

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: Kaskaska Public Schools

ISD/RESA: Traverse Bay Area ISD

School Name: Birch Street Elementary School

Grades Served: K,1,2,3

Mr. Rick Ponstein

Building Code: 06664

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Birch Street Elementary School
District:	Kalkaska Public Schools
Public/Non-Public:	Public
Grades:	K,1,2,3
School Code Number:	06664
City:	Kalkaska
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

It is the vision of the Birch Street Elementary School to create an instructional program that strengthens and equalizes the learning potential for all students.

Mission Statement

It is the mission of the the Birch Street Elementary School to educate all students to their fullest potential. The school staff will use effective instructional techniques, assessments and appropriate intervention to help each student achieve grade level expectations at their own rate of learning.

Beliefs Statement

It is the belief of the Birch Street Eelementary School that:

- * all students have the potential for learning,
- * children come to our school from a variety of backgrounds that provides these children with different readiness levels for learning,
- * through early intervention and a variety of instructional programs readiness levels can be equalized,
- * and through a strong team effort our school can be successful in its mission.

Goals

Name	Development Status	Progress Status
Improve achievement in English Language Arts	Complete	Open
Raise Math Achievement Scores	Complete	In Progress
Writing	Complete	In Progress

Goal 1: Improve achievement in English Language Arts

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students at Birch Street Elementary School will be proficient readers.

Gap Statement: In the fall of 2009 the results of the MEAP show that 81% of Economically Disadvantaged students scored at levels 1 and 2 while 100% of Non-Disadvantaged students achieved at levels 1 and 2.

Cause for Gap: Many of our Economically Disadvantaged students come to school from homes that provide much less family interaction. These students historically have been exposed to less formal and informal learning experiences prior to entering school.

Multiple measures/sources of data you used to identify this gap in student achievement: IOWA - Reading MEAP/ ELA - Reading
Core Curriculum/ Open Court Assessments
AIMSweb

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Within the instructional coaching room student achievement is assessed, scored and graphically displayed on the walls. The instructional staff looks for improving student achievement trends. For those students that achieve below benchmark intervention strategies are developed. Using this data individual instructional intervention plans are derived and additional instruction is given to these students

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	All teachers will receive professional development on the new researched based math program that will begin in the fall of 2010. Greater emphasis will be placed on all teachers teaching the same Core Curriculum and on improving the vertical alignment process across grade levels and in all elementary buildings
08/25/2010	Greg Webster	In Progress	During the 2010-2011 school year all teachers will be involved in a vertical alignment process to determine achievement gaps in reading and develop instructional strategies to meet the needs of all students. Vertical alignment meetings will be held between grade levels and bulidings.

Contact Name: Greg Webster

List of Objectives:

Name	Objective
Improve Reading Skills	Birch Street Elementary 3rd grade students will meet or exceed state AYP Target Goals.

1.1. Objective: Improve Reading Skills

Measurable Objective Statement to Support Goal: Birch Street Elementary 3rd grade students will meet or exceed state AYP Target Goals.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress
08/25/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Maintain the building RTI program	All students will be assessed with AIMSweb probes three times a year. Those students not meeting benchmarks will be progress monitored at least biweekly. Teachers, instructional coaches and Title I teachers will monitor the students progress. PLC's (grade level meetings) will be held every two weeks to review progress of all students. Teachers will collaborate to interpret data and make instructional recommendations. Tier I instruction will be explicit and systematic using research/evidence based practices to deliver the instruction. Coaches will offer support and resources for classroom teachers. Students not progressing on a track to meet appropriate goals will be given ADDITIONAL instruction from the classroom teacher in the form of small group or one on one. If after another three data points a student continues to miss the aimline, the Title I intervention specialist will give the student(s) and ADDITIONAL 30 minutes of direct instruction. All teachers will be involved in a vertical alignment process to determine achievement gaps in reading and develop instructional strategies to meet the needs of all students.

1.1.1. Strategy: Maintain the building RTI program

Strategy Statement: All students will be assessed with AIMSweb probes three times a year. Those students not meeting benchmarks will be progress monitored at least biweekly. Teachers, instructional coaches and Title I teachers will monitor the students progress. PLC's (grade level meetings) will be held every two weeks to review progress of all students. Teachers will collaborate to interpret data and make instructional recommendations. Tier I instruction will be explicit and systematic using research/evidence based practices to deliver the instruction. Coaches will offer support and resources for classroom teachers. Students not progressing on a track to meet appropriate goals will be given ADDITIONAL instruction from the classroom teacher in the form of small group or one on one. If after another three data points a student continues to miss the aimline, the Title I intervention specialist will give the student(s) and ADDITIONAL 30 minutes of direct instruction.

All teachers will be involved in a vertical alignment process to determine achievement gaps in reading and develop instructional strategies to meet the needs of all students.

Selected Target Areas

1.1 Establishes a vision for the school in collaboration with its stakeholders
1.3 Identifies goals to advance the vision
2.5 Fosters a learning community
2.8 Controls curricular and extracurricular activities that are sponsored by the school
2.9 Responds to community expectations and stakeholder satisfaction
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice

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

Tiered Interventions - RTI - Rethinking Learning Disabilities. Lyon, G. R., Fletcher, J. M., Shaywitz, S. E., Shaywitz, B. A., Torgesen, J. K., Wood, F. B., et al. (2001). Washington, DC: Thomas Fordham Foundation.

