

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: Kalkaska Public Schools

ISD/RESA: Traverse Bay Area ISD

School Name: Rapid City Elementary School

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

Administrator: Mrs. Arica J. Zenner

Building Code: 03150

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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:	<b>Rapid City Elementary School</b>
District:	<b>Kalkaska Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5</b>
School Code Number:	<b>03150</b>
City:	<b>Rapid City</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## **Vision Statement**

It is the vision of Rapid City Elementary School to provide instructional programs that strengthen and maximizes the learning opportunities of all students.

## **Mission Statement**

It is the mission of Rapid City Elementary School to provide a family environment for our kids to learn to their fullest potential - Every Child, Every Chance, Every Day!

## **Beliefs Statement**

We are a Family who believes...

- \* It is our duty to provide an educationally, physically and emotionally safe environment at school.
- \* In high academic standards for all students.
- \* All students are capable of learning and success is possible for all.

# Goals

Name	Development Status	Progress Status
Improve understanding in the content areas of Science and Soc. Studies	Complete	Open
Math: Students will demonstrate proficiency in Math	Complete	Open
Reading: Demonstrate improvement in reading skills	Complete	Open
Writing: Demonstrate improvement in writing skills	Complete	Open

## Goal 1: Improve understanding in the content areas of Science and Soc. Studies

**Content Area:** Other

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in Science and Social Studies.

**Gap Statement:** MEAP science scores for 5th grade have been consistently sub standard.

Student summative assessment scores indicate a lack of understanding in reading in the content areas of social studies and science.

**Cause for Gap:** Students exhibit difficulty with independently applying reading strategies.

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

AIMSweb reading

Open Court assessments

Science/Social Studies assessments

NWEA

Classroom progress monitoring

**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

AIMSweb reading

Open Court Unit Assessments

Science/Social Studies Common assessments

NWEA

Grade level meetings and PLC meetings are held three times a month to address student and teacher needs as part of our extensive Response to Intervention (Instruction) process.

**Contact Name:** Arica Swoverland

**List of Objectives:**

Name	Objective
Science and Social Studies learning strategies	All Rapid City will demonstrate increased knowledge and understanding of informational text with an increase in all social studies and science assessments.

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## 1.1. Objective: Science and Social Studies learning strategies

**Measurable Objective Statement to Support Goal:** All Rapid City will demonstrate increased knowledge and understanding of informational text with an increase in all social studies and science assessments.

**List of Strategies:**

Name	Strategy
Family Coach Support	Family coaches will work with classroom teachers, students, and families to facilitate ongoing book reading and activities at home and school to support individual learning needs. Science and social studies will be the focus for reading and learning activities.

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### 1.1.1. Strategy: Family Coach Support

**Strategy Statement:** Family coaches will work with classroom teachers, students, and families to facilitate ongoing book reading and activities at home and school to support individual learning needs. Science and social studies will be the focus for reading and learning activities.

**Selected Target Areas**

1.1 Establishes a vision for the school in collaboration with its stakeholders
1.3 Identifies goals to advance the vision
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
2.5 Fosters a learning community
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

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

Michigan Dept. of Ed: What Research Says About Parent Involvement in Children's Education - In relation to Academic Achievement

Harvard Family Research Project: Parental Involvement and Student Achievement - December 2005

SEDL - A New Wave of Evidence, The Impact of School, Family, and Community Connections on Student Achievement - Annual Synthesis 2002

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Ongoing Family Support	2011-08-31	2012-06-07	Family Coaches Classroom teachers Title I Teachers Instructional coach Principal

**1.1.1.1. Activity: Ongoing Family Support**

**Activity Description:** Family coaches will meet weekly with classroom teachers to assess needs of at-risk students. Family coaches will facilitate and support student activities for both school and home, specifically in the area of reading in the content areas.

**Planned staff responsible for implementing activity:** Family Coaches  
Classroom teachers  
Title I Teachers  
Instructional coach  
Principal

**Actual staff responsible for implementing activity:** Family Coaches  
Classroom teachers  
Title I Teachers  
Instructional coach  
Principal

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Part A	25,000.00	0.00

**Goal 2: Math: Students will demonstrate proficiency in Math**

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students at Rapid City Elementary School will be proficient in Math.

