

GRAYLING ELEMENTARY SCHOOL

School Improvement Plan

2009-10

**Crawford AuSable School
District**

“Growing to Greatness!”



**1000 Michigan Avenue
Grayling, MI 49738**



Home of the Little Vikings!

**Grayling Elementary School
Grades 3, 4 and 5**

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INTRODUCTION

GES Mission Statement

Our mission at Grayling Elementary School is to work collaboratively with students, staff and the community to sustain a safe, meaningful learning environment that fosters success and instills the value of lifelong learning.

CASD Mission Statement

The Crawford AuSable School District, in partnership with our community, educates students in a safe, challenging and supportive environment to become successful citizens in a global society.

School Improvement Planning Committee

The School Improvement Planning Committee is comprised of educators from every aspect of the GES community in addition to the principal and a parent.

School Improvement Chairperson: Gina Brunskill, Third Grade Teacher

School Improvement Committee Members:

Jane Urban, Third Grade Teacher

Laurie Canfield, Third Grade Teacher

Renee Lewicki, Fourth Grade Teacher

Kay Avery, Fifth Grade Teacher

Gloria Partlo, Fifth Grade Teacher

Victoria Lohr, Special Education Teacher and Department Chair

Lori Fox, Title One Teacher

Annmarie Spear, Reading Specialist

Kim Sprtel, Third and Fourth Grade Parent

Melissa Stone, Principal

Process

The process for planning the 2009-10 school year formally began in February of 2008-09. The School Improvement Team (SIT) met twice per month for one hour in the morning and one evening session. In between these meetings, the SIT took components back to the entire staff for input and feedback. The plan was then finalized by SIT in two full day sessions.

Protocols were used by the team to encourage input and feedback from all members of SIT and the staff. Protocols included brainstorming, a round robin Think, Look, Share, ticket out the door, and sticker scatter plots. Following discussion of the data with the Look, Think, Share Protocol, Brainstorming was conducted to generate ideas for goals and strategies.

The culture/climate survey was given and received over 90% feedback from staff, parents and students. The surveys were then tallied by SIT members at a SIT meeting.

See "Attachment A" agenda for the 2-day SIT meeting.

COMPREHENSIVE NEEDS ASSESSMENT

SCHOOL PROFILE

- Grades 3-5 are currently taught in this school
- The largest racial minority group in this building is Black/ African American and represents 1.4% of the student body
- 65.64 % of students are economically disadvantaged
- 14.80 % of the students are identified as special education students. This represents 53 students. Of this number of students, 8 were full time in the categorical classroom.

Group	Year 1: 06-07		Year 2: 07-08		Year 3: 08-09	
	#	%	#	%	#	%
Economically Disadvantaged	234	59	227	59	235	65.64
Special Education	58	14.65	57	14.81	53	14.80
Gender						
Male	206	52.02	192	49.87	182	50.84
Female	190	47.98	193	50.13	176	49.16

ENROLLMENT TRENDS

- The current enrollment is 358
- The projected enrollment for the 2009-10 school year is 378
- The enrollment trend over the past 5 years is declining although it has stabilized this year

Year	Year 1: 06-07		Year 2: 07-08		Year 3: 08-09	
Grade	#	%	#	%	#	%
3	111	28%	129	34%	124	35%
4	139	35%	115	30%	125	35%
5	146	37%	141	37%	109	30%
Total	396		385		358	

STAFF

- 6 third grade classroom teachers
- 5 fourth grade classroom teachers
- 5 fifth grade classroom teachers
- 3 special education teachers
- 1 speech and language pathologist
- 1 Reading Specialist
- 1 Full Time Title Teacher
- 2 half time title teachers
- .5 counselor
- .25 special education social worker
- 1 Title Paraprofessional
- 3.5 Special Education Paraprofessionals
- 1.5 secretaries
- 1 full time custodian
- Shared District Maintenance Person

COMPREHENSIVE NEEDS ASSESSMENT, cont.

COMMUNITY DEMOGRAPHICS

Grayling is a Northern Michigan city, located in Crawford County. There are several small rural townships located within Crawford County. 71% of the county is covered by state and national land. According to the census of 2000 about 12% of the population is below the poverty line.

Mobility Date

Year: 2006 - 07

Mobility			
Grade	# of Students	Number Entering	Number Leaving
3	111	16	10
4	139	20	19
5	146	18	14

Year: 2007 - 08

Mobility			
Grade	# of Students	Number Entering	Number Leaving
3	129	19	23
4	115	21	27
5	141	15	15

Year: 2008 - 09

Mobility			
Grade	# of Students	Number Entering	Number Leaving
3	124	18	11
4	125	16	13
5	109	11	14

COMPREHENSIVE NEEDS ASSESSMENT, cont.

Ed Yes!

I.1.A.2 Standards Alignment—Exemplary

I.1.B.1 Staff—Exemplary

I.1.B.2 Students-Exemplary

I.2.A.2 Content Appropriateness—Exemplary

I.2.A.2 Developmental Appropriateness—Exemplary

I.2.A.3 Reflection and Refinement—Implemented

I.2.B.1 Delivered Curriculum—Exemplary

I.2.B.2 Best Practice—Implemented

I.2.B.3 Student Engagement—Exemplary

I.3.A.1 Alignment/Content Validity—Exemplary

I.3.A.3 Multiple Measures—Exemplary

II.1.A.1 Knowledge of Curriculum, Instruction and Assessment—Exemplary

II.1.A.5 Knowledge of Adult Learning—Exemplary

II.1.A.7 Focus on Student Results—Exemplary

II.1.B.1 Monitoring—Exemplary

II.1.B.4 Clear Expectations—Implemented

II.2.A.4 Collaborative Inquiry— Implemented

II.2.A.5 Data –Driven Culture—Exemplary

II.2.A.6 Collaborative Decision-Making Process—Implemented

II.2.B.4 Monitored—Exemplary

II.3.A.4 Time—Exemplary

III.1.B.1 Content Knowledge—Implemented

III.2.A.1 Staff Participates in Learning Teams—Exemplary

III.2.B.1 Uses Best Practice—Implemented

III.2.B.3 Induction/Mentoring/Coaching—Implemented

III.2.C.1 Aligned—Exemplary

III.2.C.2 Job-Embedded—Exemplary

III.2.C.3 Results-Driven—Implemented

IV.1.A.2 Diversity—Exemplary

IV.1.B.2 Extended Learning Opportunities—Implemented

IV.1.B.3 Decision-Making—Partially Implemented

IV.2.A.2 Diversity—Exemplary

IV.2.B.3 Community Agencies—Exemplary

V.1.A.2 Systematic—Exemplary

V.1.A.4 Multiple Sources—Exemplary

V.1.C.1 Process—Exemplary

V.2.A.1 Analysis—Implemented

V.2.A.2 Dialog About Meaning—Exemplary

V.2.B.1 Dissemination—Exemplary

V.2.B.2 Data-Driven Decision Making—Exemplary

Overall, out of 40 areas we are Exemplary in 28, Implemented in 11 and Partially Implemented in one area.