Preventing Early Reading Failure -- and Its Devastating Downward Spiral. Torgesen, Joseph K. Dr. Torgesen is a professor of psychology and education at Florida State University and the director of the Florida Center for Reading Research. He is author of roughly 100 research articles and several books, including A Basic Guide to Understanding, Assessing, and Teaching phonological Awareness.

AIMSweb - What is Measured in Mathematics Tests? Construct Validity of Curriculum-Based Mathematics

Measures

Robin Schul Thurber, Puyallup School District

Mark R. Shinn, University of Oregon

Keith Smolkowski, Oregon Research Institute

Research Based Instructional Strategies - "The Art and Science of Teaching" by Robert Marzano: "What Works in Schools" by Robert Marzano

PLC's: "Results NOW", Schmoker: "Getting Started", Eaker, DuFour: "Whatever it Takes", Eaker, DuFour,

Karhanek

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress
08/25/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development, PLC planning	2010-09-01	2011-06-30	All support staff, instructional staff and administration.

1.1.1.1. Activity: Professional Development, PLC planning

Activity Description: All teachers will be involved in the AIMSweb assessment of reading skills three times a year. Teachers new to the district will receive training on use of the AIMSweb assessment program. The school's instructional coach will assist in the analysis of test scores and work with the class room teachers to determine intervention activities that will best meet the needs of all students. When needed the instructional coach and or principal will model effective techniques that best promotes learning. This program will be continued throughout the 2010-2011 school year. Student assessment and analysis of the results will also continue throughout the year. The funding source for these activities are the General Fund and Title I. PLC grade level meetings will be held twice a month to evaluate student progress and plan intervention strategies. These meetings will be lead by the instructional coaches and administration.

All teachers will be involved in a vertical alignment process to determine achievement gaps in reading and develop instructional strategies to meet the needs of all students.

Planned staff responsible for implementing activity: All support staff, instructional staff and administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Reduction	Title II Part A	141,509.00	
RTI Instructional Program	General Funds	1,907,976.00	
Title I	Title I Part A	228,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress
08/25/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress

Goal 2: Raise Math Achievement Scores

Content Area: Math

Development Status: Complete

Student Goal Statement: All students at Birch Street Elementary will be proficient in Math.

Gap Statement: On the 2009 MEAP test 92% of the Economically Disadvantaged 3rd grade students scored at levels 1 and 2 while 96% of the Non-disadvantaged scored at levels 1 and 2.

Cause for Gap: Many of our Economically Disadvantaged students come to school from homes that provide much less family interaction. These students historically have been exposed to less formal and informal learning experiences.

Multiple measures/sources of data you used to identify this gap in student achievement: Curriculum Development Assessments
 Teacher Daily Formative Assessments
 Teacher Observations
 Student Work
 AimsWeb Assessment
 MEAP

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Within the instructional coaching room student achievement is assessed, scored and graphically displayed on the walls. The instructional staff looks for improving student achievement trends. For those students that achieve below benchmark intervention strategies are developed. Using this data individual instructional intervention plans are derived and additional instruction is given to these students.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	All teachers will receive professional development on the new researched based math program that will begin in the fall of 2010. Greater emphasis will be placed on all teachers teaching the same Core Curriculum and on improving the vertical alignment process across grade levels and in all elementary buildings.
08/25/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress

Contact Name: Greg Webster

List of Objectives:

Name	Objective
Demonstrate improvement in math skills	Birch Street Elementary 3rd grade students will meet or exceed state AYP Target Goals.

2.1. Objective: Demonstrate improvement in math skills

Measurable Objective Statement to Support Goal: Birch Street Elementary 3rd grade students will meet or exceed state AYP Target Goals.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress
08/25/2010	Greg Webster	In Progress	During the 2010-2011 school year all teachers will be involved in a vertical alignment process to determine where achievement gaps are present and instructional strategies are developed to meet the needs of all students. Vertical alignment meetings will be held grade levels and buildings.

List of Strategies:

Name	Strategy
Maintain and	All students will be assessed with AIMSweb probes three times a year. Those students not meeting benchmarks will be progress monitored at least biweekly. Teachers, Instructional coaches and Title

improve RTI program	I teachers will monitor student progress. Teachers will collaborate interpret data and make instructional recommendations.Tier I core instruction will be explicit and systemic using research/evidence based practices to deliver instruction. Coaches will offer support for classroom teachers. Students not progressing to meet appropriate goals will be given ADDITIONAL instruction by the homer room teacher the form of small group and one on one instruction. If after another three data points a student continues to miss the aimline, the Title I intervention specialist will give the student an ADDITIONAL 30 MINUTES PER DAY. All teachers will be involved in a vertical alignment process to determine where achievement gaps are present and instructional strategies are developed to meet the needs of all students .
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2.1.1. Strategy: Maintain and improve RTI program

Strategy Statement: All students will be assessed with AIMSweb probes three times a year. Those students not meeting benchmarks will be progress monitored at least biweekly. Teachers, Instructional coaches and Title I teachers will monitor student progress. Teachers will collaborate interpret data and make instructional recommendations.Tier I core instruction will be explicit and systemic using research/evidence based practices to deliver instruction. Coaches will offer support for classroom teachers. Students not progressing to meet appropriate goals will be given ADDITIONAL instruction by the homer room teacher the form of small group and one on one instruction. If after another three data points a student continues to miss the aimline, the Title I intervention specialist will give the student an ADDITIONAL 30 MINUTES PER DAY.

