

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: West Iron County Public Schools

ISD/RESA: Dickinson-Iron ISD

School Name: Bates Upper Elementary School

Grades Served: 5,6

Principal: Mrs. Carol Brunswick

Building Code: 09954

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	4
Vision, Mission and Beliefs	5
Goals	6
Goal 1: Math Improvement	6
Goal 2: Reading Skills	9
Goal 3: Writing skills	12
Goal 4: Focus on Social Studies	15
Goal 5: Science Improvement	17
Resource Profile	21
Additional Requirements	22
Assurances	31
Stakeholders	37
Statement of Non-Discrimination	38
Supporting Documentation	39

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:	Bates Upper Elementary School
District:	West Iron County Public Schools
Public/Non-Public:	Public
Grades:	5,6
School Code Number:	09954
City:	IRON RIVER
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Bates Upper Elementary School will be a safe, healthy, and secure place in which our students will learn and succeed in the 21st century. The Bates staff, parents, and the community will work collaboratively to nurture a positive and productive learning climate for all students. Students will be empowered and taught to solve problems and make decisions that benefit themselves and others. Student achievement will be assessed continually to monitor progress. Teachers and students will be held accountable to high standards, not only academically, but in conduct as well. Bates students will be encouraged to be responsible, respectful, self-disciplined members of our learning community and beyond

Mission Statement

We, the Staff of Bates Upper Elementary School in cooperation with the families of our students, are committed to challenge each student to achieve his or her full academic potential, acquire high moral values, and develop a positive self-image in a safe and supportive environment

Beliefs Statement

Based on our beliefs of how children develop and learn, we at the Bates Upper Elementary School envision an environment that provides positive learning experiences to promote a transition from home to school and to address individual needs by using a variety of teaching methods to ensure school success.

Goals

Name	Development Status	Progress Status
Math Improvement	Complete	Open
Reading Skills	Complete	Open
Writing skills	Complete	Open
Focus on Social Studies	Complete	Open
Science Improvement	Complete	Open

Goal 1: Math Improvement

Content Area: Math

Development Status: Complete

Student Goal Statement: All students, which includes Title 1 students and students with IEPs, will increase proficiency scores.

Gap Statement: The two year average aggregate of economically disadvantaged students scoring in the proficiency range at each grade level is about 35 percentage points below other students in the MEAP assessment results. Although the aggregate of economically disadvantaged student percentages meet/succeed MI AYP targets, these students are scoring significantly below other students. The 2010 MEAP results showed a 20% difference in 5th grade and 40% difference in 6th grade.

The grade equivalency STAR Math results in the 2009-10 school year for 5th grade were 1.2 change and 6th grade .7 change. NEED STAR RESULTS

Cause for Gap: Areas of weakness identified by item analysis are found in the following two categories: Place Value and Multiplication of Whole Numbers. In 2010, 5th grade math results indicated decimals and fractions. 6th grade decimals and fractions along with geometry concepts and connections.

Multiple measures/sources of data you used to identify this gap in student achievement: Students are assessed by MEAP assessment, compilation of Title 1 student results, STAR Math test and teacher made, developmentally appropriate pre/post tests.

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? The building team will assess success by providing evidence of movement toward our measurable objectives as stated. The present monitoring of progress will be in place.

Contact Name: Carol Brunswick

List of Objectives:

Name	Objective
Increase Math Skills	By the end of 2012-13 school year, there will be at least a 2% increase a year in the number of students who meet proficiency levels one and two on the MEAP Math Assessment for the economically disadvantaged sub-group, which includes Title 1 students and students with IEPs.

1.1. Objective: Increase Math Skills

Measurable Objective Statement to Support Goal: By the end of 2012-13 school year, there will be at least a 2% increase a year in the number of students who meet proficiency levels one and two on the MEAP Math Assessment for the economically disadvantaged sub-group, which includes Title 1 students and students with IEPs.

List of Strategies:

Name	Strategy
A Strategy to Improve Math Skills	Intervention strategy is as follows: 1. The Title 1 teacher or paraprofessional will provide support through one-on-one instruction or small group instruction 3 times a week for up to 30 minutes a week. 2. Technology equipment will be made available to support teaching of the math process. 3. Shortened assignments to meet the state curriculum standards will be provided. 4. More in-class time to complete assignments to increase support opportunities from classroom teachers. 5. Staff will follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

1.1.1. Strategy: A Strategy to Improve Math Skills

Strategy Statement: Intervention strategy is as follows:

1. The Title 1 teacher or paraprofessional will provide support through one-on-one instruction or small group instruction 3 times a week for up to 30 minutes a week.
2. Technology equipment will be made available to support teaching of the math process.
3. Shortened assignments to meet the state curriculum standards will be provided.
4. More in-class time to complete assignments to increase support opportunities from classroom teachers.
5. Staff will follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

Upon reviewing Debbie Dillard's book, Making the Most of Small Groups-Differentiation for All, the staff determined the strategy listed.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Improvement in Action	2010-09-08	2013-05-28	Math teachers and Title I/special ed personnel

1.1.1.1. Activity: Math Improvement in Action

Activity Description: Activities to meet strategy are as follows:

Each classroom has a scheduled Title 1 teacher or paraprofessional for up to 30 minutes 3 times per week for math. The Title 1 staff with direction from the classroom teacher will work directly with eligible students in areas of concern in math.