Michigan School Report Card

Student Achievement:

ELA	92.2%	A
Mathematics	95.8%	A
Achievement Subtotal	94%	A
Indicators of School Performance	100%	A
Preliminary Grade	96%	A
<u>Adequate Yearly Progress</u>	<u>MET AYP</u>	
Composite Grade	A	

COMPREHENSIVE NEEDS ASSESSMENT, cont.

A survey was given to all parents, students and staff members at GES in May, 2009. These are the results of that survey. The numbers indicate the percentage of responses. See "Attachment B" for the actual survey.

1. My point of view matters in this school:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parents	2	5	30	44	19
Students	2	3	26	32	37
Teachers	0	0	25	65	10
Support Staff	0	10	40	30	20

2. The principal and teachers are approachable:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parents	2	1	7	42	48
Students	2	3	15	30	50
Teachers	0	0	10	55	35
Support Staff	0	10	0	60	30

3. Students work hard to reach their academic goals:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parents	1	1	11	50	37
Students	2	1	19	34	44
Teachers	0	0	30	60	10
Support Staff	0	0	10	70	20

4. I know how to become involved in school activities/committees:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parents	2	2	15	49	31
Students	3	5	18	29	46
Teachers	0	5	0	25	70
Support Staff	0	0	30	10	60

5. I am satisfied with my school's level of academic achievement:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parents	2	3	14	41	39
Students	3	3	17	23	55
Teachers	0	5	0	50	45
Support Staff	0	0	10	30	60

COMPREHENSIVE NEEDS ASSESSMENT, cont.

Numbers indicate the percentage of responses.

Choose the three activities that you believe are the most valuable to the GES families.	Parents	Students	Teachers	Support Staff
Academic Extravaganza	7	5	7	10
5th Grade Graduation	11	14	2	3
Daddy/Daughter Dance	11	10	5	3
Mother/Son Dance	8	5	4	3
Music Concerts	15	9	11	7
Reading Fun Night	7	7	25	23
Picnic	11	18	16	20
Portfolio Day	11	15	2	3
Pumpkin Night	3	5	0	0
Science Fair	16	11	29	27

Discussion of Culture and Climate Survey Data

- Concern about support staff not feeling like their opinion matters
- Overall concern about the high number of neutral on whether or not their opinions matter
- Like that the students feel that their opinions matter and that the teachers and principal are approachable
- In regard to approachable, we could separate the principal from the teachers on future surveys
- Still feel like 20% is too high of a number of students to feel like their teachers or principal are not approachable
- Whether or not students work to their potential—parents, students and support staff had highest opinion
- We question whether or not the parents and students think of academic goals the same way the teachers think of goals
- Do all teachers put the same amount of value into the goals they set in regard to NWEA? It is a red flag that 30% of teachers were neutral about the question on whether students work hard to reach their goals
- Shouldn't everyone agree and strongly agree in regard to academic goals?
- Do we need additional PD in regard to NWEA reports or on goal setting? Do we need more personal strategies for goal setting, making it meaningful and frequency of revisiting?
- Possibly the one teacher who doesn't know how to get involved is intimidated. Others felt that is just an excuse.
- There is confusion with the students and parents as to how to get involved. Is this confusion over outside activities or school activities?
- It is questionable as to whether or not the parents knew that there was not a PTO?
- Concern was expressed over the people who disagree and strongly disagree in regard to academic achievement. Concern over whether or not there is agreement about what is meant.
- Think we need to communicate more about our academic achievement, even in smaller goals and gains. Do we need to increase PR and do a better job with promoting our school?
- Nice to see agreement between support staff and teachers on academic achievement.
- Discrepancies—Portfolio Day and Reading Fun Night. Pumpkin Night and Academic Extravaganza did not receive good feedback.

CNA cont. — Student Data MEAP

MEAP DATA Percent Proficient—Comparison to State, 2005-2008

4th Grade Math	2005-06	2006-07	2007-08	2008-09	5th Grade Math	2005-06	2006-07	2007-08	2008-09	6th Grade Math	2005-06	2006-07	2007-08	2008-09
GES	82	87	86	92	GES	75	84	86	79	GMS	67	72	83	89
COOR	83	82	85	87	COOR	74	77	72	77	COOR	69	85	75	81
State	82	85	86	88	State	73	76	74	77	State	65	69	73	80
AYP	56	56	65	65	AYP	53	53	62	62	AYP	50	50	60	60
4th Grade ELA	2005-06	2006-07	2007-08	2008-09	5th Grade ELA	2005-06	2006-07	2007-08	2008-09	6th Grade ELA	2005-06	2006-07	2007-08	2008-09
GES	66	74	75	87	GES	64	71	84	80	GMS	65	80	83	85
COOR	71	72	76	78	COOR	66	71	74	76	COOR	77	76	80	80
State	76	78	76	77	State	75	78	78	78	State	77	78	80	80
AYP	48	48	59	59	AYP	46	46	57	57	AYP	45	45	56	56
4th Grade Reading	2005-06	2006-07	2007-08	2008-09	5th Grade Reading	2005-06	2006-07	2007-08	2008-09	6th Grade Reading	2005-06	2006-07	2007-08	2008-09
GES	77	82	82	89	GES	73	78	89	85	GMS	76	86	85	86
COOR	79	82	83	83	COOR	76	80	80	79	COOR	80	85	82	80
State	83	85	84	83	State	80	84	82	82	State	80	83	82	81
4th Grade Writing	2005-06	2006-07	2007-08	2008-09	5th Grade Writing	2005-06	2006-07	2007-08	2008-09	6th Grade Writing	2005-06	2006-07	2007-08	2008-09
GES	43	37	44	50	GES	57	50	59	69	GMS	59	76	73	80
COOR	44	33	40	43	COOR	53	45	49	62	COOR	72	66	70	77
State	55	45	44	44	State	63	57	59	63	State	75	74	73	76
5th Grade Science	2005-06	2006-07	2007-08	2008-09					6th Grade SS	2005-06	2006-07	2007-08	2008-09	
CASD	81	84	84	91					CASD	77	79	75	77	
COOR	77	82	82	85					COOR	80	75	74	74	
State	77	83	82	83					State	78	74	73	74	

