

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: West Iron County Middle School

Grades Served: 7,8

Principal: Mr. Michael Berutti

Building Code: 05490

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	West Iron County Middle School
District:	West Iron County Public Schools
Public/Non-Public:	Public
Grades:	7,8
School Code Number:	05490
City:	IRON RIVER
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

West Iron County Middle School will be a safe and secure place in which our students will learn and succeed in the 21st century. The WICHS 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. West Iron County High School students will be encouraged to be responsible, respectful, self-disciplined members of our learning community and beyond.

Mission Statement

The educational experience at West Iron County Middle School provides for the development of excellence in academic and citizenship skills as well as personal, emotional, physical, and social growth for all students. All staff at the school are included and supported in all aspects of development especially as it relates to safety and health to insure a high standard of quality throughout the school program and building.

Beliefs Statement

1. All students can learn and achieve academically to their highest potential.
2. All students have the right to a meaningful educational experience in a safe and secure learning environment.
3. Each student has dignity and worth.
4. Achievement is a result of high expectations with realistic goals.
5. Our entire community shares the responsibility of educating our students for future success

Goals

Name	Development Status	Progress Status
Reading Equilization	Complete	Open
Improvement of Math Skills	Complete	Open
Writing Equalization	Complete	Open
Social Studies Improvement	Complete	Open
Science Acceleration in Comprehension	Complete	Open

Goal 1: Reading Equilization

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: The goal is to equalize and improve reading proficiency for all middle school students.

Gap Statement: As identified on the MEAP Disaggregation Data, there is a significant discrepancy in reading scores between economically disadvantaged students and not economically disadvantaged students. Based on a review of our 2008 and 2009 MEAP Disaggregation Data, the gap between economically disadvantaged students and those not economically disadvantaged in 2008 averaged 29%. Although the gap decreased in 2009 to an average of 17%, there is still a significant gap between the two groups. In 2010-2011, MEAP scores results for 6th grade between ED and Non-ED was 19%, 7th grade was 37% and 8th grade was 23%.

Cause for Gap: Based on an item analysis review, students were lacking in the areas of informational text and comprehension skills. From the results of 2010 MEAP scores, 7th grade showed narrative text weakness while 8th grade indicated a weakness in word study and comprehension. In 6th grade these were fluency and comprehension. In 2010, comprehension and fluency will continue to be a focus for 6th grade.

Multiple measures/sources of data you used to identify this gap in student achievement: Although MEAP Data Disaggregation results were used as a primary source of gap identification, curriculum monitoring data including STAR testing, Title I compilation data, and ELA pre/post testing were also reviewed by teaching staff.

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. Beside the use of MEAP assessment results, Middle School AIMSweb access implementation has been initiated and universal screenings using MAZES and R-CBM, (both researched based) are scheduled three times per year for reading data review.

Contact Name: Mike Berutti

List of Objectives:

Name	Objective
Reading Fluency	There will be a 2% increase a year in the number of economically disadvantaged students meeting the proficiency levels one and two in reading resulting in a total increase of 6% in 2012-2013.

1.1. Objective: Reading Fluency

Measurable Objective Statement to Support Goal: There will be a 2% increase a year in the number of economically disadvantaged students meeting the proficiency levels one and two in reading resulting in a total increase of 6% in 2012-2013.

List of Strategies:

Name	Strategy
A Strategy in Reading Comprehension and Fluency	Implementation is as follows: 1. Teachers will identify and use two evidence based reading strategies across curricular subjects when presenting material. In 2010, universal strategies identified included choral reading, partner reading, and echo reading. Comprehension will focus on prior knowledge inventories, text-book analysis, paragraph shrinking, and framed summaries, Further expansion of explicit vocabulary instruction techniques and root word walls in all core classrooms will occur in 2011-2012 school year. 2. Teachers will analyze R-CBM/MAZE AIMSweb data to identify students needing additional interventions. Data will be reviewed monthly through progress monitoring. 3. Teachers will continue to implement and expand universal positive behavior support strategies in the school setting. 4. Differential instruction will be emphasized in all classrooms through teacher training. 5. Technology use will increase to support teach of the ELA curriculum.

1.1.1. Strategy: A Strategy in Reading Comprehension and Fluency

Strategy Statement: Implementation is as follows: 1. Teachers will identify and use two evidence based reading strategies across curricular subjects when presenting material. In 2010, universal strategies identified included choral reading, partner reading, and echo reading. Comprehension will focus on prior knowledge inventories, text-book analysis, paragraph shrinking, and framed summaries, Further expansion of explicit vocabulary instruction techniques and root word walls in all core classrooms will occur in 2011-2012 school year. 2. Teachers will analyze R-CBM/MAZE AIMSweb data to identify students needing additional interventions. Data will be reviewed monthly through progress monitoring. 3. Teachers will continue to implement and expand universal positive behavior support strategies in the school setting. 4. Differential instruction will be emphasized in all classrooms through teacher training. 5. Technology use will increase to support teach of the ELA curriculum.

