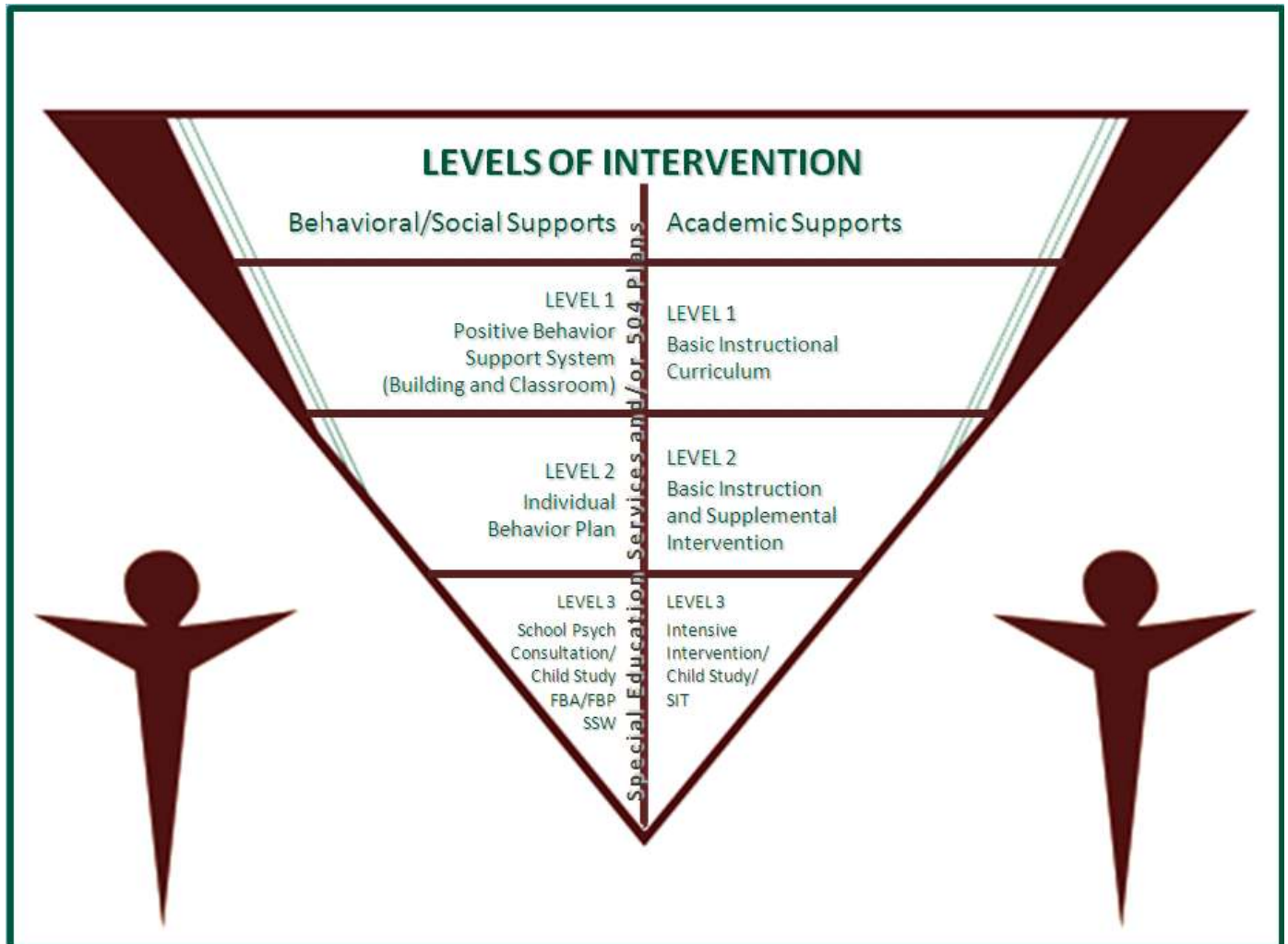
Refer for Section 504 Evaluation

Refer for Special Education Evaluation

Response to Intervention

Based on the recommendations from the Instructional Management team, students are placed in Level 2 and 3 RTI interventions and progress monitored with the DIBELS progress monitoring component bi-monthly. This data is reviewed by the Child Study Team to monitor progress for underachieving students so that interventions can be revised in a timely manner.