CNA cont., — Student Data MEAP

MEAP DATA Percent Proficient—Comparison to State, 2005-2008

4th Grade Math	2005-06	2006-07	2007-08	2008-09	5th Grade Math	2005-06	2006-07	2007-08	2008-09	6th Grade Math	2005-06	2006-07	2007-08	2008-09
ED	76	82	86	88	ED	71	74	81	74	ED	61	64	73	86
SE	59	68	50	68	SE	62	65	75	25	SE	19	27	41	63
Male	82	86	90	92	Male	73	81	85	83	Male	60	70	78	86
Female	82	88	80	93	Female	78	87	88	76	Female	73	73	87	93
4th Grade ELA	2005-06	2006-07	2007-08	2008-09	5th Grade ELA	2005-06	2006-07	2007-08	2008-09	6th Grade ELA	2005-06	2006-07	2007-08	2008-09
ED	55	68	71	80	ED	59	60	79	80	ED	58	77	73	81
SE	27	38	25	58	SE	38	38	55	25	SE	25	63	50	46
Male	53	69	73	85	Male	57	62	82	79	Male	56	75	77	81
Female	78	80	79	90	Female	72	79	87	82	Female	74	84	89	88
4th Grade Reading	2005-06	2006-07	2007-08	2008-09	5th Grade Reading	2005-06	2006-07	2007-08	2008-09	6th Grade Reading	2005-06	2006-07	2007-08	2008-09
ED	71	76	74	83	ED	68	65	84	84	ED	69	84	77	83
SE	45	58	25	63	SE	50	62	62	25	SE	24	69	55	50
Male	71	79	77	87	Male	66	71	87	74	Male	68	84	79	83
Female	85	86	87	91	Female	51	85	91	86	Female	84	89	90	90
4th Grade Writing	2005-06	2006-07	2007-08	2008-09	5th Grade Writing	2005-06	2006-07	2007-08	2008-09	6th Grade Writing	2005-06	2006-07	2007-08	2008-09
ED	50	43	49	56	ED	59	54	66	78	ED	83	76	80	87
SE	18	12	13	16	SE	46	29	34	19	SE	21	75	36	50
Male	36	34	43	44	Male	51	32	54	67	Male	68	66	62	75
Female	53	39	46	54	Female	63	68	66	71	Female	84	84	85	85
5th Grade Science	2005-06	2006-07	2007-08	2008-09	6th Grade SS	2005-06	2006-07	2007-08	2008-09					
ED	76	74	78	85	ED	69	70	65	75					
SE	78	76	68	75	SE	30	50	48	50					
Male	81	83	85	95	Male	72	79	75	75					
Female	81	86	83	86	Female	81	80	75	78					

CNA cont., Student Data Discussion re: MEAP

MEAP Growth Data Reading, Fall 2007 to Fall 2008

Reading	Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
3rd to 4th Grade	3%	25%	30%	39%	4%
4th to 5th Grade	2%	25%	28%	41%	4%
5th to 6th Grade	7%	41%	22%	28%	2%

MEAP Growth Data ELA, Fall 2007 to Fall 2008

ELA	Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
3rd to 4th Grade	1%	29%	35%	33%	2%
4th to 5th Grade	0%	24%	32%	42%	2%
5th to 6th Grade	2%	34%	26%	36%	2%

MEAP Growth Data Math, Fall 2007 to Fall 2008

Math	Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
3rd to 4th Grade	1%	24%	46%	29%	0%
4th to 5th Grade	3%	14%	31%	47%	4%
5th to 6th Grade	2%	12%	36%	40%	9%

CNA cont., Student Data Discussion re: MEAP

Discussion of MEAP by Subject

Math: Overall, trend very good. Only red flag is the way the 4th grade 07-08 dropped in 08-09 and the state and COOR dropped as well. The drop in scores is quite possibly attributable to the test. It is obvious our program of Everyday Mathematics is working. Solid scope and sequence along with spiraling.

Reading: Overall, trend and scores are very good. Believe that the Harcourt is working. Helps to have consistency in program such as Harcourt and it added a solid scope and sequence. Each grade level pushes a little farther built on what the students learned at the last grade level. Every kid in our building gets a good scope and sequence and reads books too. As well as we are doing, we can still do better.

Writing: Again, nice progression. Above COOR and State. Lucy Calkins has given us a good foundation but we also realized we needed to supplement to make our writing better. How can we make sure across the country we are as focused on writing as we are on reading. Did the first ten days have an impact as well?

Discussion of MEAP by Demographic Subgroups

Math: Concern over special education scores. Are we comparing the same students? Same trend in overall scores as a 4th grade level. Special Ed varies greater than economically disadvantaged. Note that the girls score higher in sixth grade. Do see discrepancies. Looking forward to having the special education students utilizing the Everyday Mathematics program.

Reading: Again, special education students a concern. Our Economically Disadvantaged are still making gains. Overall, girls score higher in reading than boys, the ten point spread is a huge concern. We should learn more about the national gender trends. Graph for economically disadvantaged students mirrors our overall population, special education does not follow the trend.

Discussion of MEAP Growth Data

Reading: 3rd to 4th and 4th to 5th—improvement greater than decline. 5th to 6th more on the decline side. Questions about how much of an improvement or decline there actually was in the significant columns. Concern over the 41% decline that we should be watching. This is overall new data and we need to

Calkins and 6+1 gave us the common language, scoring, etc. Fearful we will lose the momentum since the State is taking away writing as an assessment and be cautionary that we still produce good writers.

Science: Above State and COOR we are doing well, we are headed in the right direction. Even though we changed our focus to language arts and these scores still go up. How to maintain will become the challenge. Key is how to read the vocabulary. Concern over changes coming to the tests and the new curriculum.

Social Studies: 2006-07 to 07-08 went down, but everyone did. We are still above others right now. Good to see scores going up and question the change in the test. Tests have changed dramatically over the years. Concern over changes coming to the tests with the new curriculum. We made the changes to our curriculum before most school districts were able to do. Need to make sure we are conscientious about following GLCE's and not materials.

Writing: Overall, discrepancy between males and females is a concern. Inclusion and Calkins has made a big difference for the special education students. Supports in the classroom have made a difference. We have the resources to support Calkins. The blocked time for writing has helped as well with one hour per day dedicated to writing. We should be able to see trend continue with the implementations this year.

Science: Males above the females by far. We believe that reading the MEAP to the special education students one-on-one made a big difference.

Social Studies: Thrilled with these numbers comparatively. Would like to see the social studies read to the students as well. Leveling off of between the boys and the girls. Consistent gains throughout.

learn how to use it.