Planned staff responsible for implementing activity: Math teachers and Title I/special ed personnel

Actual staff responsible for implementing activity: Math teachers and Title I/special ed personnel

Planned Timeline: Begin Date - 2010-09-08, End Date - 2013-05-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom teachers, Title 1 support	No Funds Required	0.00	0.00

Goal 2: Reading Skills

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students, which includes Title 1 and students with IEP's, will increase their proficiency scores in reading.

Gap Statement: The three-year average aggregate of economically disadvantaged students scoring in the proficiency range are meeting AYP and are above the state average on the MEAPs; however, there is a trend over the last 3 years that indicates a decrease in those meeting proficiency levels as the students progress through the grade levels. Although the aggregate of economically disadvantaged student percentages meet/succeed MI AYP targets, these students are scoring significantly below other students.

Reading proficiency results are as follows:

2007 ED not ED

5th grade - 65% 83%

6th grade - 64% 83%

2008

5th grade - 58% 97%

6th grade - 52% 76%

2009

5th grade - 77% 86%

6th grade - 77% 96%

Grade equivalency change in 2009-10 school year in STAR Reading were 0.7 for 5th graders and 0.6 for 6th graders.

2010

5th grade - 77% 96%

6th grade - 76% 96%

Grade equivalency change in 2010-11 school year in STAR Reading were for 5th graders and for 6th graders.

Cause for Gap: Areas of weakness are found in the following item analysis: Fluency and Comprehension. In 2010, comprehension increased in percentage in both 5th and 6th. Comprehension and fluency will continue to be a focus.

Multiple measures/sources of data you used to identify this gap in student achievement: Students are assessed by the MEAP test, compilation of Title 1 student results, STAR Reading test, and classroom pre/post tests.

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? The building team will assess success by providing evidence of movement toward our measurable objectives as stated. Besides using the present sources of data, DIBELS and AIMSweb will also be implemented.

Contact Name: Carol Brunswick

List of Objectives:

Name	Objective
Reading Skill Outcome	By the end of 2012-13 school year there will be at least a 2% increase a year in the aggregate percent proficient scores on MEAP Reading Assessment for students in the economically disadvantaged sub-group, which includes Title 1 and students with IEPs.

2.1. Objective: Reading Skill Outcome

Measurable Objective Statement to Support Goal: By the end of 2012-13 school year there will be at least a 2% increase a year in the aggregate percent proficient scores on MEAP Reading Assessment for students in the economically disadvantaged sub-group, which includes Title 1 and students with IEPs.

List of Strategies:

Name	Strategy
A Strategy to Reach Reading Objectives	The following intervention strategy will be in place: 1. The classroom teacher will provide support to students that are not benchmark. All strategic and intensive students will receive interventions at least 4 times a week for 30 minutes. 2. The Title I staff will provide a second round of interventions for targeted students (pull out) in addition to the interventions the classroom teacher is providing. 3. The Special Ed staff will provide a second round of interventions for students with IEP's in addition to the interventions the classroom teacher is providing. 4. Reading strategies will be taught cross curriculum. 4. Technology equipment will be made available to support teaching of the ELA curriculum. 5. Staff will follow MiBLSi behavioral procedures. Data will be entered into SWIS. Behavioral lesson plans will be utilized by the staff.

2.1.1. Strategy: A Strategy to Reach Reading Objectives

Strategy Statement: The following intervention strategy will be in place:

1. The classroom teacher will provide support to students that are not benchmark. All strategic and intensive students will receive interventions at least 4 times a week for 30 minutes.
2. The Title I staff will provide a second round of interventions for targeted students (pull out) in addition to the interventions the classroom teacher is providing.
3. The Special Ed staff will provide a second round of interventions for students with IEP's in addition to the interventions the classroom teacher is providing.

4. Reading strategies will be taught cross curriculum.

4. Technology equipment will be made available to support teaching of the ELA curriculum.

5. Staff will follow MiBLSi behavioral procedures. Data will be entered into SWIS. Behavioral lesson plans will be utilized by the staff.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
II.1.A.3 School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.
III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

Other Required Information for Strategy

Upon review of Debbie Dillard's book, Making The Most of Small Groups-Differentiation for All, the staff determined the strategies listed.

The Differentiated Classroom by Carol Ann Tomlinson

Response to Interventions by Rachel Brown-Chidsey and Mark W. Steege

I've DIBEL'd, Now What? by Susan L Hall, ED.D

Bates Upper Elementary staff and principal have attended trainings in MiBLSi. Staff and administrators will continue to attend training for the next two years.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Activity Description	2010-09-08	2013-05-28	All teachers and Title I/special education personnel

2.1.1.1. Activity: Activity Description

Activity Description: Activity is as follows:

1. The classroom teacher will provide support to students that are not benchmark. All strategic and intensive students will receive interventions at least 4 times a week for 30 minutes.

2. The Title I staff will provide a second round of interventions for targeted students (pull out) in addition to the interventions the classroom teacher is providing.

3. Special Ed staff will provide a second round of interventions for students with IEP's in addition to the interventions the classroom teacher is providing.