RTI Model that Provides Timely Assistance to Students



- Level 1 – General Education Teachers are provided with the student achievement data at the beginning of the year and then quarterly to plan for differentiated instruction, and various instructional groups ongoing throughout the year. Teachers utilize pre- and post-outcome testing, small group guided reading, writing workshop model with individual teacher coaching for students, math centers, games, and computerized programs that support math instruction for students needing more direct instruction and practice, and peer coaching, to differentiate instruction for students. Teachers integrate science and social studies outcomes into the ELA curriculum using Leveled Library books for non-fiction.

Grant Primary Center's Balanced Literacy Model

The schematic below is the expected literacy implementation model for Grant Primary Center. The purpose is to clarify each component of our balanced literacy program.

The model was developed to allow teachers to plan instruction based on the needs of their students with an underlying philosophy of reading and writing **to**, **with**, and **by** students.

Word Wall and
Oral Language

Guided Reading

At student instructional reading level

(Children grouped based upon data-driven instructional needs.)

Focus areas

- Strategic activities (directionality, locating known and unknown words, self monitoring, cross checking and self correcting through the use of meaning, structure and visual)
- Fluency
- Comprehension strategies (Strategies That Work)

Assessments

- Benchmark Assessments: see Assessment Matrix
- Ongoing Assessments: Running Record with current text

Key Components

Guided Reading – May include, but not limited to strategies for:

- Book introduction – gist of story (see New Book Introduction sheet)
- Book walk – 2 unfamiliar concepts, 2 high frequency words
- Student(s) reads book (Teacher guides individual teaching points)
- Group teaching point
- Word work
- Comprehension discussion

Approximate Time

60 minutes, 3-4 groups, 15-20 minutes, 5 days/week (Students participate in workboards while not in reading group).

Resources/Instructional Methods

Leveled Library books (levels below A-Z), blank index cards (for new sight words), magnetic letters, teacher resources from the Professional Learning Library including Guided Reading: Good First Teaching for All Children by Fountas and Pinnell and Making the Most of Small Groups: Differentiation for All by Debbie Diller

Writing

Focus Area

- Correct writing procedures
- Strategies and skills for writing
- Authors craft

Assessments

- Summative Common assessment – MLPP Writing Holistic rubric
- Formative (for instruction) – MLPP Analytic Writing rubric

Key Components (Writers workshop according to Units of Study)

- **Share Sessions (10 minutes)**
- **Mini-Lesson (10-20 Minutes)**
- Topics vary from procedures, strategies, and skills, problems that arise to the author's craft.
- **Work Time (20-40 minutes)**
- Writing
- Conferencing with teacher
- Share and support work in progress
- **Publication Celebrations (held as needed)**

Approximate time

45-60 minutes at least 3 times per week

Resources/Instructional Methods

Lucy Calkins Writer's Workshop, Units of Study (Lessons)

Spelling

Instruction will follow the *Sitton Spelling* program according to grade level

Letter Formation

Instruction given as needed using the HWT writing program

Work Board

Student-directed independent work with literacy

Focus areas

- Practice of literacy skills that have been previously introduced
- Make independent choices
- Learn time management skills

Key Components

- Browsing Box
- ABC
- Listening Center
- Art
- Writing Center
- Read Around the Room
- Independent Reading
- Drama
- Poem Box
- Computer
- Overhead Projector
- Buddy Reading
- Games
- Reading Journal
- Literature Circle
- Pocket Chart
- Building
- Sand Table

Approximate time

60 minutes, 5 days/week

Resources/Instructional Methods

Supplies vary for each center

Teacher Modeling

Integrated through the day and across curriculum

Focus Area

Through teacher demonstrations, modeling will be provided in reading and writing

Key components

Read Aloud

- Modeling of the comprehension strategies
- Concepts about print
- Strategic activity (see guided reading)
- Fluency
- Think Aloud
- Shared Reading
- Oral Language

Writing

- Procedure – where to locate materials, routines, how to use reference materials
- Strategies and Skills – Model conventions that help a writer get the message down
- Craft – Model how a writer communicates a message, voice, characteristics of a genre
- Method – Direct write out loud and interactive writing