Math: For all levels 3rd, 4th, and 5th the improvement percentage surpassed decline. Concern for the 3rd grade decline at 24%.

CNA cont. — Student Data re: NWEA

NWEA DATA RIT—Comparison to Nat'l Norm & % of Students Reaching Growth Goals from Fall to Spring, 2006-2009

3rd Grade Math	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09
GES	188	202	188	200	187	203
Nat'l Norm	192	200	192	200	192	202

3rd Grade Math % Reaching Growth Goals	2006-07	2007-08	2008-09
GES	61.0	78.0	82

4th Grade Math	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09
GES	204	212	199	219	202	214
Nat'l Norm	203	211	203	211	203	211

4th Grade Math % Reaching Growth Goals	2006-07	2007-08	2008-09
GES	73.6	71.2	67

5th Grade Math	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09
GES	213	222	211	220	212	221
Nat'l Norm	212	219	212	219	212	219

5th Grade Math % Reaching Growth Goals	2006-07	2007-08	2008-09
GES	69.4	64.8	61

3rd Grade Reading	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09
GES	185	196	184	199	185	199
Nat'l Norm	192	200	192	200	192	199

3rd Grade Reading % Reaching Growth Goals	2006-07	2007-08	2008-09
GES	60.0	67.5	80

4th Grade Reading	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09
GES	196	206	194	206	199	210
Nat'l Norm	200	207	200	207	200	206

4th Grade Reading % Reaching Growth Goals	2006-07	2007-08	2008-09
GES	51.2	70.5	77

5th Grade Reading	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09
GES	205	212	206	213	204	213
Nat'l Norm	207	212	207	212	207	211

5th Grade Reading % Reaching Growth Goals	2006-07	2007-08	2008-09
GES	54.2	61.8	71

CNA cont., - Student Data Discussion re: NWEA

Discussion of NWEA Data

Math :

3rd grade percent reaching goals are up for each year. The students enter low in the fall and leave third grade at or meeting the goals. 82% met the growth target.

4th grade: Concern the percentage of growth goals has gone down, however beat the national norm. Also, the math time has gone down. 12 points of growth is good. 6 of the 8 categorical students are also included in the data.

5th Grade: Made more of a gain than for the national norm. Same trend, would like to look at whether or not teachers ask to have students retake assessment when they score too high or too low. Concern over the seven point loss from Spring 08 to Fall 08.

Reading:

3rd grade: Students come in under the national norm, but we make good growth. 80% reaching their growth goals is high. Growth percentages go down overall from 3rd to 5th. Trend again is when they come in low and go out higher. By the time they leave in 5th grade, they are where they should be. With the amount of time we are devoting to reading, we would like to see higher gains. Where

the kids start and where they end in third grade, we are astounded by the growth they achieve in one year. Data to look at is how many students are below the grade level and how to get them there. Points we have to gain in 3rd grade is always double digits we have made up the difference consistent. As time goes on, they don't lose as much over the summer months.

4th Grade: Above the norm by four RIT points. Grade level has worked very hard to work with every student. This was a challenging group overall. We had a lot of support this year in fourth grade.

5th Grade: Good to see that they are above the norm and that a greater percentage are meeting goals. It is harder to make goals the older they get. Growth goals are focused on Reading, So many fourth graders are coming to summer school so we hope that the students start out at or above the norm this fall.

Overall growth, students and teachers track reading, we need to do the same thing for math. We are at or above the norm, but could we get better. We need to dig into the exact strands where they are succeeding or not achieving as well.

CNA cont. — Student Data Re: Building Data

Spelling Inventory, Fluency, 2005-2008

Spelling Inventory Percents	Fall	Winter	Spring
3rd	51.0	60.9	67.4
4th	67.1	75.5	80.6
5th	72.3	77.4	84.3

Fluency, wpm	Fall	Winter	Spring
3rd	72.8	91.8	119.3
4th	88.5	120.3	134.0
5th	105.5	128.6	134.4

Science Common Assessments	Tri 1 2008-09	Tri 2 008-09	Tri 3 2008-09
3rd	65.5	65.9	71.5
4th	65.9	65.9	60.2
5th	66.4	58.9	

Social Studies Common Assessments	Tri 1 2008-09	Tri 2 008-09	Tri 3 2008-09
3rd	57.3	45.4	54.4
4th	52.0	54.0	58
5th	51.0	57.9	

Writing Common Assessments	Fall— Ideas	Fall— Organization	Spring— Ideas	Spring— Organization
3rd	2.1	2.0	2.7	2.5
4th	3.0	2.7	3.2	3.1
5th	3.2	3.0	3.4	3.2

CNA cont., - Student Data Discussion re: NWEA

Discussion and Conclusion of Spelling Inventory and Fluency

Spelling Inventory:

- Good scores, but spelling is our weakest area. They have made progress in all grades. We do have previous data but we don't know the accuracy.
- We haven't even tried half of what we know we could do for Spelling. Programming has dictated what some of us has been able to do and this is the perfect opportunity for teachers to practice their craft and teach.
- We are at a pinnacle of time where we will be learning a lot as a staff about teaching spelling and phonics and will make a lot of growth as teachers which will translate into student achievement.
- We need to be careful we do not teach the word list. We need to be sure the purpose of common

assessments is shared amongst staff.

- Shift the building focus from spelling to true word work where they make meaning with patterns.

Fluency:

- Fluency scores are good. Students know what it is and what it means. It is rewarding to listen to the kids read and attack words and represents what we have been doing well.
- Good that all kids take same fluency test but hope the test administered the same way.
- Awesome they are all meeting goal, wish 5th grade was significantly higher than 4th grade.

Comprehension:

- We are missing a consistent comprehension assessment.

Discussion of Science, and Social Studies Common Assessments

- Only way to go is up.
- Would be good to have all special education students take test at the same time with someone reading it. Another way was to have the students have a hard copy, have the teacher read the test to the SE students and then have them enter their answers into the computer.
- If you don't finish curriculum in a trimester, move on, especially when you are first teaching content.

- Pacing guides need to be adjusted. Creation of common assessments needs to be collaborative. Units are being created by grade levels.
- Teachers got better at writing questions but still need some collaborative work.
- Remember to read to children that it can be read to.
- Kids knew the words verbally but couldn't necessarily read them.

Discussion of Writing Common Assessments

- Room for improvement
- We made small improvements but we were hoping for more
- Overall assessment process needs work
- Need more clarification of how to score the papers
- Scoring are inconsistent
- Emotional aspect and experiences could be at a loss to respond to the prompt

- Difficult to use as a common assessment
- Should have gone over parameters one more time before passing out the assessments for scoring
- It was a learning experience showed us a hole in our professional development
- How are we supposed to get the papers scored given the amount of time? Others believe it doesn't matter how much time we give them.