Planned staff responsible for implementing activity: All teachers and Title I/special education personnel

Actual staff responsible for implementing activity: All teachers and Title I/special education personnel

Planned Timeline: Begin Date - 2010-09-08, End Date - 2013-05-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers with Title I Support	General Funds	0.00	0.00

Goal 3: Writing skills

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students, which includes Title 1 and students with IEPs, will increase proficiency scores in writing.

Gap Statement: MEAP writing tests are given in 4th and 7th grade, but this year there are no writing scores as the writing component was used as a pilot study. A look at the 2007 and 2008 writing results for 5th grade shows 57% and 65% proficiency rate, 6th grade is 74% and 57%, and 7th grade is 72% and 73%. Though meeting AYP, most of these are below the state percentage of proficiency. In 2010, a 36% proficiency at 7th grade level with state being 46%.

Cause for Gap: An area of weakness identified by the MEAP rubric is Developing Ideas through the Use of Details. Narrative and informational writing need emphasis.

Multiple measures/sources of data you used to identify this gap in student achievement: Students are assessed through the MEAP test, utilization of the MEAP rubric to score student writing samples, and compilation of Title 1 student results.

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? The building team will assess success by providing evidence of movement toward our measurable objectives as stated. Besides using the present sources of data compilation, we are also looking to increase our multiple measures of assessment for analysis, review, and discussion.

Contact Name: Carol Brunswick

List of Objectives:

Name	Objective
Improve Writing skills	By the end of the 2012-13 school year, there will be at least 1% increase a year in the number of students scoring in proficiency levels one and two on the MEAP writing assessment at grade 7.

3.1. Objective: Improve Writing skills

Measurable Objective Statement to Support Goal: By the end of the 2012-13 school year, there will be at least 1% increase a year in the number of students scoring in proficiency levels one and two on the MEAP writing assessment at grade 7.

List of Strategies:

Name	Strategy
Strategy for Writing Improvement	Teachers will implement the following strategy to improve writing: 1. Provide time and assistance for each student to produce one to two writing samples from each of the 4 content areas to keep in a portfolio. 2. Focus on using cross curriculum writing prompts with answer plans and rubrics as well as 4-Square and 6 + 1 Traits of Writing. 3. Follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

3.1.1. Strategy: Strategy for Writing Improvement

Strategy Statement: Teachers will implement the following strategy to improve writing:

1. Provide time and assistance for each student to produce one to two writing samples from each of the 4 content areas to keep in a portfolio.
2. Focus on using cross curriculum writing prompts with answer plans and rubrics as well as 4-Square and 6 + 1 Traits of Writing.
3. Follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Other Required Information for Strategy

4-Square, Judith and Jay Gould, Teaching and Learning Company.

6 + 1 Traits of Writing, Northwest Regional Educational Laboratory.

Writing Across the Curriculums, Michigan Department of Education-Toulman's Model of Argumentation.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Activites To Meet Strategy	2010-09-08	2013-05-28	Each classroom teacher, Title 1, and special ed staff

3.1.1.1. Activity: Writing Activites To Meet Strategy

Activity Description: Activities to promote strategy will be as follows

1. The teaching staff will provide opportunities for the students to complete one to two writing samples from each of the 4 core content areas.
2. Teachers will teach a variety of writing techniques such as 4-Square, 6 + 1 Traits of Writing, Writing Across Curriculum.

Planned staff responsible for implementing activity: Each classroom teacher, Title 1, and special ed staff

Actual staff responsible for implementing activity: Each classroom teacher, Title I and special ed staff

Planned Timeline: Begin Date - 2010-09-08, End Date - 2013-05-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Sample Development	No Funds Required		

Goal 4: Focus on Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students, which includes Title I and students with IEP's, will increase their proficiency scores in social studies.

Gap Statement: Social studies MEAP assessment results for 6th graders over a three year period have decreased and the gap between local and state scores has widened by 11%.

Percent of proficiency levels are as follows:

School State

07 6th grade - 72% 73%

08 6th grade - 61% 74%

09 6th grade - 62% 73%

10 6th grade - 64% 75%

Cause for Gap: Upon analysis of the MEAP strands, the two main strands identified are Economics and Comprehending the Past. A review of strand results for 2010 MEAP showed Government and public discussion and decision making had the worst percentage of correct responses, with history also low.

Multiple measures/sources of data you used to identify this gap in student achievement: All 6th grade students are assessed by the MEAP social studies test. Staff completed a social studies and reading MEAP item analysis of the 6th grade social studies and 5th and 6th grade reading to determine these two areas of concern.

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? The building team will assess success by providing evidence of movement toward our measurable objective as stated. Staff will monitor progress and success through analyzing MEAP assessment results, comparing pre/post tests, and chapter/unit tests.

Contact Name: Carol Brunswick

List of Objectives:

Name	Objective
Improvement of Social Studies Skills	By the end of the 2012-13 school year there will be a 2% increase a year in the number of students meeting proficiency levels one and two for social studies in the 6th grade MEAP assessment.

4.1. Objective: Improvement of Social Studies Skills

Measurable Objective Statement to Support Goal: By the end of the 2012-13 school year there will be a 2% increase a year in the number of students meeting proficiency levels one and two for social studies in the 6th grade MEAP assessment.