**Gap Statement:** Although 3-5 grade students are proficient on the MEAP math, a significantly higher number of students are at level 2.

**Cause for Gap:** In depth analysis of MEAP scores indicate number and operations and measurement as problem areas.

Multiple assessments indicate a lack of understanding of basic math vocabulary and concepts.

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

AIMSweb

Curriculum standards assessments

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/ Math

AIMSweb probes for progress monitoring

Common Assessments

Student Work

**Contact Name:** Arica Swoverland

**List of Objectives:**

Name	Objective
Improved Math Scores	All Rapid City Elementary Students will meet state AYP targets for Math by October 2012 as measured by the MEAP Math scores.

## 2.1. Objective: Improved Math Scores

**Measurable Objective Statement to Support Goal:** All Rapid City Elementary Students will meet state AYP targets for Math by October 2012 as measured by the MEAP Math scores.

**List of Strategies:**

Name	Strategy
Math Progress Monitoring	All students will be assessed with AIMSweb math probes three times a year. Those students not meeting benchmarks will be progress monitored at least monthly. 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 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. Grade level content expectations will be reviewed throughout the year to ensure classroom instruction is meeting and/or exceeding standards.

### 2.1.1. Strategy: Math Progress Monitoring

**Strategy Statement:** All students will be assessed with AIMSweb math probes three times a year. Those students not meeting benchmarks will be progress monitored at least monthly. 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 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.

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 the 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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Math	2011-08-31	2012-06-07	All K-5 staff and support staff Title I staff Instructional coaches

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**2.1.1.1. Activity: Math**

**Activity Description:** All teachers will be involved in administering, scoring and analysis of AIMSweb probes. All students will be given probes three times a year.

Grade level meetings facilitated by instructional coaches and teachers will critically review instructional and make appropriate adjustments to meet individual student needs.

**Planned staff responsible for implementing activity:** All K-5 staff and support staff

Title I staff

Instructional coaches

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Fund	General Funds	200,000.00	200,000.00
Title I Part A	Title I Part A	120,000.00	120,000.00

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**Goal 3: Reading: Demonstrate improvement in reading skills**

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students at Rapid City Elementary School will read at grade level.

**Gap Statement:** Based on the review of AIMSweb and MEAP reading scores, a significant number of students are not reading at the proficient level for their grade.

**Cause for Gap:** IOWA scores indicate a deficit in vocabulary and language as a major contributor to the low scores.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP/ ELA Reading  
 ELA 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?** MEAP/ ELA Reading  
 Open Court Assessments  
 AIMSweb

**Contact Name:** Arica Swoverland

**List of Objectives:**

Name	Objective
Improved Reading Proficiency	All Rapid City Elementary students will meet or exceed state standards in reading by October 2012 as measured by the ELA MEAP reading scores.

### 3.1. Objective: Improved Reading Proficiency

**Measurable Objective Statement to Support Goal:** All Rapid City Elementary students will meet or exceed state standards in reading by October 2012 as measured by the ELA MEAP reading scores.

**List of Strategies:**

Name	Strategy
Reading Proficiency	All teachers will use AIMSweb measures to assess all students three times a year. An RTI process has been established and will be used to address specific learning needs. Teachers will identify students not achieving benchmark, and work with instructional coaches, Title I teachers, paraprofessionals, and family coaches to create a plan of success. These students will be progressed monitored at least every other week and the aimline will be closely monitored. Students not showing growth, after three recorded data points, will be brought to a grade level meetings to

determine if the program or delivery of instruction needs adjusting. Students not responding to adjustments will then be taken to the TIER 2 level and given an additional 30 minutes of instruction by the most appropriate staff member.

### 3.1.1. Strategy: Reading Proficiency

**Strategy Statement:** All teachers will use AIMSweb measures to assess all students three times a year. An RTI process has been established and will be used to address specific learning needs. Teachers will identify students not achieving benchmark, and work with instructional coaches, Title I teachers, paraprofessionals, and family coaches to create a plan of success. These students will be progressed monitored at least every other week and the aimline will be closely monitored. Students not showing growth, after three recorded data points, will be brought to a grade level meetings to determine if the program or delivery of instruction needs adjusting. Students not responding to adjustments will then be taken to the TIER 2 level and given an additional 30 minutes of instruction by the most appropriate staff member.