Resources/Instructional Methods

Leveled Library books, Big books, published literature books, student published writing, Writing Chart paper

- Level 2 – Based on recommendations from the Instructional Management team, Level 2 is designed to provide secondary interventions for students who are performing below academic standards. Research-based interventions for these students are provided through small-group instruction. The interventionist supports the students by anchoring new knowledge to previously learned knowledge. Multi-sensory techniques are used to present information. Students receiving Title I reading support are grouped and regrouped through a process that involves ongoing observation and assessment. Using the guided reading model established by Fountas and Pinnell provides children with the opportunity to read texts at an instructional level. The purpose is to scaffold students' reading so they can practice with support and be successful. During this process, the teacher focuses on teaching specific strategies and skills based upon student need.
- Level 3 – Identified students will receive interventions based on their area of need. This is identified through the NC RESA cognitive processing screen. See matrix below to review the screens, assessments and interventions for Level 3.

Response to Intervention Level 1-3 Screen/Assessment/Intervention

	RTI Level	Screen	Assessment	Intervention
<i>Acuity</i>	Level 1 and 2	Vision	Referral to eye doctor	Dependent on eye doctor recommendations
	Level 1 and 2	Hearing	Referral to doctor	Dependent on doctor recommendations
<i>Cognitive Processing Visual</i>	Level 2 and 3	Visual Processing Skills NCRESA screen	Diagnostic testing with school psychologist	<ul style="list-style-type: none"> • Visual Processing notebook strategies • Computerized vision programs- Visograph
<i>Cognitive Processing Auditory</i>	Level 2 and 3	Auditory Processing Skills NC RESA screen	Diagnostic testing with school psychologist	<ul style="list-style-type: none"> • Auditory processing activities • Earobics computer program • Rosner activities
<i>Motor Skills</i>	Level 1, 2 and 3	NC RESA Motor screen	NC RESA Motor screen	<ul style="list-style-type: none"> • NC RESA Motor Manual Interventions • Motor Tip of the Week
<i>Oral Language</i>	Level 1 and 2	Oral Language – MLPP rubric	Oral Language – MLPP rubric	<ul style="list-style-type: none"> • Classroom intervention using NC RESA Oral language resource notebook for strategies
<i>Oral Language</i>	Level 3		<ul style="list-style-type: none"> • SLP Digging Deeper Checklist • SLP Diagnostic assessments • ALL • Basic Concepts test 	<ul style="list-style-type: none"> • Lindamood Bell Visualizing and Verbalizing program • Classroom intervention using oral language resource notebook for strategies
<i>Phonological Awareness</i>	Level 1 and 2	<ul style="list-style-type: none"> • Phonological Awareness • MLPP • Observation Survey 	<ul style="list-style-type: none"> • Phonological Awareness • MLPP • Observation Survey 	Classroom phonemic awareness activities from: <ul style="list-style-type: none"> • Harcourt Phonics program • <u>Phonemic Awareness in Young Children</u> resource book • <u>I've DIBEL'd, Now What?</u> • <u>Sounds in Action</u>
<i>Phonological Awareness</i>	Level 3	<ul style="list-style-type: none"> • Phonological Awareness – MLPP 	<ul style="list-style-type: none"> • LAC test – Lindamood Bell • CTOP, ALL, TAPS 3 – Psychologists 	<ul style="list-style-type: none"> • Lindamood Bell LIPS program • Lexia Software
<i>Visual – Sight/Spell words Auditory – Phonics</i>	Level 1 and 2	<ul style="list-style-type: none"> • MLPP Sight Words 	<ul style="list-style-type: none"> • Quick Reading test • MLPP Sight Words 	<ul style="list-style-type: none"> • Lexia Software • Working with Words – 4 block • Dolch sight word activities
<i>Visual – Sight/Spell words Auditory – Phonics</i>	Level 3		<ul style="list-style-type: none"> • LAC test – Lindamood Bell • Quick Reading test 	<ul style="list-style-type: none"> • Lindamood Bell Seeing Stars program • Lexia Software