List of Strategies:

Name	Strategy
Intervention Strategy in Social Studies	Teachers at Bates Upper Elementary will continue to implement the following strategy: 1. Align the social studies curriculum with the GLCES. 2. Utilize community resources 3. Reinforce reading strategies and increase fluency and comprehension through reading interventions 4. Staff will follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

4.1.1. Strategy: Intervention Strategy in Social Studies

Strategy Statement: Teachers at Bates Upper Elementary will continue to implement the following strategy:

1. Align the social studies curriculum with the GLCES.
2. Utilize community resources
3. Reinforce reading strategies and increase fluency and comprehension through reading interventions
4. Staff will follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

Other Required Information for Strategy

Michigan Framework Document

4th and 5th Grade Student Center Activities, Florida Center for Reading Research.

Comprehensive Strategies Grade 3,4,5, Teaching Reading Academy, ISD.

What Economics Is About, distributed by the National Council on Economic Education.

Economics for Kids, Marc C. Schug

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Putting It Into Play	2010-09-08	2013-05-28	All staff at Bates Upper Elementary

4.1.1.1. Activity: Putting It Into Play

Activity Description: Teachers will perform the following activities to promote social study strategy:

1. Update curriculum maps and submit to school web site.
2. Incorporate community people and resources into the classroom.
3. Implement 6 Minute Solution, MiBLSi and DIBELS.

Planned staff responsible for implementing activity: All staff at Bates Upper Elementary

Actual staff responsible for implementing activity: All staff at Bates Upper Elementary

Planned Timeline: Begin Date - 2010-09-08, End Date - 2013-05-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Community people	No Funds Required		

Goal 5: Science Improvement

Content Area: Science

Development Status: Complete

Student Goal Statement: All students, which includes Title I and students with IEPs, will increase their proficiency scores in science.

Gap Statement: Science MEAP assessment results for 5th and 8th graders over a two year period have not met the state average scores. In 2008, 75% of 5th graders scored proficient as compared to 83% for State results. In 2009, 79% of 5th graders as compared to 81% of State results. In 2008, 73% of 8th graders scored proficient as compared to 76% at the State, and 2009, 74% of the district as compared to 76% of State results. In 2010, 77% of 5th graders as compared to 78% at the State. In 2010, 63% of 8th grade students scored proficient as compared to 78% at the State.

Cause for Gap: Upon analysis of the MEAP strands, the two main strands identified are Constructing Knowledge and Life Science. In 2010, earth science and inquiry and analysis was identified.

Multiple measures/sources of data you used to identify this gap in student achievement: All 5th and 8th grade students are assessed by MEAP science. Staff completed a science and reading MEAP item analysis of the 5th and 8th grade science and the 5th and 6th grade reading to determine these areas of concern.

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? The building team will assess success by providing evidence of movement toward our measurable objective as stated. Staff will monitor progress and success through analyzing MEAP assessment results, comparing pre/post tests, and chapter/unit tests.

Contact Name: Carol Brunswick

List of Objectives:

Name	Objective
Science Skill Improvement	By the end of the 2012-2013 school year, there will be at least 2% increase a year in the number of students achieving proficiency levels one and two for 5th and 8th grade students taking the MEAP Science Assessment.

5.1. Objective: Science Skill Improvement

Measurable Objective Statement to Support Goal: By the end of the 2012-2013 school year, there will be at least 2% increase a year in the number of students achieving proficiency levels one and two for 5th and 8th grade students taking the MEAP Science Assessment.

List of Strategies:

Name	Strategy
Strategy for Science Improvement	Teachers at Bates Upper Elementary will implement the following strategy for science: 1. Align the curriculum with the GLCEs. 2. Reinforce reading strategies and increase fluency and comprehension through reading interventions 3. Increase hands-on science activities. 4. Attend Greater Proficiency in Science training provided by the ISD. 5. Staff will follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

5.1.1. Strategy: Strategy for Science Improvement

Strategy Statement: Teachers at Bates Upper Elementary will implement the following strategy for science:

1. Align the curriculum with the GLCEs.
2. Reinforce reading strategies and increase fluency and comprehension through reading interventions
3. Increase hands-on science activities.
4. Attend Greater Proficiency in Science training provided by the ISD.
5. Staff will follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

Other Required Information for Strategy

Michigan Frameworks

Comprehensive Strategies Grade 3,4,5 Teaching Reading Academy, ISD

4th and 5th Grade Student Center Activities, Florida Center for Reading Research.

Scope and Sequence of Prentice Hall/Pearson 6th grade science book and 5th grade Scott Foresman science book.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Into the Classroom	2010-09-08	2013-05-28	All staff at Bates Upper Elementary

5.1.1.1. Activity: Into the Classroom

Activity Description: Teachers will promote the following in order to address strategy:

1. Update curriculum maps and submission to school website
2. Implement 6 Minute Solution, MiBLSi, DIBELS, and more hands-on science in the classrooms

Planned staff responsible for implementing activity: All staff at Bates Upper Elementary

Actual staff responsible for implementing activity: All staff at Bates

Planned Timeline: Begin Date - 2010-09-08, End Date - 2013-05-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science Supplies	General Funds	100.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$100.00	\$0.00
No Funds Required	\$0.00	\$0.00

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 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 MiBLSI and SIP teams met throughout the school year to hold data driven meetings. All data was analyzed prior to completion of the CNA. Parent, student, and staff surveys were conducted and tallied.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

The School Improvement Team with the help of Data4ss and Data Director analyzed the MEAP scores. The team also analyzed STAR reading and math scores, historical grades, teacher made pre/post tests, and DIBELS scores.