Selected Target Areas

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.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

Other Required Information for Strategy

First year MiBLSi training included AIMSweb access, MAZE testing, and R-CBM testing which are all research-based assessments. For professional development, staff is researching reading strategies on the Florida Center for Reading Research website to apply cross curriculum.

Hasbrouck (1998). Reading fluency: Principles for instruction and progress monitoring. Professional Development Guide. Austin, TX: Texas Center for Reading and Language Arts, University of Texas at Austin.

Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading. In P.D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research (pp. 255-291). New York: Longman.

Ehri, L. (1991). Development of the ability to read words. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of Reading Research (pp. 383-417). New York: Longman.

Simmons, D. C., & Kame'enui, E. J. (1990). The effect of task alternatives on vocabulary knowledge: A comparison of students with and without learning disabilities. Journal of Learning Disabilities, 23, 291-297, 316.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Improvement In Fluency and Comprehension	2010-09-06	2013-05-30	All middle school faculty including Title I and special ed teachers and instructional specialists.

1.1.1.1. Activity: Improvement In Fluency and Comprehension

Activity Description: 1. To increase fluency and comprehension, middle school staff is continuing to gather evidence based reading strategies during professional development time from the Florida Center for Reading Research website to review and revise usage of these across curricular subjects. Professional staff development time is also needed to implement and evaluate effective use of the universal strategies. 2. Title I and special ed teachers are implementing monthly strategic monitoring for targeted Title I/special ed students. Special ed uses progress monitoring for identified students. Substitute teachers are need for the universal screening blitz team.

3. PD time will be in place for teachers to analyze R-CBM/MAZE AIMSweb data for targeted Title I students and acquire evidence based interventions that address the results of the universal data. Instructional specialist will provide assistance to highly qualified teachers in working with students needing help with fluency and comprehension.

4. PD time will be in place to train staff in explicit vocabulary instruction.

5. Presentation (PD) on differential instruction for teacher training will be done in 2012.

6. PD as needed for increase usage of Smart Boards and other technological resources

Planned staff responsible for implementing activity: All middle school faculty including Title I and special ed teachers and instructional specialists.

Actual staff responsible for implementing activity: all middle school faculty including Title I and special ed teachers and instrutlional specialists.

Planned Timeline: Begin Date - 2010-09-06, End Date - 2013-05-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Directed	No Funds Required	0.00	0.00

Goal 2: Improvement of Math Skills

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will demonstrate improvement of math skills.

Gap Statement: A significant gap currently exists in 6th, 7th and 8th grade math MEAP scores between economically disadvantaged (ED) and non-economically disadvantaged students (non-ED). For the 2009-2010 school year, 69% of ED 6th graders were proficient in math, compared to 88% of non-ED 6th graders, 63% of ED 7th graders were proficient in math, compared to 80% of non-ED 7th graders. Similarly, 61% of ED 8th graders were proficient in math, compared to 69% of non-ED 8th graders. For the 2010-2011 school year, 61% of ED 6th graders were proficient in math while 100% of the non-ED, 75% of ED 7th graders were proficient in math compared to 92% of non-ED 7th graders, and 55% of ED 8th graders were proficient in math, compared to 72% non-ED 8th graders. ED data dropped in percentage points and the gap widened in 8th grade. In 7th grade both groups improved in scores but the gap remained the same. In 6th grade, the gap increased greatly between the two.

Cause for Gap: Areas of weaknesses for the 2009-2010 school year on the math MEAP for 6th graders were place value and multiplication of whole numbers and for 7th graders rational number operations and converting in measurement systems. For 8th graders, weaknesses include proportionality, similar polygons, and representing linear functions. For 2010-2011, 6th grade weaknesses were decimals and fractions along with geometry concepts and connection while 7th graders showed a need to improve converting in measurement systems, representing linear functions, and solving equations. For 8th graders, understanding derived quantities, working with expressions and equations, and inverse proportionality.

Multiple measures/sources of data you used to identify this gap in student achievement: Although MEAP Data Disaggregation results were used as a primary source of gap identification, curriculum monitoring data including STAR testing, Title 1 compilation data, and math pre/post testing were also reviewed.

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 by using MEAP Dissaggregation Data, pre/post test scores, STAR testing scores, and MiBLSi strategies.