All teachers will be involved in a vertical alignment process to determine where achievement gaps are present and instructional strategies are developed to meet the needs of all students .

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.10 Implements an evaluation system that provides for the professional growth of all personnel
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

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

Tiered Interventions - RTI - Rethinking Learning Disabilities. Lyon, G. R., Fletcher, J. M., Shaywitz, S. E., Shaywitz, B. A., Torgesen, J. K., Wood, F. B., et al. (2001). Washington, DC: Thomas Fordham Foundation.
 Preventing Early Reading Failure -- and Its Devastating Downward Spiral. Torgesen, Joseph K. Dr.

Torgesen is a professor of psychology and education at Florida State University and the director of the Florida Center for Reading Research. He is author of roughly 100 research articles and several books, including A Basic Guide to Understanding, Assessing, and Teaching phonological Awareness. AIMSweb - What is Measured in Mathematics Tests? Construct Validity of Curriculum-Based Mathematics Measures

Measures

Robin Schul Thurber, Puyallup School District

Mark R. Shinn, University of Oregon

Keith Smolkowski, Oregon Research Institute

Research Based Instructional Strategies - "The Art and Science of Teaching" by Robert Marzano: "What Works in Schools" by Robert Marzano

PLC's: "Results NOW", Schmoker: "Getting Started", Eaker, DuFour: "Whatever it Takes", Eaker, DuFour,

Karhanek

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress
08/25/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development, PLC planning	2010-09-01	2011-06-30	All K-3 support staff, instructional staff and administration.

2.1.1.1. Activity: Professional Development, PLC planning

Activity Description: All teachers will be involved in the AIMSweb assessment of math skills three times a year. Teachers new to the district will receive training on use of the AIMSweb assessment program. The school's instructional coach will assist in the analysis of test scores and work with the class room teachers to determine intervention activities that will best meet the needs of all students. When needed the instructional coach and or principal will model effective techniques that best promotes learning. This program will be continued throughout the 2010-2011 school year. Student assessment and analysis of the results will also continue throughout the year.

The funding source for these activities are the General Fund and Title I.

PLC grade level meetings will be held twice a month to evaluate student progress and plan intervention strategies. These meetings will be lead by the instructional coaches and administration.

In addition a new math text book has been adopted by the district. All teachers will receive training on the proper use of this research based instructional model.

A greater effort will be in place this year to see that uniform Core Instruction is taught by all teachers in each elementary building.

Planned staff responsible for implementing activity: All K-3 support staff, instructional staff and administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Fund Budget	General Funds	750,000.00	0.00
RTI Program	Title II Part A	50,000.00	0.00
Title I	Title II Part A	200,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress
08/25/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students at Birch Street Elementary School will improve achievement levels in writing.

Gap Statement: On the 2008 MEAP only 60% of our students achieved at Level 2 with 0% achieving at Level 1. 40% of our students achieved at Level 3 and 4.

Writing skills continue to lag behind achievement in other core academic areas.

Cause for Gap: 40% of Birch Street Elementary School's economically disadvantaged students achieved at Level 3 and 4 on the 2008 MEAP assessment while 85% of the same group achieved at Level 1 and 2 on the Total ELA

MEAP. Writing skills have fallen behind the achievement Levels in ELA and Math. Core curriculum instruction has not been properly addressed across grade levels and in all elementary buildings.

Multiple measures/sources of data you used to identify this gap in student achievement: AIMSweb

- Curriculum Standards Assessment
- Teacher Daily Formative Assessments
- Teacher Observations
- Student Work

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP/ELA/Writing

- AIMSweb probes for progress monitoring
- Common Assessments
- Teacher Developed Writing Rubrics
- Student Work

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	During the 2010-2011 school year greater emphasis will be placed on all teachers teaching the same Core Curriculum and on improving the vertical alignment process across grade levels and in all elementary buildings. All teachers at the elementary level will determine a specific writing process, with specific components as a common writing program. This program will be aligned vertically between the levels and buildings.
08/31/2009	Greg Webster	In Progress	Progress Status changed from Open to In Progress. MEAP testing in writing has been dropped from the testing program for 3rd grade. Teacher collaboration during bi-weekly PLC meetings will monitor progress in writing based on the following: All teachers will be involved in a vertical alignment process to determine achievement gaps in writing and develop instructional strategies to meet the needs of all students. All teachers at the elementary level will determine a specific writing process, with specific components as a common writing program. This program will be aligned vertically between the levels and buildings.