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

All 5th and 6th grade teachers use the Grade level Content expectations (GLCEs) along with the MEAP, STAR, teacher made pre/post tests, and DIBELS performance scores to select students who are failing or at greatest risk of failing the GLCEs. In addition historical grades are reviewed also.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

All students are eligible for Title I services if, at any time in the 2 years preceding the year for which determination is made, they participated in Head Start, Even Start, or Early Reading First programs. Migrant, Neglected or Delinquent children, and homeless students are also eligible.

Developmental screenings are done on all in-coming Pre-K students to use as a baseline to monitor adequate yearly progress, as well as the evaluation tool, Creative Curriculum. This is a data driven assessment tool that is used three times a year on all Pre-K children. Assessment results are documented

and placed in the student's CA60 and kept on file. These are also used to appropriately identify Title I students along with teacher judgments and parent referrals following interviews.

K thru Grade 2 students are selected using teacher made developmentally appropriate pre/post tests, DIBELS, STAR testing, teacher judgments, or parent referrals following interviews. The K-4 Title I teacher met with each teacher individually in the spring to review student data, instructional effectiveness, program effectiveness, and to gain teacher input. The Title I teacher presented referrals made by classroom teachers on an individual case by case basis to the Leadership team. Parental input was also included as an important part of the equation in this dialogue in an effort to fill in all gaps. The team then determined the students most in need of services.

Pre-K thru Grade 2 teachers communicate with our Title I staff on an on-going basis throughout the school year on student's academic progress and areas of concern. Each grade level holds a data driven meeting after each DIBELS screening dedicated to analyzing their DIBELS data and progress monitoring data. These findings are reported to the Title I teacher and the leadership team. Changes to classroom, Title I, and Special Education interventions can be made accordingly.

Each Early Childhood staff work closely with Title I staff on tracking potential Title I students, monitoring student achievement and offering intervention information as appropriately needed.

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

The Title I, Part A students are included in and focused on in the School Improvement process. All Title I, Part A student scores are reviewed by the school improvement team. The team analyzed MEAP scores, STAR scores, DIBELS scores, teacher made developmentally appropriate pre/post tests, and historical grades. The team identified students who are failing or at greatest risk of failing the Grade level Content Expectations in the four core subjects. All these findings were taken into account when developing the School Improvement Goals.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

Head Start, Even Start, and Early Reading classes are all invited to visit the elementary school throughout the school year. The classes are invited to many functions yearly such as puppet shows, concerts, book and science fairs. The Pre-K class is housed in the same building as K-4th grade and is included in all of the schools activities. To ease the transition into Kindergarten the Pre-K students visit the kindergarten classes often throughout the year and the Kindergarteners visit the Pre-K classroom.

At the beginning of each year the elementary has a Kindergarten Orientation for students and parents. One week before school begins the school is opened daily so parents and students, Pre-K thru 4th grade, can visit their new classroom and teachers prior to the start of the new year. A 5th and 6th grade orientation and visit with teachers and new classrooms are also scheduled at the Bates Elementary so our previous 4th graders transition well into their new environment.

Title I staff is present at kindergarten orientation and handouts are available for parents on the skills their student will need when they enter kindergarten. Title I staff also has handouts available for parents at the elementary orientations on At-Home Activities to Help Your Child Learn, How to Help Your Child Succeed in School, and You, Your Child and Homework.

Our district has an Early Childhood Council. Coordination of the preschool programs, Title I, and regular education program is supported by the council and its members along with the best ways to transition preschool students into regular education.

Our Title I program pulls targeted Tier II and Tier III Title I students for intervention. The Title I staff also services eligible students within their classrooms in the four core areas.

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.

Grade levels meet during professional development time to align the curriculum with State standards in the four core areas. Staff has 1.5 hours of PD twice a month. Each grade level first begins aligning and then revising the reading curriculum. When finished, they move onto math, science, and social studies. All grade levels are expected to have reviewed and made revisions to the curriculum alignment by January of that school year.

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

The school improvement and MiBLSI team shares their findings with the staff. The staff breaks up into data driven grade level/core subject areas for further discussion on weaknesses that need to be addressed and gaps that are identified. Each group reports on the areas they would like to see addressed in the school improvement plan. The school improvement and MiBLSI team then takes these concerns and formulates an improvement plan that will address the needs of students who are failing or most at risk of failing to meet the district's core curriculum standards

Instruction by Highly Qualified Professional Staff

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

Currently all Title I, Part A paraprofessionals meet the NCLB requirements. All teachers currently working in the TA program are Highly Qualified

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 and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted 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.

Parent meetings are held in the beginning of the year, end of the year, and a school wide parent meeting in the 3rd quarter. Several notices are sent home with students encouraging parents to attend the September and May meetings. An article was put in our local paper asking parents to attend the Title I School Wide meeting, with a Family Literacy Night, Science Fair, and Book Fair to follow. We hoped to increase parental attendance with these events and it was very well received by the number in attendance. We also provided day care during the Title I meeting.