Contact Name: Mike Berutti

List of Objectives:

Name	Objective
Increase Proficiency of Economically Disadvantaged Students	Middle School students in the economically disadvantaged subgroup will exhibit a 3% increase in meeting proficiency levels one and two, per year, in the math MEAP Assessment scores, through the 2012-2013 school year. This was exceeded with the fall results of 2010 MEAP scores.(5.5%)

2.1. Objective: Increase Proficiency of Economically Disadvantaged Students

Measurable Objective Statement to Support Goal: Middle School students in the economically disadvantaged subgroup will exhibit a 3% increase in meeting proficiency levels one and two, per year, in the math MEAP Assessment scores, through the 2012-2013 school year. This was exceeded with the fall results of 2010 MEAP scores.(5.5%)

List of Strategies:

Name	Strategy
Raising Proficiency	Middle School Teaching staff will promote the following strategy components to meet math objective: 1. Small group instruction based on identified common core standards deficiencies. 2. Multimedia Integration -- Reinforce and review math topics to increase long-term retention. Lesson presentations by math teacher with utilization of online videos, textbook lesson videos, and demonstrations on a Smart Board. 3. Integration of Technology -- Use technology tools to further advance topics that are addressed in class. Scientific calculators will continue to be used by students to enhance basic math skills and introduce algebraic and geometric concepts. Smart Board technology will also be used to expand the scope of each lesson. 4. Implement and expand MiBLSi positive behavioral support strategies in the school setting.

2.1.1. Strategy: Raising Proficiency

Strategy Statement: Middle School Teaching staff will promote the following strategy components to meet math objective:

1. Small group instruction based on identified common core standards deficiencies.
2. Multimedia Integration -- Reinforce and review math topics to increase long-term retention. Lesson presentations by math teacher with utilization of online videos, textbook lesson videos, and demonstrations on a Smart Board.
3. Integration of Technology -- Use technology tools to further advance topics that are addressed in class. Scientific calculators will continue to be used by students to enhance basic math skills and introduce algebraic and geometric concepts. Smart Board technology will also be used to expand the scope of each lesson.
4. Implement and expand MiBLSi positive behavioral support strategies in the school setting.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

Other Required Information for Strategy

Smart Board web site with aligned Michigan GLCEs.

United Streaming through Discovery Education online library of videos with aligned Michigan GLCEs.

Online and printed supplementary material that parallels the textbook and state curriculum, such as at

www.phschool.com and www.michigan.gov.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Raising Proficiency	2010-09-05	2013-05-30	Mathematics Department, Title I, special ed, and instructional specialist

2.1.1.1. Activity: Raising Proficiency

Activity Description: The following activities will address the math strategy:

1. Provide instructional specialists in classroom with highly qualified teacher to work with individuals in areas identified as weaknesses.
2. Identify and implement evidence based universal screening tool
3. Provide PD time to expand use of scientific calculators and Smart Board
4. Schedule tier one and two intervention time.
5. Hold regularly scheduled data review meetings and additional time to research and revise appropriate interventions.

Planned staff responsible for implementing activity: Mathematics Department, Title I, special ed, and instructional specialist

Actual staff responsible for implementing activity: Math staff, Title I, special ed and instructional specialist.

Planned Timeline: Begin Date - 2010-09-05, End Date - 2013-05-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None needed	No Funds Required	0.00	0.00
Plan Session	Other	150.00	0.00

Goal 3: Writing Equalization

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: The middle school goal is to equalize writing proficiency with all middle school

students.

Gap Statement: Based on a review of our 2006, 2007, and 2008 MEAP 3 year Comparison Disaggregation Data, a gap between state writing scores and our scores exists. Although the 2008 and 2007 gap is 5%, an improvement from the 2006 gap of 10%, decreasing this discrepancy is desired. The 2010 gap between local and state was increased to 12%.

Cause for Gap: After item analysis and teacher input on pre/post testing, it is determined that students have struggled with identifying and presenting a thesis statement. By not grasping the concept of the thesis statement, students have not been able to organize and transition their thoughts around the thesis statement. The 2010 7th grade item analysis indicated the writing process and grammar and usage needed improvement.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP 3-year Comparison Disaggregation Data was used as the primary source of gap identification.

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 previously. Multiple measures of assessment will be used. Using the 4-Square Writing Process, students' writing will be monitored.

Contact Name: Mike Berutti

List of Objectives:

Name	Objective
Writing Proficiency	Proficiency scores will improve 1% a year for 7th grade students on the MEAP Writing Assessment with a total of 3% increase at the end of 2012-2013 school year

3.1. Objective: Writing Proficiency

Measurable Objective Statement to Support Goal: Proficiency scores will improve 1% a year for 7th grade students on the MEAP Writing Assessment with a total of 3% increase at the end of 2012-2013 school year

List of Strategies:

Name	Strategy
Organizational Writing Skills	Writing strategy is teacher-led and student focused as follows: 1. Complete extensive modeling of the required writing formats and use writing frames to scaffold students 2. Utilize peer editing and collaborative groups will encourage students to develop self-discipline, and enhance the ability to recognize and correct errors in the writing process. 3. Obtain and utilize MY Access computerized writing program for the 2011-2012 school year. 4. Implement and expand universal positive behavior support strategies in the school setting. 5. Update of writing rubrics and exploration of writing process with emphasis on universal 4-square writing program and puzzle process to build writing pieces.