Contact Name: Greg Webster

List of Objectives:

Name	Objective
Writing	All Birch Street Elementary Students will achieve state target goals by the fall of 2011 as noted through teacher observation after screening student product several times a year.

3.1. Objective: Writing

Measurable Objective Statement to Support Goal: All Birch Street Elementary Students will achieve state target goals by the fall of 2011 as noted through teacher observation after screening student product several times a year.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress
08/31/2009	Greg Webster	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Writing	All teachers will be involved in a vertical alignment process to determine achievement gaps in writing and develop instructional strategies to meet the needs of all students. All teachers at the elementary level will determine a specific writing process, with specific components as a common writing program. This program will be aligned vertically between the levels and buildings. All students will be assessed with three times a year. Those students not meeting benchmarks will be progress monitored at least biweekly. Teachers, instructional coaches and Title teachers will monitor the students progress. PLC's (grade level meetings) will be held every two weeks to review progress of all students. Teachers will collaborate to interpret data and make instructional recommendations. Tier I instruction will be explicit and systematic using research/evidence based practices to deliver the instruction. Coaches will offer support and resources for classroom teachers. Students not progressing on a track to meet appropriate goals will be given ADDITIONAL instruction from the classroom teacher in the form of small group or one on one. If writing skills continue to lag behind the TitleI intervention specialist will give the student(s) and ADDITIONAL 30 minutes of direct instruction. Grade level content expectations will be reviewed throughout the year to ensure classroom instruction is meeting and/or exceeding standards

3.1.1. Strategy: Writing

Strategy Statement: All teachers will be involved in a vertical alignment process to determine achievement gaps in writing and develop instructional strategies to meet the needs of all students.

All teachers at the elementary level will determine a specific writing process, with specific components as a common writing program. This program will be aligned vertically between the levels and buildings.

All students will be assessed with three times a year. Those students not meeting benchmarks will be progress monitored at least biweekly.

Teachers, instructional coaches and Title teachers will monitor the

students progress. PLC's (grade level meetings) will be held every two weeks to review progress of all students. Teachers will collaborate to interpret data and make instructional recommendations. Tier I instruction will be explicit and systematic using research/evidence based practices to deliver the instruction. Coaches will offer support and resources for classroom teachers. Students not progressing on a track to meet appropriate goals will be given ADDITIONAL instruction from the classroom teacher in the form of small group or one on one.

If writing skills continue to lag behind the TitleI intervention specialist will give the student(s) and ADDITIONAL 30 minutes of direct instruction. Grade level content expectations will be reviewed throughout the year to ensure classroom instruction is meeting and/or exceeding standards

Selected Target Areas

2.5 Fosters a learning community
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice

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

Tiered Interventions - RTI - Rethinking Learning Disabilities. Lyon, G. R., Fletcher, J. M., Shaywitz, S. E., Shaywitz, B. A., Torgesen, J. K., Wood, F. B., et al. (2001). Washington, DC: Thomas Fordham Foundation.

Preventing Early Reading Failure -- and Its Devastating Downward Spiral. Torgesen, Joseph K. Dr. Torgesen is a professor of psychology and education at Florida State University and the director of the Florida Center for Reading Research. He is author of roughly 100 research articles and several books, including A Basic Guide to Understanding, Assessing, and Teaching phonological Awareness.

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Robin Schul Thurber, Puyallup School District

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Research Based Instructional Strategies - "The Art and Science of Teaching" by Robert Marzano: "What Works in Schools" by Robert Marzano

PLC's: "Results NOW", Schmoker: "Getting Started", Eaker, DuFour: "Whatever it Takes", Eaker, DuFour, Karhanek

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress
08/31/2009	Greg Webster	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing	2009-09-01	2010-06-30	All K-12 staff.

3.1.1.1. Activity: Writing

Activity Description: All teachers were involved in drafting a grade level writing rubric during the second semester of the 2008-2009 school year. Over the summer these rubrics were made into classroom posters. During the 2009 school year these rubrics will be used to set a new standard for writing at Birch Street Elementary.

Planned staff responsible for implementing activity: All K-12 staff.

Actual staff responsible for implementing activity: All K-12 staff.

Planned Timeline: Begin Date - 2009-09-01, End Date - 2010-06-30

Actual Timeline: Begin Date - 09/01/2009, End Date - 06/30/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Fund Budget	General Funds	1,907,976.00	1,907,976.00
General Fund Budget	Title I Schoolwide	228,000.00	228,000.00
General Fund Budget	Title II Part A	141,509.00	141,509.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Greg Webster	In Progress	Progress Status changed from Open to In Progress
08/31/2009	Greg Webster	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Schoolwide	\$228,000.00	\$228,000.00
Title I Part A	\$228,000.00	\$0.00
Title II Part A	\$533,018.00	\$141,509.00
General Funds	\$4,565,952.00	\$1,907,976.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

At the beginning of each school year the Iowa and AimsWeb assessments are given to all students. Results are analyzed during monthly PLC meetings. Various interventions discussed and planned for all students. Assessment throughout the school year takes place to determine the progress levels of all students.