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

2a. Design

A parent meeting in May addresses program design. A review of student test scores and historical grades along with school improvement goals is reviewed. A program for the following year is presented, reviewed, and adjusted accordingly.

2b. Implementation

*In September a parent meeting is held to discuss the meaning of Title I, program implementation, and solicit parent involvement in the upcoming school year especially during Title I activities, School Improvement, and future Title I meetings.
Title I staff schedules are reviewed and adjusted according to student need.*

2c. Evaluation

Program evaluation is reviewed in the May parent meeting. Effectiveness of the program based on data analysis and student progress is made and adjustments to the program for the following year are made. The Parent Involvement Policy is reviewed. The School-Parent Compact is reviewed and revised.

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

MEAP scores are sent to the parents from the state. DIBELS scores are sent home in a report card insert designed specifically with parent understanding in mind. A Parent STAR report in math and reading is sent home at the end of the year. Parents are issued passwords for Power School so they can view their child's grades, attendance, homework completion, email links to teachers, and any upcoming events or announcements.

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".

The Title I staff and parents worked together in May to update the school-parent compact. Changes to the compact are presented to the SIP team and implemented. The compact is on the school website.

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

We evaluate the success of the parent involvement component by the number of parents we are able to involve in our program design, program implementation, program evaluation, and the development of the school- parent compact.

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

Each year our parent participation numbers have increased. All parent input has been reviewed and implemented.

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). 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".

The West Iron County Public Schools' Preschool and Dickinson-Iron Headstart maintain both home visits and center visits during the school year along with frequent one-to-one contact with parents and grandparents. The Headstart program is housed in the Bates School and so allows for interaction between the students of both school programs. Headstart visits kindergarten in the spring of the year and opportunities for enrollment questions and issues are addressed at an evening meeting.

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.

Historical grades, Pre and Post Tests, STAR reading and math, MEAP, DIBELS, Unit Assessments, Chapter Assessments

Coordination of Title I, Part A and Other Resources

1. 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.

All Federal, State, and local program and services must meet approval from our school board and administration before being presented to the students in our school. Programs must meet board policy. Grade level appropriateness is also determined by the administration. Title I, Part A students are included in any program available to their class. Below is a list of some of the programs and services provided in the Stambaugh elementary.

1. Free/reduced lunch/breakfast program
2. Veteran's Day program
3. Guest speakers
4. School social worker maintains a file of community agencies able to provide resources for a variety of family needs
6. DARE program
7. Parenting classes are provided by DHS, Northpointe Behavioral Health System, and Dickinson-Iron Health Department
8. Teacher community outreach program
9. West Iron County District Library programs

10. School representative sits on the Iron County Collaborative Body.
11. Dickinson-Iron Health Department vision and hearing screenings
12. Representation on the Iron County Wrap-Around committee
13. Miner's State Bank-Economics for Kids
14. Family/Child counseling services provided by Northpointe Mental Health facility
15. Kinship involvement with students(similar to Big Brother/Big Sister program)
16. Counseling/Psychological Testing provided by local Children's Psychologist

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

Each May the Title I staff meets with the classroom teacher. Together they review STAR scores, MEAP scores, DIBELS scores, teacher made developmentally appropriate pre and post tests, historical grades, parent referrals, and teacher judgements. A determination of eligibility for students is made based on the grade level relevant criteria.

In September students are given teacher made developmentally appropriate pre and post tests, DIBELS, and STAR testing. At the end of the first marking period report cards are issued. Each marking period the Title I teacher collects all data necessary to monitor the progress of eligible students using grade level relevant criteria.(DIBELS,STAR tests,pre and post tests, teacher judgments,and historical grades depending on the grade level.)

In reading, all Tier II and III students are progress monitored and the DIBELS test is given three times a year. The Title I teacher meets with each classroom teacher again to discuss the progress of interventions, new DIBELS scores, and to monitor and revise as needed the program of the Title I, Part A eligible students at the end of the first semester.

The school's leadership team(which includes the Title I teacher) with input from the grade level teams determine's a pool of eligible students. The Title I teacher meets with the classroom teachers individually to determine further need. Together they review STAR scores, MEAP scores, DIBELS scores, teacher made developmentally appropriate pre and post tests, historical grades, parent referrals, and teacher judgements. A determination of eligibility for students is made based on the grade level relevant criteria. Each grade level holds a data driven grade level meeting to determine from the pool of eligible students at each grade level those most in need of Title I services. The Title I teacher in May then discusses the process with parents and further refines the group to receive services based on parent input.

In September students are given teacher made developmentally appropriate pre and post tests, DIBELS, and STAR testing. At the end of the first marking period report cards are issued. The Title I teacher collects all relevant data(each marking period)and monitors the progress of participating eligible students.(DIBELS,STAR tests,pre and post tests, teacher judgments,and historical grades depending on the grade level.)