#### Selected Target Areas

- 2.5 Fosters a learning community
- 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- 3.6 Allocates and protects instructional time to support student learning
- 3.8 Implements interventions to help students meet expectations for student learning
- 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
- 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders

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

National Panel Reading Report  
 AIMSweb- Researched Peer Reviewed articles  
 Reading Disabilities: Why Do Some Children Have Difficulty Learning to Read? What Can Be Done About It? by G. Reid Lyon, Ph.D.

What Works Clearinghouse - A central, independent source of scientific evidence of what works in education (U.S. Department of Education)

Teaching Reading IS Rocket Science, What Expert Teachers Should Know and Be Able to Do from the American Federation of Teachers.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Reading Strategies	2011-08-31	2012-06-07	All K-5 staff, including paraprofessionals, Title teacher and special ed. teacher.

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**3.1.1.1. Activity: Reading Strategies**

**Activity Description:** All teachers will use evidence/research based instructional strategies to deliver explicit and systematic reading instruction following the core curriculum. Instructional coaches will be used as resources to support all teachers delivery of instruction in all Tiers.

A 120 uninterrupted reading block will continue to be delivered by all teachers.

The RTI process will continue to be implemented for all academic and social emotional aspects of all students.

**Planned staff responsible for implementing activity:** All K-5 staff, including paraprofessionals, Title teacher and special ed. teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Ed.	General Funds	200,000.00	200,000.00
Title I	Title I Part A	120,000.00	120,000.00

**Goal 4: Writing: Demonstrate improvement in writing skills**

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students at Rapid City Elementary School will be proficient in writing.

**Gap Statement:** Based on the review of assessment data, grades 3,4, and 5 are below the state average as measured on the MEAP, with the greatest gap occurring at fourth and fifth grades.

**Cause for Gap:** MEAP scores indicate the fourth grade scoring 12 points below the states 44%, and fifth grade 15 points below the state's 63%, of which both percents are already in the low range. Core writing assessments further indicate process writing skills weak.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP/ ELA Writing  
 ELA Core Curriculum/ Open Court - writing assessments  
 Grade level writing prompts and rubrics

**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  
 Open Court Assessments  
 Grade level montly prompts/ writing rubrics

**Contact Name:** Arica Swoverland

**List of Objectives:**

Name	Objective
Writing Proficiency	All Rapid City Elementary Students will meet or exceed state standards in writing by October 2012 as measured by ELA MEAP Writing

## 4.1. Objective: Writing Proficiency

**Measurable Objective Statement to Support Goal:** All Rapid City Elementary Students will meet or exceed state standards in writing by October 2012 as measured by ELA MEAP Writing

**List of Strategies:**

Name	Strategy
Process Writing	All teachers will increase the daily writing block from 30 min. to 45 min. which will include a daily mini lesson. Grade level content expectations will be closely followed for writing outcome expectations. Schoolwide monthly writing prompts will be given and scored with common grade level rubrics. Grade level meetings will be used to evaluate writing strengths and weaknesses and all teachers will collaborate to make adjustments in programs and/or processes. Common writing paper and format will continue to be implemented at each grade level.

### 4.1.1. Strategy: Process Writing

**Strategy Statement:** All teachers will increase the daily writing block from 30 min. to 45 min. which will include a daily mini lesson. Grade level content expectations will be closely followed for writing outcome

expectations. Schoolwide monthly writing prompts will be given and scored with common grade level rubrics. Grade level meetings will be used to evaluate writing strengths and weaknesses and all teachers will collaborate to make adjustments in programs and/or processes.

Common writing paper and format will continue to be implemented at each grade level.

**Selected Target Areas**

1.3 Identifies system-wide goals and measures to advance the vision
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.13 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
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
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?**

Power Writing  
 6 + 1 Traits Writing  
 Lucy Caulkins

(All of the above are tools used to get to the outcome expectations - they are blended together - not seen as many different programs teachers are expected to implement)

Tomlinson , C.A. (1999). How to differentiate instruction in mixed-ability classrooms.  
 Alexandria , VA : ASCD.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PD for Writing	2011-08-31	2012-06-07	All K-5 staff, including Title and Spec. Ed

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**4.1.1.1. Activity: PD for Writing**

**Activity Description:** All teachers will participate in a variety of professional development to enhance their ability to understand and be confident in their ability to teach writing.