<i>Fluency</i>	Level 1, 2, and 3	<ul style="list-style-type: none"> • Running Record 	<ul style="list-style-type: none"> • DIBELS Oral Reading Fluency assessment • Fountas and Pinnell Running record 	<ul style="list-style-type: none"> • Accelerated reader • Timed reading passages • Read Naturally • Reading Plus
<i>Comprehension</i>	Level 1	<ul style="list-style-type: none"> • Running Record • STAR 	<ul style="list-style-type: none"> • Fountas and Pinnell Running Record 	<ul style="list-style-type: none"> • Accelerated reader • Classroom Instructional Practices • <u>Strategies That Work</u>
<i>Comprehension</i>	Level 2 and 3	<ul style="list-style-type: none"> • Running record • STAR 	<ul style="list-style-type: none"> • Fountas and Pinnell Running Record • Diagnostic testing with school psychologist 	<ul style="list-style-type: none"> • Classroom Instructional Practices • <u>Strategies That Work</u> – guide student to select strategies that work for them
<i>Writing</i>	Level 1 Level 2 and 3	<ul style="list-style-type: none"> • MLPP Writing Rubric 	<ul style="list-style-type: none"> • MLPP Writing Rubric • Diagnostic testing with school psychologist 	<ul style="list-style-type: none"> • 6 + 1 Traits of Writing • Profundity in Writing • <u>Units of Study</u> – Lucy Calkins writing workshop • Student Writing Resource Notebook

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

- Building representatives attend Newaygo County’s Multi-Agency ConsoRTium Meetings regularly to coordinate and consolidate programs and services for students. One of the programs that stems from this consoRTium is the Families Together program. Staff from Newaygo County Mental Health, the Michigan Health Department, and Department of Health and Human Services meets with the School team to discuss individual student needs and create a support plan for them. There is grant money attached to this program to help with financial needs of families that are impacting student learning.
- The Parents as Teachers program coordinates needs of students with the school staff in providing ongoing academic, mental health and physical health support in the home.
- The Drug Prevention program specialist provides classroom instructional programs, materials and support for students K-12 which are aligned with the Michigan Health Model and state outcomes for health education.
- The Career-Tech Center partners with the school staff to provide Career Awareness education for elementary students.
- Transition planning occurs for all Special Education students through a coordination of community services.
- Great Start Collaborative partners with early educators to provide support for children birth to age five. Parents are provided with educational ready-kits from birth to age five.

	<i>Direct Services for Students</i>	<i>Professional Development for Staff</i>	<i>Support services</i>	<i>Parent Involvement</i>	<i>Innovative Program Plans & Supplemental Materials</i>
<i>Title I</i>	<ul style="list-style-type: none"> • Title 1 teachers grades K – 4 • Level 3 Intervention teacher grades 1-2 	<ul style="list-style-type: none"> • Title 1 conference in Fall • Statewide RTI conference 	<ul style="list-style-type: none"> • Aide in Kindergarten classrooms to deliver Kindergarten Literacy Intervention 	<ul style="list-style-type: none"> • Parent education program to reinforce student learning in the home. • Parent/ community survey for needs assessment 	<ul style="list-style-type: none"> • Leveled Library books to enhance reading of informational text and fiction • Parent involvement materials • Materials for Level 3 interventions and Title 1 programs
<i>Title II Part A</i>		<ul style="list-style-type: none"> • ELA consultant to support balanced Literacy in grades K-2 (substitutes for job-embedded PD, Fountas and Pinnell Leveled Literacy Intervention 3 at \$2500) • PEAK Instructional strategy training - teachers to attend the summer institute. • Job embedded PD with Amy Oak – MAISD – Units of Study (substitutes for job-embedded PD, Units of Study DVD bundle- \$150.00/ Up Close DVD- \$50.00) • Professional Development for teachers in: how to interpret and use data for instructional purposes, how to develop instructional methods for science and social studies in the area 			

		of weakness, how to implement RTI model			
<i>Title I Part C</i>			<ul style="list-style-type: none"> • ESL teacher 		<ul style="list-style-type: none"> • Fast Forward program for ELL learners

II. Evaluation Plan

The School Wide Planning Team will use the MEAP Summary report, Demographic report, Test Item Analysis report, DIBELS and MLPP data, STAR reports and Curriculum Outcome Mastery reports to evaluate the goals, objectives and strategies from the School wide 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 wide 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 student 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.