In reading, all Tier II and III students are progress monitored weekly(Tier I monthly) and the DIBELS test is given three times a year. Title I staff attends the grade level data driven meetings to analyze DIBELS data and progress monitoring data three times a year after each DIBELS screening.Possible changes to interventions, programming,and the progress of participating eligible Title I, Part A students are reported to the leadership team(which includes the Title I teacher).The Title I teacher makes necessary revisions for Title I, Part A students and programming.

The Title I teacher meets with the 3rd and 4th grade teachers individually to discuss MEAP scores when they are made available. Revisions to Title I , Part A student programming are made at this time if needed.

Students can be referred for Title I, Part A services at any time during the year. A meeting is held with the classroom teacher and Title I teacher to review relevant criteria before the student is made eligible. Then a program is developed to meet the student's needs. Parents are informed of a student's eligibility and encouraged to meet with the Title I teacher and/or the classroom teacher.

The Title I teacher meets with the 3rd-6th grade teachers individually to discuss MEAP scores when they are made available. Revisions to Title I , Part A student programming are made at this time if needed.

Students can be referred for Title I, Part A services at any time during the year. A meeting is held with the classroom teacher and Title I staff to review relevant criteria before the student is made eligible. Then a program is developed to meet the student's needs. Parents are informed of a student's eligibility and encouraged to meet with the Title I staff and/or the classroom teacher.

2. Describe how data will be utilized to inform instruction.

All data collected by the Title I teacher is used to inform instruction. The Title I teacher collects Meap scores, DIBELS scores, Star reading and math scores, pre and post test scores, and historical grades. MEAP data is analyzed using Data4SS and Data Director. STAR Growth reports are also analyzed. DIBELS scores are looked at three times a year along with progress monitoring tier II and III students. Students that are failing or most at risk of failing to meet core curriculum standards are identified and a program for instruction is set up.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

Each May after analyzing all the data collected for the year, including STAR Growth reports in reading and math, the program is evaluated and then revised to meet student needs. Title I staff schedules are continually being adjusted so targeted Title I students receive instruction and review in their areas of need. The school improvement team meets to formulate school goals. Then necessary changes to instruction are made for the following year along with parental input taken from the May parent meeting

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

After the evaluation of program services in May, the areas of student need are identified. A local professional development calendar is set up for the following school year to address these needs. The DIISD is providing training in MiBLSi for the next two years. All of our Title I Targeted Assistance schools are taking part in this training. The 2011-2012 school year professional development calendar will contain time to help further train teachers on providing interventions and differentiating instruction to students who are failing or most at risk of failing to meet the state core curriculum in the four core subjects.

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.

The Bates Upper Elementary Staff is surveyed annually to assess their technology knowledge and needs. They have integrated the use of technology in each of the four-core subject goals. The School Improvement Plan requires use of technology for enhancing instruction, reinforcing learning concepts, and utilizing multiply measures of assessment.

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.

Grade level meetings and SIP teams review data from all assessment tools for identifying gaps in achievement. Goals, objectives, strategies, and activities are revised based on these data driven reviews.

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

An annual report is developed which shares information and progress. This is published on the district's web page, shared with board members and available for review by the public.

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 stakeholders are members of the school improvement team. The team with the help of Data4SS and Data Director analyze the MEAP scores. The team also analyzes STAR reading and math scores, historical grades, teacher made, developmentally appropriate pre/post tests, and DIBELS scores. The team identifies areas of weakness and students who are failing or most at risk of failing to meet the district's core curriculum standards. A plan is then designed that includes strategies and activities to meet the team's goals. Students are monitored using DIBELS progress monitoring, interventions, and chapter/unit tests in the four core areas. Students are evaluated using teacher made pre/post tests, STAR math and reading tests, and MEAP results with input from all stakeholders in the total process.

Assurances

EdYES! (pending statutory approval to be changed to MI-SAAS) (EdYES!)

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

Response: *Yes*

Comments: *MiBLSI conducts assessments three times a year and MEAP State Assessments are administered each fall to all students. Pre and post and chapter and unit tests in core subjects are completed on a regular basis. STAR reading and math are conducted twice a year.*

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: *www.westiron.org*

Educational Development Plan (EDP)

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

Response: *Yes*

Comments:

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

Response: *Yes*

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:

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

Response: *Yes*

Comments:

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:

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: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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:

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

Response: *Adopted policy, fully implemented*

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:

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:

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

Response: *Adopted policy, fully implemented*

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: *Yes, we have a health services provider or school nurse for every 650 students*

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:

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: *Adopted policy, fully implemented*

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: *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:

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:

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 all 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
	Carol	Brunswick	Principal	cbrunswick@westiron.org
	Debbie	Premo	teacher	dpremo@westiron.org
	Sandie	Nies	special ed teacher	slangdon@westiron.org
	Lisa	Karwoski	teacher	lkarwoski@westiron.org
	Janet	VanWagner	Title I parapro	jvanwagner@westiron.org
	Jane	Frasier	District Assessment Coord	jane@westiron.org

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:	Christopher Thomson
Address:	601 Garfield Ave Iron River, MI 49935
Telephone Number:	906 265 9218

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
- Title I Services
- Parent Participation In Title I Programs
- Title I-Parents' Right To Know

West Iron County Public Schools Bylaws & Policies

2112 - PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
</
- B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
</
- C. providing for the proper health, safety, and well-being for their child.
</

The Board is committed to communicating to parents at a level and in a language they can understand, where practicable.