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

All students have been previously screened by the Pre-School program prior to entering Kindergarten. Special needs students have been a part of the District's Pre-school Special Education program. The GATES Test is given to all Kindergarten students are evaluated. All 1st thru 3rd grade students are assessed through Dibles and AimsWeb throughout the school year.

All students are assessed three times a year. Students who are not at benchmark are progressed monitored throughout the year.

All measures of data suggest that our students come to us with a large educational needs background. Social economic background, family structure and support all play a large part in producing a child who is ready to learn.

Schoowide Reform Model

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

Birch Street Elementary is a Response to Intervention School where students are assessed and evaluated throughout the school year against achievement data from a variety of sources. Time is allowed for Professional Learning Communities where student achievement is discussed and intervention strategies are

planned. Tier I, II and III intervention is planned and provided at different times of the day in the areas of Math and English Language Arts.

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

All teachers are involved in the RTI process. Parents are regularly involved in discussions on their students achievement levels at parent/teacher conferences, Title I meetings, monthly child study meetings and through periodic achievement tests results mailings.

Curriculum Alignment that Corresponds to the Goals

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

All curriculum review begins with the District Curriculum Development Committee. This committee, (CDC), has representatives from all buildings and grade levels. The CDC meets monthly through out the school year. Text books must meet the requirements of state standards. Monthly professional development is discussed and planned at these meetings. Professional development follows District and school improvement plans. The district provides for all buildings being held accountable and for moving in the same direction as the rest of the District.

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

Discussion and decisions on curriculum, instruction and assessment are made at both the district and building level. In addition to our building level staff/profession development meetings the district has a Curriculum Development Committee that has representation from all buildings in the district that meets monthly to discuss, monitor and make recommendations to the local buildings.

Instruction by Highly Qualified Professional Staff

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

All Title I teachers and Aides are highly Qualified under the requirements of NCLB.

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

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

All teacher aides are Highly Qualified and have over twenty years experience working in the school district as instructional aides. The Birch Street Title I instructor had over 10 years of instructional experience. The

Title I Director has over 5 years of instructional experience.

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

Kalkaska is centrally located in Northern Michigan with close proximity to the best tourist areas in the state. There is no problem obtaining and keeping Highly Qualified staff. We have many applications for few jobs. Teachers frequently stay for their entire career with the Kalkaska Public School District. Retention of Highly Qualified staff is not an issue in this district.

When job openings occur they are advertised locally, on state employment agencies through university placement centers.

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

Teacher turn over is less than one or two positions a year.

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

Not applicable.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

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

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

Greater family involvement is a goal for the school during the 2010-2011 school year. A Family Involvement Night was held during the 2009-2010 school year. It was well attended and well received. There are plans to hold more of these events. To this end during the 2010-2011 school year a new Family Coach will be hired to work with families to get them more involved with their child's education.

The Family Coach was very successful working parents and the position will be continued in the 2011-12 school year.

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

2a. Design

2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

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

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

A. the District expects the parents to be involved in the program, including their participation in the development of the plan;

B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;

C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;

D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;

E. parents will be involved in the planning, review, and improvement of the Title I program;

F. information concerning school performance profiles and their child's individual performance will be communicated to parents;

G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;

H. timely responses will be given to parental questions, concerns, and recommendations;

I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;

J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;

K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;

L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

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

A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;

B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;

C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;

D. will provide participating students' parents with:

1. timely information about the Title I programs;

2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;

3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;

E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:

1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;

2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;

3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

2b. Implementation

The overall direction of the Title I program is by the Title I Director in conjunction with the building administrators. It is then facilitated in each building by Title I staff. Each building Title I plan and School Improvement Plan is coordinated with the District Plan. Administrative oversight is coordinated through monthly administrative meetings. A common instructional program and professional development is available to all Title I personnel.

2c. Evaluation

Opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;

Parents will be involved in the planning, review, and improvement of the Title I program.

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

All teachers and Title I staff take part in the assessment of students. Student assessment results are available to all parents throughout the year. These results are regularly shared with parents at parent/teacher conferences, and at any time the parent requests to know. At the end of the school year all parents receive an NWEA Growth Chart that allows parents to see how much their student's achievement level has grown. Beginning with the 2010-2011 school year all parent will have access to PowerSchool an internet program where parent can go on line review their child's progress in school.

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

School-parent compacts are sent home at the beginning of each school year for review. Parents are asked to sit down with his/her child and review the compact and then both parent and student sign, if in agreement, and return to school. During the first parent-teacher conference in the fall the signed compact is part of the conference and is reviewed by all parties.

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

Parents are annually surveyed by the elementary school during the parent/teacher conferences. Surveys are returned to the office. The results of this survey are reported back to all parents in the monthly school news letter.

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

Parent evaluation have determined that there needed to be various improvements to the Birch Street facility. With the passage of a Bond proposal these improvements are taking place this summer.

It has also been determined that more after school programs were needed. This has taken place with the beginning of the 2010-11 school year.

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

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Birch Street Elementary School's plan for connecting with preschool-age children includes the coordination of all early childhood programs and Kindergarten throughout Kaskaska Public Schools.

Our plan at Birch Street Elementary includes inviting our pre-school programs to take part in all school events and assemblies throughout the school year.