Classroom teachers will work collaboratively to support one another in their writing initiative. Peer observation will be implemented to encourage teachers to share writing instructional strategies.

**Planned staff responsible for implementing activity:** All K-5 staff, including Title and Spec. Ed

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Fun	General Funds	500.00	500.00
Title I Part A	Title I Part A	1,000.00	1,000.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title I Part A	\$266,000.00	\$241,000.00
General Funds	\$400,500.00	\$400,500.00

## 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?

*The CNA was conducted during staff and PLC meetings.*

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.

*Students that want to become successful academically, socially and athletically can be. We provide many resources and opportunity for students to succeed.*

*Mapping the new Common Core State Standards (CCSS) with our current reading and math programs and updating our current writing map to include the new CCSS. Our new math program will need additional resources and supplies to make it more successful.*

*The perception data concluded that all stakeholders felt comfortable with staff members and enjoy volunteering and supporting our school.*

### 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.

*Rapid City Elementary School has a fully implemented Response to Intervention (RTI) process to identify and provide students experiencing difficulty mastering the State standards or needing advanced learning opportunities.*

*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.*

*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.*

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

*The reform model was discussed and researched through the school improvement team.*

### **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.

*As a district, all three elementary buildings purchased a new research based math program. Our monthly PLC meeting will consist of aligning the new Common Core State Standards (CCSS) to our math program. At the end of the 2010-11 school year we began aligning our writing curriculum with the new CCSS and will continue to monitor and update our pacing guides throughout the upcoming 2011-12 school year. In 2012-13 Open Court, our research based reading program, will be the focus of our CCSS alignment.*

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

*Professional learning communities are used throughout the school year to evaluate instruction and make instructional decisions based on data analysis. Through these meetings areas of weakness in the curriculum are identified and changes in programs and processes are made based on student achievement and teacher instruction. All areas of the comprehensive needs assessment are evaluated through the use of professional learning communities and school improvement meetings.*

*All three elementary buildings will meet as a K-5 team at monthly 2 hour meetings to ensure current curriculum is followed. Pacing guides are followed and each grade level has a representative responsible for attending district curriculum meetings held once a month. This representative is responsible to keep the other grade level team members updated.*

### **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.

*The Rapid City Elementary School prides itself on its outstanding staff. All K-5 teachers are Highly Qualified. The Kalkaska Public School District business office is responsible for maintaining and housing teacher certifications and files. All Kalkaska Public School District Teachers are Highly Qualified under the*

*NCLB Act. The staff possesses a minimum of a Bachelor's Degree and full state certification. Rapid City Elementary also utilizes instructional paraprofessionals. These paraprofessionals are highly qualified and meet the NCLB requirements for their positions. The KPS business office is also responsible for maintaining and housing instructional paraprofessional files.*

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

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

*On average the teachers at Rapid City Elementary School have 13.5 years of teaching 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 Public Schools and Rapid City Elementary School participate in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: scheduled professional development, Instructional coaches to assist classroom teachers, common planning periods, scheduled twice monthly PLC and grade level meeting times, up to date technology in all classrooms, and a fully implemented RTI process. These programs all work toward improving and enhancing student and staff performance.*

*Teachers are also included in making decisions regarding the district curriculum through the Curriculum Development Committee. They have the opportunity to become very familiar with the state curriculum guidelines and work together district wide by grade level and/or curriculum committees to create activities and common assessments for classroom use.*

*The district offers Master Teacher incentive for teachers with 15 or more years of service in the district.*

*The district passed a technology bond in 2009*

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

*Rapid City Elementary School does not have a high turnover rate. On average the teachers in this school have been working here for 7.5 years.*

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.