The Board through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The Superintendent shall direct the development of a Parent Involvement Plan for the District (with building/program specific goals as desired) which may include, among others, the following strategies:

- A. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
</
- B. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.
</
- C. Post PTA/PTO meetings, and parent involvement meetings on the District website and via-e-mail.
</

Black Ice Software LLC

Demo version

- D. Send home a parent-student-teacher compact that outlines how parents and school staff will share the responsibility for improved student achievement of their children. This compact shall be discussed and revised as necessary at least annually at school meetings.
- E. Maintain a consistent, District wide effort to communicate regularly with parents.
- F. Distribute periodic weekly newsletters from teachers informing parents of upcoming District events and curriculum being taught.
- G. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- H. Encourage parents to serve as chaperones for class field trips and other school activities.
- I. Have school administration and staff provide test data and interpretation meetings to allow parents to ask questions.
- J. Use homework hotline to inform homes of various assignments and activities. Utilize the website as available.
- K. Place announcements on the District's website in a consistent and timely manner.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- A. requiring their child to observe all school rules and regulations;
- B. supporting or enforcing consequences for their child's willful misbehavior in school;
- C. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- D. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;

Black Ice Software LLC

Demo version

</

- E. reading all communications from the school, signing, and returning them promptly when required;

</

- F. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

</

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

Adopted 3/15/10

Black Ice Software LLC

Demo version

WEST IRON COUNTY PUBLIC SCHOOLS – BATES UPPER ELEMENTARY

Title I—Parent/Student/Teacher/Principal Compact

Parent/Guardian Agreement

I want _____ to achieve. Therefore, I will encourage him/her by doing the following:

- ___ See that my child is punctual and attends school regularly.
- ___ Support the school in its efforts to maintain proper discipline.
- ___ Encourage my child's efforts to do his/her best.
- ___ Stay aware of what my child is learning.
- ___ Encourage positive attitudes.
- ___ Read with my child and let my child see me read.
- ___ Read and review all information my child brings home from school.
- ___ Establish a time for sharing daily school experiences and/or completing homework.
- ___ Provide a quiet place for my child to work.
- ___ Attend parent/teacher conferences for my child.
- ___ Attend at least two school functions. (Ex: Open House, Family Nights, fairs, etc...)

Parent/Guardian's Signature _____

Student Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- ___ Come to school ready to learn and on time.
- ___ Finish my school work and participate in classroom activities.
- ___ Follow all school and home rules.
- ___ Respect my parents, classmates, teachers and other people in the community.
- ___ Do my part in keeping my school clean and safe.
- ___ Set aside a regular time and place each night to complete homework.

Student's Signature _____

Teacher Agreement

It is important that students achieve. Therefore I will:

- ___ Provide a caring learning environment where your child can be responsible for learning.
- ___ Provide an enriched and challenging curriculum aligned with the state core curriculum.
- ___ Provide appropriate and meaningful homework assignments for students.
- ___ Encourage students and parents by providing information about student progress.
- ___ Give students strategies to increase competence.

Teacher's signature _____

Principal Agreement

I support this form of parental involvement. Therefore I will:

- ___ Provide a positive atmosphere for learning.
- ___ Provide an environment that allows for communication among the teacher, parent and student.

Developed by the Title 1 Advisory Committee for ALL students. Please complete and return to the Bates Office.

West Iron County Public Schools Bylaws & Policies

2261 - TITLE I SERVICES

The Board of Education elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement of 1965.

The Superintendent shall prepare and present to the State Department of Education a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

A. Assessment

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Education as well as those determined by the District's professional staff, that will assist in the diagnosis, teaching, and learning of the participating students.

B. Scope

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire school and/or a Targeted Assistance School, shall include the components required by law as well as those agreed upon by participating staff and parents.

C. Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1118 of the Act.

D. Comparability of Services

Title I funds will be used only to augment, not to replace, State and local funds. The Superintendent shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance. The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students.

The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the Superintendent shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

E. Professional Development

The Superintendent shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and:

1. involve parents in the training, when appropriate;

2. combine and consolidate other available Federal and District funds;
3. foster cooperative training with institutions of higher learning and other educational organizations including other school districts;
4. allocate part of the staff development to the following types of strategies:
 - a. use of technology
 - b. working effectively with parents
 - c. early childhood education
 - d. meeting children's special needs

F. Simultaneous Services

In accordance with law, a school offering Title I services may also serve other students with similar needs.

20 U.S.C. 6301 et seq., Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200, et seq.

Revised 11/21/95
Revised 12/17/02

West Iron County Public Schools Bylaws & Policies

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 provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, 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.

20 U.S.C. 6318, Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200 et seq.

Revised 11/21/95

Revised 12/17/02

West Iron County Public Schools Bylaws & Policies

2261.02 - TITLE I – PARENTS’ RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student’s classroom teachers:

- A. whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching
- B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived
- C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned
- D. the qualifications of any paraprofessionals providing services to their child(ren)

In addition, the parents **shall** be provided:

- E. information on the level of achievement of their child(ren) on the required State academic assessments;
- F. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

20 U.S.C. 6311, Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200 et seq.

Adopted 12/17/02