Each spring the pre-school classrooms visits the Kindergarten classrooms where each pre-school child is paired with a Kindergarten student who introduces their new room to them. Pr-school students also join Kindergarten students for several lunches in the cafeteria

Teacher Participation in Making Assessment Decisions

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

Birch Street Elementary staff is actively involved with core curriculum decision making through the building school improvement team.

Staff in involved with the ISD in developing common assessments in math and writing.

Staff is involved with district curriculum through the Curriculum Development Council(CDC) committee in the district.

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

Teachers at Birch Street Elementary School are involved in student achievement data analysis to improve the academic achievement of all students.

Teachers and instructional coaches are involved in PLC and grade level meetings 3 times a month to analyze AIMSweb progress monitoring data and classroom assessments to plan instructional strategies and delivery of instruction methods.

Staff is actively involved with the disaggregation of MEAP and common assessment scores to help drive instruction.

Alternative Measures of Assessment

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

Recently there has been much work done on improving student writing skills. Writing rubrics are currently being worked on. Also, there are examples of good age appropriate writing examples being developed for student work to be compared against.

Timely and Additional Assistance

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

Through the RTI process Tier 2 and Tier 3 levels of intervention are added to the academic plans for students achieving levels 3 and 4 proficiency on the MEAP.

These students are monitored weekly or bi monthly using AIMSweb math and reading progress monitoring. Additional targeted instruction is implemented by Title I paraprofessionals or the Title I teacher along with classroom instructional changes in collaboration with the classroom teacher and instructional coach.

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

Birch Street Elementary School has a fully implemented Response to Intervention (RTI) process to identify and provide students experiencing difficulty mastering the State standards.

The focus of Tier I in the RTI process is the intentionality of specific targeted instruction. Instructional coaches work collaboratively with all staff to continually implement best practices for whole group and small group instruction. Instructional coaches work collaboratively with all staff to continually implement best practices for whole group and small group instruction.

The data used for RtI decisions are derived from assessments that measure student achievement within the context of the classroom curriculum. The data are the necessary link between assessment and academic interventions and are sensitive to small changes over time. In the RtI model, assessment is used for the purposes of screening, collecting diagnostic information, and monitoring progress. instruction.

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

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

RTI

Pre-School, Early Response

Secation 31 a

Title I

Title II part a

After School Enrichment

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

Birch Street coordinates and integrates funds from Title I, Title VI, 31a, Parent and Teacher Organization,ERF Grant (Early Reading First) and district general funds to support a variety of programs. Each program is designed to provide parents, staff, and students with the necessary skills and resources necessary to be successful in their educational role.

All pre-school programs work collaboratively with K-3 staff to provide the best possible education for all students.

31a - School counselor

PTA - very active PTA provides swimming lessons for all 3rd graders, field trips, additional books

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

Birch Street Elementary implements an RTI process which involves Title I part A services through a Title I teacher, Title I paraprofessionals, and a Title I Instructional Coach.

Team meetings are held to evaluate student progress and current interventions. General fund covers the cost of release time for the team meetings. Professional development is delivered to staff by instructional coaches.

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

Birch Street Elementary School utilizes on-going professional development provided through PLC (professional learning communities) facilitated by district instructional coaches. Coaches and release time for PLC meetings are funded in part through Title II A and Title I ARRA funds.

Monday Morning Meetings are held at our Pre K-3 building to encourage positive behavior and educate students and staff against bullying. Assemblies to support these efforts are also provided throughout the year with funding through our counselor and 31a.

Early Reading First has blended with our existing programs over the past three years to showed marked increases in student achievement.

Effective Use of Technology

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

Several meetings were held on the use of instructional technology. The district's technology director sponsored a technology fair where various instructional technologies were brought into the district and all teachers had an opportunity to view demonstrations and evaluate same. A district technology bond was used to support a wide range of technology funding for all classrooms. This new classroom technology will be put into use during the fall of the 2009-2010 school year.

Evaluation of the School Improvement Plan

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

The MEAP data is always received too late in the school year to be meaningful and the manipulation of cut scores and test questions constantly changes the playing field. However; we do use available MEAP data during staff meetings and at monthly PLC's to get a broad picture of how our doing according to when compared to past years and against current student achievement goals.

This school uses locally given assessments that are used to drive forward the achievement levels of individual students.

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

During the school year there are monthly PLC meetings held to discuss student data and the overall performance of the student and the school's ability to increase student achievement. There is also a child study meeting held each month to make sure no student falls through the crack. Monthly professional development takes place to support teacher initiative.

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

All school improvement revision is overseen buy the district CDC. Discussion on district goals and success of the school to improve student achievement is discussed at CDC and the monthly professional development meetings held in the building.

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

Student achievement data is displayed on the walls of the Title I room. This room is centrally located in the building and all achievement data is displayed in a format that demonstrates both individual and grade level progress throughout the year. Once each month there are grade level meetings that are held with the literacy coach where a discussion of this data take place and plans specific for interventions are made to further improve the achievement of the individual student.

Building Level Decision-Making

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

All staff members are involved in meetings two times a month in the discussion and implementation of building goals. Professional development specific to these goals is also offer at these times. Three hours each month is devoted to these meetings. Stakeholders meet in addition to these monthly meetings approximately three times to approve, implement, monitor and evaluate goals.