Schoolwide Reform Strategies—Goals

Goal #1 –Reading

All students at GES will increase their reading skills to at or above grade level.

Goal #2 –Writing

All students at GES will use writing strategies to communicate effectively in various genres.

Goal #3 –Mathematics

All students at GES will achieve more than 1 year of growth in mathematics.

Goal #4 –Science

All students at GES will increase their knowledge of science inquiry.

Goal #5 –Social Studies

All students at GES will become responsible citizens by increasing their knowledge of the world around them.

Goal #6—Culture & Climate

We will improve the perception of our school by communicating about school events and academic achievement.

Goal #7—Other Operations

We will improve the partnership, working relationship, and collaboration between home and school.

Schoolwide Reform Strategies—Action Plan

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #1	All students at GES will increase their reading skills to at or above grade level.
Rationale (Need)	NWEA results are exactly at 50 percentile for 3rd grade, 4th grade above by 4 points, 5th grade 2 points above. We realize the kids are at the average—but we would like our students to be above average. MEAP results in Fall 2008 were above the state level but still not at the desired level of achievement.
Smart Goal 1	100% of GES students will be at or above grade level when entering GMS according to Spring NWEA reading assessments.
Instructional Strategy #1	Reorganize and evaluate current spelling program. The staff will become better educated on the connection between spelling and reading and will increase their knowledge of strategies for teaching patterns.
Research	Examining students' spelling can provide insights about the types of perceptual units engaged during word recognition in reading, the code that individuals use to access their lexical representations. (Templeton 1992)
Resources	Working with Words and workbook support materials.
Professional Development	Spelling Focus: Professional development by our Reading Specialist: monthly study groups, collaborative lesson building and modeling.
Parent Involvement	Strategies for parents, information of the patterns students' are working on, via newsletters, internet, check out DVD within the classroom, make and take.
At-Risk Students' Support	Students are identified through the spelling inventory and the NWEA language usage, small group with remedial support on the patterns and word study. After school tutoring and summer school will be provided to students in need of intervention.
Evaluation	Spelling Inventory three times per year. NWEA Language Usage three times per year
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement and at-risk strategies are implemented through the collection of data at staff meeting. An evidence chart will be developed and kept up to date by the building administrator.

Schoolwide Reform Strategies—Action Plan

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #1	All students at GES will increase their reading skills to at or above grade level.
Rationale (Need)	NWEA results are exactly at 50 percentile for 3rd grade, 4th grade above by 4 points, 5th grade 2 points above. We realize the kids are at the average—but we would like our students to be above average. MEAP results in Fall 2008 were above the state level but still not at the desired level of achievement.
Smart Goal 1	100% of GES students will be at or above grade level when entering GMS according to Spring NWEA reading assessments.
Instructional Strategy #2	Comprehension with a focus on Informational text
Research	Strategies That Work, Teaching Comprehension to Enhance Understanding, Harvey & Goudvis
Resources	Strategies That Work, Reading Lab equipment and software to increase practice during tutoring and small group work. Access to the reading lab and after school small group tutoring with a focus on increasing specific skills.
Professional Development	Comprehension Focus: Teachers will be provided time to review and analyze the need for instructional strategies for reading and comprehending informational text.
Parent Involvement	Strategies for parents, information will be provided to the parents on the difference between fluency and comprehension, components of informational text and how to increase comprehension with their students
At-Risk Students' Support	Small group guided reading and Literacy block. Access to the reading lab and after school small group tutoring with a focus on increasing specific skills. After school tutoring and summer school will be provided as to students in need of intervention.
Evaluation	A rubric will be created to track student progress towards increased comprehension skills. NWEA three times per year and all students scoring below grade level will be assessed with the DRA.
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement and at-risk strategies are implemented through the collection of data at staff meeting. An evidence chart will be developed and kept up to date by the building administrator.

Schoolwide Reform Strategies—Action Plan

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #2	All students at GES will use writing strategies to communicate effectively in various genres.
Rationale (Need)	There is not an established scope and sequence within the 3-5 language arts curriculum for poetry instructional study. In addition, the goals set for student achievement during the 2008-09 school year were not reached.
Smart Goal	We will increase their average score in Ideas and Organization to 3.0 at the end of third grade, 3.5 by the end of fourth grade, and 4.0 at the end of fifth grade.
Instructional Strategy	Continued instruction with Lucy Calkins' Writer's Workshop, development of a unit on the study of poetry.
Research	Lucy Calkins Writer's Workshop, 6+1. Georgia Heard, and Camillia Allen
Resources	Writer's Notebook, support materials for Lucy Calkins Writer's Workshop, Poetry resource materials such as "A Kick in the Head" for all staff members.
Professional Development	Grade Level/Building time to create scope and sequence based on GLCE. Reading Specialist and Language Arts Department chair will build the professional development and guide the building of
Parent Involvement	Provide writer's notebooks to go between home and school. Samples of student work will be published each trimester in a principal newsletter.
At-Risk Students' Support	Collaboration time with support teachers, small group pull aside instruction and conferencing.
Evaluation	Whole school common assessment administered beginning to end of school year.
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement and at-risk strategies are implemented through the collection of data. An evidence chart will be developed and kept up to date by the building administrator.

Schoolwide Reform Strategies—Action Plan

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #3	All students at GES will achieve more than one year of growth in mathematics.
Rationale (Need)	Special education student scores in MEAP and NWEA have shown an downward trend in achievement since being pulled out of the classrooms for instruction. Particular focus needs to be paid towards the programming for the below grade level and special education students since history has shown that once they are removed from the Everyday Mathematics program it is close to impossible to enter the students back into the program at a later time.
Smart Goal 1	100% of GES students will be at or above grade level when entering GMS according to the Spring NWEA mathematics assessments and 90% or greater will achieve their growth goals.
Instructional Strategy #1	All students will be instructed using the Everyday Mathematics Program.
Research	Research provided by the U.S. Department of Education on the What Works Clearinghouse indicates the that the Everyday Mathematics Program has the strongest impact on student learning.
Resources	Materials for the production of the DVD's for parent distribution.
Professional Development	Special education teachers will be immersed in the classroom instruction through modeling and observation. Those teachers will then be provided time to work with classroom teachers experienced in teaching students with the Everyday Mathematics Program. They will then support the students through small group intervention instruction. EM workshops will be sought out for the teachers who are in need of professional development specific to this program.
Parent Involvement	Teachers will be developing instructional video clips posted on the school web-site and DVD's will be provided for parent check-out explaining the tough to understand mathematics concepts. Materials will be provided for the special education teachers and tutors for utilization with the students.
At-Risk Students' Support	Students will be identified through the NWEA Math assessment and the common assessments being developed this year. Assistance in the classroom will be provided by paraprofessionals to small student groups according to their identified deficiencies in addition to the after school small group tutoring and summer school program.
Evaluation	Results from the NWEA Mathematics test, common assessments and eventually the MEAP will be evaluated to determine achievement level and identify additional supports for students and/or teachers.
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement and at-risk strategies are implemented through the collection of data. The program will be ad-justed according to the evidence provided at the data meetings three times per year.