*Kalkaska Public Schools begins each school year with an annual event called the "Blazer Bash". This evening consists of each individual school building simultaneously conducting Open Houses with the evening culminating with a barbecue at a district central location for all families. Many community resources work together to ensure parents and families are aware of all resources available to them through the schools and community.*

*During our Rapid City Open House parents are invited to meet staff and become familiar with teacher and curriculum expectations for the school year. Parents are also encouraged to sign up for parent teacher conferences at this time.*

*Parent teacher conferences are held in both the fall and the spring.*

*Parents receive a welcome letter from the principal before the beginning of each school year. Newsletters are also sent home two times a month throughout the school year. The KPS web site also contains ongoing information as well.*

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

#### 2a. Design

*Rapid City's parental involvement program is in alignment with the state's Title I Standards (which can be found at [www.kpschools.com](http://www.kpschools.com)) We currently focus on the following:*

- \* Encourage parents to become active through the PTA*
- \* School Improvement meetings are scheduled four times throughout the year and parents are invited to be part of that team.*
- \* Annual meetings are held to evaluate current programs*

#### 2b. Implementation

*Parent Teacher conferences are held 2 times a year with an average of 85% attendance for the school.*

*Survey are given on an annual basis and we are working with our school improvement team to better*

*utilize the results and increase parental involvement in the development of the surveys.*

*The PTA is very active and monthly meetings are well attended.*

*Parents are also provided with monthly progress reports and personal contacts from teachers.*

*Power School was also implemented as a means of communication.*

*Our Parent, Student, Teacher Compact has been updated and will be used for the 11-12 school year.*

2c. Evaluation

*Sign in sheets will continue to be used for Parent Teacher conferences, any and all after school family events, and open house.*

*Surveys will be created on-line to offer parents an alternative way of evaluating programs.*

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

*Parents are informed of their child's academic standings through the implementation of monthly measure reports sent home by classroom teachers, quarterly report cards, the MEAP parent report, AIMSweb reports, and PowerSchool. Results are interpreted for them through conversations with classroom teachers. Title I parent meetings will be held during the 2011-2012 school year to inform parents of their student(s) progress. Title I parent nights are held to train parents on support systems to build skills at home.*

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.

*These components are evaluated through participation and involvement during school events, parent workshops and volunteering in the classroom. Sign in sheets will continue to be used for Parent Teacher conferences, any and all after school family events, and open house.*

*Surveys will be created on-line to offer parents an alternative way of evaluating programs.*

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

*Our School Improvement Team reviewed sign-in sheets for events, workshops, activities, parent-teacher conferences, and PTA meetings along with surveys (on-line and hard copy). These surveys highlighted our strength and gave us good insight for areas for improvement. The areas for improvement were: incorporating more outdoor activities for family fun nights, workshops should have more make and take time, experimenting with student led conferences in the upper grades (4th-5th), and providing snacks during PTA and School Improvement Meetings.*

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".

*Rapid City Elementary School's plan for connecting with preschool-age children includes the coordination of all early childhood programs and Kindergarten throughout Kalkaska Public Schools.*

*Our plan in Rapid City includes inviting our pre-school programs to take part in all school events and assemblies throughout the school year.*

*Each spring the pre-school classroom visits the Kindergarten classroom 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).

*Rapid City Elementary staff is actively involved with core curriculum decision making through the building school improvement team.*

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

*Staff is involved with district curriculum through the Curriculum Development Committee(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 Rapid City 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.

*Additional assessments used are: AIMSweb reading, comprehension and math, TBAISD common assessment, reading and math program common assessments.*

### **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.

*Rapid City 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.*

*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.*

### **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.

*Rapid City Elementary coordinates and integrates funds from Title I, Title VI, 31a, Parent and Teacher Association, and district general funds to support a variety of programs.*

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

*Rapid City Elementary coordinates and integrates funds from Title I, Title VI, 31a, Parent and Teacher Association, 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.*

*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.

*Rapid City Elementary implements an RTI process which involves Title I part A services through a Title I teacher, Title I paraprofessional, 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.