Assurances

EdYES!

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

Response: *Yes*

Comments: *Tests Used in this building:*

MEAP

IOWA

AimsWeb

GATES

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

Response: *Yes*

Comments: *kpschools.com*

Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments: *N/A*

Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments: *Policies: 8400 School Safety Information
8510 Wellness
8452 Automatic External Defibrillator
8405 Environmental Health and Safety Issues*

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

Response: *Yes*

Comments: *First Aid/CPR Training is offered to all teachers.
External Defibrillator training is offered to all interested teachers
Proactive Behavior Intervention Training (P-Bit) is offered to all teachers*

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

Response: *Yes*

Comments: *All policies and programs are posted on the school web page.*

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

Response: *No*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments: *Teachers follow the Michigan Model for Health Curriculum.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *The District's Famil Coaches do an educational program on healthy living.*

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *Yes*

Comments: *Family Programs offered through the school district:*

Health and Nutrition Workshops

Family Fun at the KART Trail

CPR Training for Parents

Family Fun at the School Forest

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

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments: *Policies 8400 School Safety Information
8450 Control of Casual - Contact Communicable Diseases
8453 Direct Contact Communicable Diseases
8510 Wellness*

....and their accompanying guidelines

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments: *Provided by school administration and Family Coaches.*

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

Response: *Yes*

Comments: *Annual Parent Surveys are handed out at parent teacher conferences.*

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

Response: *Access to some indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Rik	Ponstein	Principal	rponstein@kpschools.com
Mr.	Greg	Webster	Asst. Principal	gwebster@kpschools.com
Ms.	Arica	Swoverland	Administration	aswoverland@kpschools.com
Mr.	Lee	Sandy	Superintendednt	lsandy@kpschool.com
Ms.	Vicki	Bartholemew	Title I Instructor	ebartholemew@kpschools.com
Ms.	Lisa	Sutton	Teacher	lsutton@kpschools.com

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Superintendent
Address:	315 S. Coral Street Kalkaska, Mich. 49646
Telephone Number:	231-258-9109

References

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

Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact

KALKASKA PUBLIC SCHOOLS
PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

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

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

Through this program, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the District. This plan encompasses parent participation, through meetings and other forms of communication.

The Goals of this Plan are to:

- Enhance school relationships with Families
- Increase communication between school and home
- Improve the learning environment at school and home
- Improve parent decision making and family advocacy
- Improve collaboration with the greater community

This Plan reflects the Board's commitment to the following:

A. Relationships with Families

- Kalkaska Schools will strive to cultivate school environments that are welcoming, supportive, and student-centered.

Two family coaches work with families within the school setting beginning with Pre-K through the 5th grade. The family coaches use the goals from the Parental Involvement Plan to enhance school relationships with families, effective communication, volunteer opportunities, learning at home, involving families in decision making and advocacy as well as collaborating within the community.

School administration will provide monthly parent discussion groups that take place at various times of the day and night.

- The District will provide professional development for school staff that helps build partnerships between families and schools. ^{1,2}

Professional development has been offered to the Family Coaches through the Reading First Grant. They, in-turn work, with administration and the teaching staff to bring meaningful programs to families and parents

- The District will provide family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers. ^{1,2}

Elementary Schools

Parent/Teacher Conferences (2 times a year)
Parent Surveys
5th Grade Honors Program
Spring Music program
5th grade honors paper
Blazer Bash
Literacy Nights
Parenting Meetings
Newsletters, Progress Reports, Power School for Parents
Afterschool programs for students

Coffee and Donuts with the Principal
Parents involved in School Improvement

Middle School

Christmas Concert
All-Academic/Spring concert/science fair,
PTO,
5th grade parent forum/orientation,
Talent show (Christmas and end of the year),
Awards assembly at the end of the year,
Parent surveys twice a year, emails,
Good News Cards,
Website, Mentoring,
SEEDS;
Fall Harvest Festival,

Band and Athletic Boosters,
School Improvement Team,
Newsletters, Progress Reports,Powerschool,KPS
Student led conferences in fall and spring

High School

Parent/Teacher conferences – over 60% of parents show to the fall session

Band Booster

Athletic Boosters

School Improvement Committee

8th grade Orientation/Registration Night

9th grade student/parent registration and barbeque

Blazer Bash

Senior Parents Association

Senior All-Night Party

College Night for parents with KHS counselors

Financial Aid Night for parents

Parent PowerSchool Access to student grades and attendance – presently over 35,000 log-ins, approximately 10,000 parents, 25,000 students

Senior Awards Night

Senior Breakfast/Slideshow for students and parents

Jazz Band and Symphonic Band concerts

Trout Festival involvement – students, parents, band

- The District will provide coordination, technical support and other support to assist schools in planning and implementing family involvement activities. ²

The District has recently hired Family Coaches that plan and implement a Parent Involvement Program. These Coaches work with school administration to plan and schedule various family events. They coordinate programs for family involvement within the school district as well as parent training classes and discussions throughout the year.