Schoolwide Reform Strategies—Action Plan

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #3	All students at GES will achieve more than one year of growth in mathematics.
Rationale (Need)	Special education student scores in MEAP and NWEA have shown an downward trend in achievement since being pulled out of the classrooms for instruction. Particular focus needs to be paid towards the programming for the below grade level and special education students since history has shown that once they are removed from the Everyday Mathematics program it is close to impossible to enter the students back into the program at a later time.
Smart Goal 1	100% of GES students will be at or above grade level when entering GMS according to the Spring NWEA mathematics assessments and 90% or greater will achieve their growth goals.
Instructional Strategy #2	Common Assessments will be developed and utilized three times per year in order to monitor student progress in mathematics so that interventions may be implement for students not succeeding at the desired pace or academic level of achievement.
Research	Research provided by the U.S. Department of Education on the What Works Clearinghouse recommends regular screening of student progress to guide implementation of interventions.
Resources	Time to produce and analyze the mathematics common assessments. Classroom Performance Systems and the additional hardware and software to support the administration of mathematics common assessments.
Professional Development	Continued collaboration and professional development on the creation of valid assessments, the analysis of assessments, utilization of the technological hardware and software.
Parent Involvement	Information will be distributed to parents regarding their students' achievement and access to intervention services.
At-Risk Students' Support	Students will be identified through the NWEA Math assessment and the common assessments being developed this year. Assistance in the classroom will be provided by paraprofessionals to small student groups according to their identified deficiencies in addition to the after school small group tutoring program. After school tutoring and summer school will be provided as to students in need of intervention.
Evaluation	Results from the NWEA Mathematics test, common assessments and eventually the MEAP will be evaluated to determine achievement level and identify additional supports for students and/or teachers.
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement and at-risk strategies are implemented through the collection of data. The program will be adjusted according to the evidence provided at the data meetings three times per year.

Schoolwide Reform Strategies—Action Plan

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #4	All students at GES will increase their knowledge of science inquiry.
Rationale (Need)	Science data shows that the students did not score at the desired level on the common assessments at the end of each trimester.
Smart Goal	Students will increase common assessment scores to 70% or above at the end of each trimester at each grade level.
Instructional Strategy	Comprehension of informational text instructed through the guided reading science leveled books, hands-on science instruction and teaching of the inquiry method through the science fair.
Research	Marzano research on hands-on instruction. National Science Foundation research supports the teaching of science through inquiry.
Resources	Hands-on materials and time for the teachers to collaboratively plan science units. Time for analysis of common assessment trimester data.
Professional Development	Time to collaborate at the grade level regarding the interpretation of common assessment item analysis and improvement of unit instruction. Conferences for department chair and grade level teachers. District department meetings with department chairs.
Parent Involvement	Newsletter about science class activities. Attendance and support of the science fair.
At-Risk Students' Support	Within the classroom, differentiated small groups and cooperative learning.
Evaluation	Common assessments administered three times per year. Fifth grade science MEAP.
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement and at-risk strategies are implemented through the collection of data. The program will be adjusted according to the evidence provided at the data meetings three times per year.

Schoolwide Reform Strategies—Action Plan

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #5	All students at GES will become responsible citizens by increasing their knowledge of the world around them.
Rationale (Need)	Student common assessment data shows that students are performing at less than 60%. MEAP data shows that we are only above the state average by 3% points.
Smart Goal	Students will increase their common assessment scores to 70% at the end of each trimester.
Instructional Strategies	Increase comprehension of informational text using the Scholastic News.
Research	Strategies that Work by Marzano. Strategies that Work by Goudvis & Harvey.
Resources	Support materials for the development and teaching of the social studies units at each grade level. Time for teachers to collaborative build units and analyze trimester common assessment item analysis reports.
Professional Development	Time to collaborate at the grade level regarding the interpretation of common assessment item analysis and improvement of unit instruction. Conferences for department chair and grade level teachers. District department meetings with department chairs.
Parent Involvement	Teachers will keep parents informed through newsletter about social studies activities and content instruction.
At-Risk Students' Support	Teachers will utilize small groups and cooperative learning strategies within classroom instruction.
Evaluation	Students will be evaluated three times per year with common assessments and teachers will analyze the 6th grade MEAP data.
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement and at-risk strategies are implemented through the collection of data. The program will be adjusted according to the evidence provided at the data meetings three times per year.

Schoolwide Reform Strategies—Action Plan

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #6	We will improve the perception of our school by better communicating GES student academic achievement.
Rationale (Need)	The perception data from the end of the year survey indicated a discrepancy between the perception of our achievement and the actual achievement amongst parents, staff and students.
Smart Goal	The satisfaction of our school's level of academic achievement will more closely match the actual achievement according to the survey.
Instructional Strategy	Promotional information will be distributed and visual throughout all classrooms, hallways, publications, and in the community. Link newsletters to community web-sites.
Research	School and Family Connections, Epstein, J (1990-91).
Resources	Materials for display and distribution indicating the success of our students' achievement.
Professional Development	Time will be provided to promote our school first within our own staff. Develop a general template for publications to be used school wide which will include achievement data.
Parent Involvement	Parents will participate in the end of year survey to provide us with the information on which to evaluate our progress.
At-Risk Students' Support	Provide the annual report in a parent and student friendly format.
Evaluation	The same end of the year survey will be administered to all parents, staff and students. All responses will be agree or strongly agree in response to question 5 (I am satisfied with the school's level of academic achievement.)
Evidence	The building level administrator and school improvement team will monitor and verify that the PD, Parent Involvement and at-risk strategies are implemented through the collection and monitoring of all publications leaving our school.