*Rapid City 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 funds.*

*Monday Morning Meetings are held at our K-5 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.*

### 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.

*Study Island is a web based program used by students in grades 2-5 both during school and after for additional practice in academics.*

### 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.

*Three meetings during the school year are held with all stakeholders in attendance. A process of implementation is implemented as we evaluate the current school improvement plan. A consensus is used to determine where we are in terms of the status of each goal. Current and past data is examined to evaluate trends and make determinations for goals to be created to address observable gaps.*

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 School Improvement Meetings, monthly Grade Level Meetings and monthly Professional Learning Committee meetings stakeholders evaluate the current school improvement plan. A consensus is used to determine where we are in terms of the status of each goal. Current and past data is examined to evaluate trends and make determinations for goals to be created to address observable gaps.*

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.

*Each meeting stakeholders examine the data to evaluate trends and make determinations for goals to be created to address observable gaps. Once those areas have been identified stakeholders research programs, activities or ways to fill the gaps. The ideas will be brought to the table at the next meeting where we can troubleshoot all situations and come to a consensus on our next plan of action.*

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

*Bi-weekly newsletters are sent home from the school informing parents in common language of programs, services, and opportunities taking place for their child and families.*

*Family nights are held throughout the school year to give parents first hand information along with make and take activities to complete as families.*

*Surveys are given to families with care taken to avoid the use of education jargon.*

*Report cards are sent home four times a year and great care has been taken to develop reports which are parent friendly. Report cards are updated regularly.*

**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.

*Three meetings during the school year are held with all stakeholders in attendance. A process of implementation is implemented as we evaluate the current school improvement plan. A consensus is used to determine where we are in terms of the status of each goal. Current and past data is examined to evaluate trends and make determinations for goals to be created to address observable gaps.*

## Assurances

### EdYES!

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

Response: *Yes*

Comments: *MEAP, NWEA, AIMSweb, Common Assessments*

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

Response: *Yes*

Comments: *<http://www.kpschools.com/vnews/display.v/ART/46d599ef9e69c>*

### Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments:

### Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments: *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: *No*

Comments:

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: *Exemplary Physical Education Curriculum (EPEC)*

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 Nights*

*CPR Training for Parents*

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

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments: *At our K-5 Elementary we have two class periods a week per grade level of physical education, each class period last 40 minutes.*

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: *No*

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: *No*

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: *Yes*

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 and at School Improvement Meetings.*

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.

<b>Title</b>	<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>E-mail</b>
Mrs.	Margaret	Quast	Teacher	mquast@kpschools.com
Mrs.	Lynne	Morrison	Teacher	lmorrison@kpschools.com
Mr.	Randy	Atwood	Teacher	rjatwood@kpschools.com
Ms.	Britany	Root	Teacher	broot@kpschools.com
Mrs.	Anne	DeVol	Teacher	adevol@kpschools.com
Mrs.	Geri	Conner	Title 1 & Special Ed. Tea	gconner@kpschools.com
Mrs.	Janie	Shier	PTA President & Parent	shierjm@yahoo.com
Mrs.	Rachele	Cummings	Parent	rachele_hansen@hotmail.com
Mrs.	Joann	Miracle	Parent	discoveryplay@gmail.com
Mrs.	Anja	Stoldt	Parent	anja@torchlake.com
Mrs.	Rashelle	Shumsky-Wirtz	Parent	rachelleshumsky@yahoo.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:	Mrs. Arica Zenner/Principal
Address:	5258 River Street
Telephone Number:	231-331-6121

## 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 5<sup>th</sup> 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. <sup>1,2</sup>

*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. <sup>1,2</sup>

### **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,  
 Sporting events (track, volleyball, basketball, cheer team, CC,football,  
 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*

*8<sup>th</sup> grade Orientation/Registration Night*

*9<sup>th</sup> 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. <sup>2</sup>

*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. <sup>1,2</sup>
  - *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. <sup>1,2</sup>
  - *In all areas of communication*
  
- The District will provide information and involve families in monitoring student progress; <sup>2</sup>
  - *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. <sup>1,2</sup>
  - *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. <sup>2</sup>

*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. <sup>2</sup>

*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; <sup>1,2</sup>

*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. <sup>1</sup>

*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; <sup>2</sup>

*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. <sup>1,2</sup>

*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. <sup>1,2</sup>

*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.

<sup>1</sup>Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

<sup>2</sup>Indicates 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

# Rapid City Elementary School

2011-2012

## 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

### Rapid City 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