B. Effective Communication

- The District provides information to families to support the proper health, safety, and well-being of their children.
 - *Monthly building level newsletters*
 - *Annual District Back to School News Letter*
 - *Up-to-Date Web Page*
 - *PowerSchool for Parents*
 - *Alert Now Auto-phone dialing system*

- The District will provide information to families about school policies, procedures, programs, and activities. ^{1,2}
 - *Up-to-Date Web Page lists:*
 - *Districts Policies*
 - *Student/Parent Handbooks*
 - *Staff Directories*
 - *District Curriculum*
 - *District Accreditation*
 - *Current News Stories*
 - *General Information*
 - *School Calendar*
- The District will promote regular and open communication between school personnel and students' family members.
 - *Staff phone numbers and e-mail addresses are posted on district Web Page and in building news letters*
 - *All parents can get up-to date information of assignments, grades and attendance through the PowerSchool program*
- The District will communicate with families in a format and language that is understandable, to the extent practicable. ^{1,2}
 - *In all areas of communication*
- The District will provide information and involve families in monitoring student progress; ²
 - *Web-based PowerSchool for Parents*
- The District will provide families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions; And prepare families to be involved in meaningful discussions and meetings with school staff. ^{1,2}
 - *Through the District Web Page*
 - *Through District Improvement and Accreditation Meetings*
 - *Through School Improvement meetings*

C. Volunteer Opportunities

- The District will provide volunteer opportunities for families to support their children's school activities. ²

Parents and caregivers are provided with opportunities through collaboration with teaching staff, the PTO and the family coaches. Having parents and families feel comfortable within the classrooms and the building is a vital part of building and maintaining both effective relationships and communication

- To the best of the District's ability it will support other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events. ²

Learning at home and connecting home to school, especially for our intensive and targeted children is a priority. All children within each of the buildings not only receive curriculum connections to each unit to take home but family events are often planned tied to the curriculum and school improvement goals. Children who need extra support are often provided with targeted and intentional activities to continue to be able to work at home with their families. Some examples include but are not limited to: We Both Read Books, Math Fact Triangles, Elkonin Boxes and sight word rings. Family nights and parents workshops are often offered to parents to show them how to incorporate learning in a fun and meaningful way at home based on their child's skill level. Child care is provided for families at school events when needed.

D. Learning at Home

- The District offers training and resources to help families learn strategies and skills to support at-home learning and success in school; ^{1,2}

The family coaches use the goals from the parental involvement plan to enhance school relationships with families, effective communication, volunteer opportunities, learning at home, involving families in decision making and advocacy, as well as, collaborating within the community. Parenting classes, support groups and book clubs are offered to support the parents in the rearing of children.

- The District supports families in providing a school and home environment that encourages learning and extends learning at home.¹

The family coaches use the goals from the Parental Involvement Plan to enhance school relationships with families and learning at home.

E. Involving Families in Decision Making and Advocacy

- The District believes in involving families as partners in the process of school review and continuous improvement planning;²

Parents are involved at both the School and District level to meet on school improvement and accreditation several times each year.

- Families will be involved in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families.^{1,2}

Parents will be involved the continuing development of the Parent Involvement Plan through discussions at various building meetings, Parent Surveys, and on the District Web Page.

F. Collaborating with the Community

- The District will build constructive partnerships and connecting families with community-based programs and other community resources. District initiatives support family involvement with community based programs that encourage and support family participation in their child's education, growth, and development.^{1,2}

Family Coaches collaborate with district families and various community agencies. Family coaches attend community and regional collaborative meetings to connect with other LEA members and update staff and administration on happenings that have an effect on our school community and families. This information is regularly brought back and shared out at parent meetings, staff meetings and family events. The more resources a family has access to the better prepared both they and their child will be.

Implementation

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

¹Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

²Indicates Title I Section 1118 parent involvement requirements

[NOTE: All footnoted (1,2) options are included in this template in order to have a policy that meets the requirements of State and Federal law and program requirements of Title I.]

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

Birch Street Elementary School

2010-2011

A Promise of Commitment

We believe that student achievement is a responsibility shared by school staff, parents, and students. The following compact is a commitment for each of us to fulfill.

Parent

I want to provide the best learning experience for _____.

Therefore I will:

- See that my child attends school regularly and is on time.
- Attend parent teacher conferences and stay aware of what my child is learning.
- I will support the school effort in maintaining proper discipline.
- Review homework assignments and offer assistance when needed.
- Contact the teacher or administrator with concerns when they arise.

Parent Signature

Student

I _____ want the best learning experience possible. Therefore I will:

- Bring necessary materials and completed assignments to class.
- Do my part in keeping my school clean and safe.
- Be responsible to do my best on my schoolwork and with my behavior.
- Respect myself, my school family and others.
- Ask questions to help me understand.

Student Signature

Birch Street Staff

We want the best possible learning experience for our students. Therefore I will:

- Provide an environment that allows for positive communication between myself, parents, and students.
- Work together to create a safe, secure, and caring family atmosphere.
- Have high expectations for my students and myself.
- Respect each child as an individual.
- Give on-going information regarding student's learning and social progress.

Teacher Signature

Principal Signature