Schoolwide Reform Strategies—Action Plan

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #7	We will improve the partnership between home and school.
Rationale (Need)	Survey results indicate that there are students and parents who do not know how to become involved in school activities.
Smart Goal	100% of all families will participate in at least one or more school activities.
Instructional Strategy	Personal invitations will be sent to parents for three academic events occurring at GES during the 2009-10 school year.
Research	School and Family Connections, Epstein, J. (2001).
Resources	Materials and time to create parent invitations. Time to make phone calls to parents who have not attended school events.
Professional Development	Teachers will be given a master calendar of when invitations will be sent, who will send them, how and to whom.
Parent Involvement	Attendance to at least one academic activity. Utilization of goal setting and compact agreement with parents t he first parent teacher conference in the fall to engage their support. See Attachments C and D
At-Risk Students' Sup-	More reminders, phone calls home, reminders at parent-teacher conferences.
Evaluation	Attendance by all parents will be monitored through sign in sheets at all academic activities. Percent of parent attendance will be calculated at the end of the year.
Evidence	The same end of the year survey will be administered to all parents, staff and students. All responses will be agree or strongly agree in response to question 4 (I am satisfied with the school's level of academic achievement.)

Instruction by Highly Qualified Staff

All GES Teachers are Highly Qualified Teachers

	Years Teaching	Professional Degrees	Classroom Assignment
G. Brunskill	11.5	BS +18	3rd Grade
A. Banda	23	BS +30	3rd Grade
A. Berkshire	5	BS +18	3rd Grade
J. Urban	7	MA	3rd Grade
L. Canfield	28	MA	3rd Grade
S. Schlachter	17	BS +25	3rd Grade
D. Feldhauser	21	BS +31	4th Grade
S. Baynham	6	BS +18	4th Grade
S. Voelker	17	BA +18	4th Grade
R. Lewicki	7	MA	4th Grade
M. Winton	7	BA +18	4th Grade
K. Avery	7	MA	5th Grade
G. Casey	19	BS +24	5th Grade
J. Dunckley	20.25	BS +42	5th Grade
G. Partlo	8	BS +24	5th Grade
K. Leslie	23	BS +51	5th Grade
A. Spear	11	2 MA	Reading Specialist
H. Jaski	4	BA +18	Title Teacher
E. Thompson	24.5	MA +21	.5 Title Teacher
L. Fox	7	BS +21	.5 Title Teacher
V. Lohr	7	BS +32	Special Education
R. Metzger	17	BS +22	Special Education
D. Beauchamp	22	MA +24	Special Education
C. Holzbauer	19.25	MA	School Counselor
J. Murray	22	MA	Speech and Language
M. Stone	15	MA	Principal

All paraprofessional staff are highly qualified. During the 2009-10 school year we will have one Title Paraprofessional and 3.5 Special Education Paraprofessionals.

STRATEGIES TO ATTRACT HIGHLY QUALIFIED

Programs to Attract

<ul style="list-style-type: none"> • Grade A School—Two years in a row. • High achieving students—surpassed the State of Michigan on every component of the MEAP • Web Site is attractive to potential candidates • Promotional Video • Stipend to live in the district • District qualifies under the federal loan forgiveness program 	<ul style="list-style-type: none"> • Blue Ribbon Trout Stream and Outdoor Activities • Opportunity to attend professional development conferences • Professional Learning Communities • Set a high standard for candidates • Longevity Pay after 12 years • Retirement Stipend in Contract • Health Insurance or Annuity 	<ul style="list-style-type: none"> • Life Insurance Policy • Professional Organization Fee • Steps given for extended education and experience • Strong district mentor program
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Hiring Process

<p>When the opportunity for hiring staff member arises, SIT to evaluates the needs of the building to determine the staffing needs. The desired qualifications are determined and a posting is created.</p> <p>Qualified applicants are interviewed and the committee makes a recommendation to the superintendent of the top two candidates.</p> <p>The Principal and Superintendent</p>	<p>Interview the top two candidates and make the final determination for recommendation to the CASD School Board.</p>	
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Recognition Program

<ul style="list-style-type: none"> • Coffee Cart—Principal provides coffee • Success Assemblies—staff and students recognized for perfect attendance and other academic successes • Hall of Fame—Halls in honor of staff members whose students have the most improved assess- 	<p>ment data after the second and third round of data meetings.</p> <ul style="list-style-type: none"> • Kindness Coins—At the start of the school year, the staff members have gold coins. These represent appreciation. Staff pass coins to other staff members in appreciation of something kind they did for another staff member. 	<ul style="list-style-type: none"> • Day After Awards—Staff members in attendance at night time events receive an appreciation token to be used only the next day at school. • Did you Know? In the weekly newsletter to the staff, highlights of a staff member's accomplishments.
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PROFESSIONAL DEVELOPMENT

HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Grayling Elementary staff will participate in a variety of professional development activities in the 2009-2010 school year. Below is a calendar of professional development activities

Goal	When	Activity	Who	Completed	Evidence
All	September 1	School Improvement Plan	All instructional staff		Sign-In
All	September 2	Poverty and the Brain Dr. Frank Kros	All instructional staff		Sign-in
All	September 3	Autism Training (Coger & Stabinski) Spelling (Spear)	All instructional staff		Sign-in Product Development
#2	One time per month	Read, Score and Justify	All instructional staff		
#1	Once per month, September 09—June 10—1 hour	Word Study training, Words Their Way, Sequential Phonics	All instructional staff		Agenda, sign-in sheets, completed lesson
#1, 2, 4 & 5 goals	September 09 through June 10 once per month	20 min—poetry units, 40 min—comprehension	All instructional staff		Student samples, teacher lessons modeled to staff, scope and sequence
#2	Once per month September 09-June 10—1 hour	Writing—Poetry, read, score & Justify	All instructional staff		Agenda, sign-in, unit development
#3	August 09 through June 10	Create math common assessments	All instructional staff		Completion of 3 common assessments
#3	September 09-June 10	Mentoring special education in Everyday Math	Instructional staff		Teaching in Special Education inclusion and pull out settings

PROFESSIONAL DEVELOPMENT

HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Grayling Elementary staff will participate in a variety of professional development activities in the 2009-2010 school year. Below is a calendar of professional development activities

Goal	When	Activity	Who	Completed	Evidence
#4 & 5	4 times per year and at November PD	Item analysis, development of CA & curriculum improvement and inquiry lessons	Team teachers		Sign-in, 3 common assessments
#6	September—Share plan, Year long PR	PR— staff, newsletters and achievement data	All instructional staff		publication
#1-7—data analysis	March 1/2 day	PD provided by curriculum director regarding data analysis tools	All instructional Staff		Sign-in
All	November 1/2 day	Autism Strategy Peer to Peer and RTI	All instructional staff		Sign-in
#1-3	2x After school 1 hour meeting	NWEA Report training	All instructional staff		Goal setting sheets
#3-5	After School PD—1 hour sessions, 3 x per year	Common Assessment Analysis	All instructional staff		Analysis Sheets
#3, 4, 5	Once per month, September 09— June 10—1 hour	Technology hardware and software specific to administration of assessment	All instructional staff		Agenda, sign-in sheets, completed lessons and assessment products

PARENTAL INVOLVEMENT

Title I Programs

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

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

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

Written Plans/Policies

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

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

PARENTAL INVOLVEMENT, cont.

STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Goal	When	What	Who	Completed	Evidence
#1, 3, 6 & 7	October, 2009	Homework without Tears: Mathematics and Comprehension Strategies	Instructional Staff		
#3, 6 & 7	Prior to each school activity	Each activity will be preceded by a different form of invitation for each event including phone calls to encourage parental attendance	Parent Volunteers and instructional staff		
#1, 3, 6 & 7		Production of DVD's on how to help students with homework strategies	Department Chairs and instructional staff		
#7	Sign up at Open House	Encourage all parents to visit their child's classroom at least once per year	Parent Volunteer and classroom teachers		
#6 & 7	2 times per year	Coffee Time with the Principal	Principal		
#6 & 7	September 1, 2009	Open House	Instructional staff and principal		
#6 & 7	November 4 & 5, 2009 March 17, 2010	Parent /Teacher Conferences	Instructional staff and principal		
#7	November 18, 2009 & February 24, 2010	Mother/Son Dance & Daddy Daughter Dance	Parent Volunteers		

Transitions

Grayling Elementary School does not service students in preschool or kindergarten. While we do not provide transition services for these students, we do concentrate on transition services for students transitioning from second grade at AuSable Primary into third grade at Grayling Elementary School; and from fifth grade at Grayling Elementary School into sixth grade at Grayling Middle School.

Second to Third Grade

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • 2nd Grade Transition Assembly • Data Meeting Attendance by SAT Chair and Principal • SAT Transitional Meeting • Coffee with Principals • Teacher Observations • School Tours • Placement Forms | <ul style="list-style-type: none"> • Open House • Transition IEP's • Individual Visits and parent transitions for students who don't transition well • 2nd Grade Graduation • Student information placement forms passed on to next teacher | |
|--|--|--|

Fifth to Sixth Grade

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • GMS counselor visit 5th Grade Classes • 5th Graders visit GMS and meet middle school staff and tour • Personal visits for students who don't transition well • Transition IEP's | <ul style="list-style-type: none"> • 5th Grade Graduation • Counselor from GMS meets with Counselor from GES • Title teacher meets with title teacher • Data sheets include interventions and are passed on to next teacher | <ul style="list-style-type: none"> • Student information placement forms passed on to next teacher • End of the year data meetings attended by GMS counselor |
|--|---|--|

ASSESSMENT DECISION

Teacher Participation in Assessment Decisions

- Teachers on SIT decide which assessments will be given and confer with their grade level colleagues before final decisions are made.
- Data meetings three times annually to discuss student achievement results.
- SIT committee believes there is a need for in-

creased consistency amongst staff regarding the level of data analysis to drive student instruction.

- Curricular decisions are made by department chairs and point teachers at each grade level based on assessment data and Grade Level Content Expectations dictated by the State of Michigan.

TIMELY ADDITIONAL ASSISTANCE

Criteria for Selection of Title I Students & Targeted Services

Students are identified as being title students if they are below grade level on two or more of these assessments:

- Reading NWEA
- Fluency
- Spelling inventory

2009-10 we will be adding a comprehension component to this battery of assessments.

The RTI model utilized at GES is

evident on the attached Response to Intervention Sheet. This is reviewed at each data meeting to determine if the student should be receiving a greater or lesser amount or degree of intervention. The services are adjusted according to academic achievement.

In addition, the Academic or Behavioral Interventions are adjusted through the Student Assistance Team and Behavioral Intervention Team.

See Attachments E and F for the RTI model of Behavioral and Academic Intervention

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

Grayling Elementary coordinates and integrates funds from Title I, Title IIA, Title IID, Safe and Drug Free Schools, 31a, and district general funds to support a variety of programs as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role.

Schoolwide Components	Funding Sources	Programs
1. Comprehensive Needs Assessment	<ul style="list-style-type: none"> ◆ General Fund ◆ Title I 	<ul style="list-style-type: none"> ◆ Assessments Implementation ◆ Assessment Analysis and Discussion
2. Schoolwide Reform Strategies	<ul style="list-style-type: none"> ◆ General Fund ◆ Title 	<ul style="list-style-type: none"> ◆ Strategies for Autistic Students ◆ PD—Spelling, Comprehension, Data Analysis, Reading Specialist ◆ Parent Invitations, and Promotional Materials ◆ PD Materials
3. Instruction by Highly Qualified Professional Staff	<ul style="list-style-type: none"> ◆ General Fund 	<ul style="list-style-type: none"> ◆ All staff (teachers and paraprofessionals) are currently highly qualified.
4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools	<ul style="list-style-type: none"> ◆ General Fund ◆ Title 	<ul style="list-style-type: none"> ◆ New Teacher Orientation Program ◆ Mentoring and Training ◆ District Professional Development ◆ Conferences to Support Continued Learning ◆ Money for Classroom Use
5. High-Quality and Ongoing Professional Development	<ul style="list-style-type: none"> ◆ Title I ◆ Title IID ◆ General Fund 	<ul style="list-style-type: none"> ◆ Professional Development Materials and time
6. Strategies to Increase Parental Involvement	<ul style="list-style-type: none"> ◆ Title I 	<ul style="list-style-type: none"> ◆ Parental Involvement activities, DVD's and promotional materials
7. Preschool Transition Strategies	<ul style="list-style-type: none"> ◆ Not applicable (Grades 3-5 building) 	
8. Teacher Participation in Making Assessment Decisions	<ul style="list-style-type: none"> ◆ General Fund 	<ul style="list-style-type: none"> ◆ Curriculum Meetings ◆ Grade Level Meetings ◆ SIT ◆ CAIT
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<ul style="list-style-type: none"> ◆ Title I ◆ 31a ◆ General Fund ◆ Safe & Drug Free Schools 	<ul style="list-style-type: none"> ◆ Summer School ◆ Paraprofessionals ◆ Conflict Management ◆ Social Work Services ◆ Tutoring Program ◆ Title Teachers & Reading Specialist ◆ Title Paraprofessional
10. Coordination and Integration of Federal, State and Local Programs and Resources.	<ul style="list-style-type: none"> ◆ General Fund 	<ul style="list-style-type: none"> ◆ Coordination of funds is completed by Admin Secretary with staff, administration and superintendent.

EVALUATION

EVALUATION

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