3.1.1. Strategy: Organizational Writing Skills

Strategy Statement: Writing strategy is teacher-led and student focused as follows:

1. Complete extensive modeling of the required writing formats and use writing frames to scaffold students
2. Utilize peer editing and collaborative groups will encourage students to develop self-discipline, and enhance the ability to recognize and correct errors in the writing process.
3. Obtain and utilize MY Access computerized writing program for the 2011-2012 school year.
4. Implement and expand universal positive behavior support strategies in the school setting.
5. Update of writing rubrics and exploration of writing process with emphasis on universal 4-square writing program and puzzle process to build writing pieces.

Selected Target Areas

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.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

Other Required Information for Strategy

"6+1 Writing Traits" Northwestern Regional Laboratory

"Four-Square" Judith & Jay Gould - Teaching & Learning Company

"Use of Focus & Essential Questions" - Macolm ISD

"Writing Across the Curriculum" - Michigan Department of Education-Toulman's Model of Augmentation

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Getting Meat into the	2010-09-	2013-05-	All staff including instructional specialist, Title I and

Writing	05	30	Special Ed
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3.1.1.1. Activity: Getting Meat into the Writing

Activity Description: 1. Middle school teachers will meet prior to the school year 2011-2012 with writing specialist to formulate plan for implementation of writing strategy and development of rubric. Grade level contact with writing specialist will continue periodically throughout the school year to evaluate and revise writing process/rubric for students.
 2. PD time to develop writing frames, to learn MY Access training, and to develop cross curricular 4-square rubric.

Planned staff responsible for implementing activity: All staff including instructional specialist, Title I and Special Ed

Actual staff responsible for implementing activity: All staff including instructional specialist, Title I and Special Ed

Planned Timeline: Begin Date - 2010-09-05, End Date - 2013-05-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Not needed	No Funds Required	0.00	0.00

Goal 4: Social Studies Improvement

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will improve their social studies proficiency scores.

Gap Statement: The following sub-groups of economically disadvantaged (ED) and non-economically disadvantaged(non-ED) were compared for gap analysis in 7th and 8th grades:

In 2008, 51% of ED students met proficiency levels as compared to 85% who were non-ED. In 2009, 65% of ED students met proficiency levels as compared to 92% of non-ED. In 2010, 78% of ED students met proficiency levels as compared to 91% of non-ED.

In 6th grade, 54% of ED students met proficiency levels as compared to 80% of non-ED in 2010.

Cause for Gap: After a review of item analysis for 7th and 8th grades, understanding vocabulary and comprehension were identified as areas of concentration. Economics and civics were weak for 2010 MEAP

results. In 6th grade economics and comprehending the past were identified for 2009. A review of strand results for 2010 MEAP for 6th grade 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: Data analysis was completed on MEAP assessment results in social studies and English Language arts. Compilation of Title I results and teacher-made, developmentally appropriate pre/post tests were also considered.

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. Besides the present multiple measures of assessment, Middle School AIMSweb access implementation has been initiated and universal screenings using MAZES and R-CBM, (both researched base) are scheduled three time per year for reading data review.

Contact Name: Mike Berutti

List of Objectives:

Name	Objective
Moving Forward in Social Studies	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. Seventy percent of economically disadvantaged students will meet the proficiency levels and 2 in the MEAP Social Studies Assessment for 9th grade at the end of the 2013 school year.

4.1. Objective: Moving Forward in Social Studies

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. Seventy percent of economically disadvantaged students will meet the proficiency levels and 2 in the MEAP Social Studies Assessment for 9th grade at the end of the 2013 school year.

List of Strategies:

Name	Strategy
Emphasis on Vocabulary and Comprehension	1. Align the social studies curriculum with the GLCES. 2. Maintain KWL (What I Know, What I Want to Know, and What I Learned) strategy when presenting information 3. Analyze social studies-related terminology and vocabulary. 4. Use supplemental materials to further enhance comprehension through United Streaming. 5. Reinforce reading strategies and increase fluency and comprehension through reading interventions 6. Implement and expand universal positive behavior support strategies in the school setting.

4.1.1. Strategy: Emphasis on Vocabulary and Comprehension

- Strategy Statement:**
1. Align the social studies curriculum with the GLCES.
 2. Maintain KWL (What I Know, What I Want to Know, and What I Learned) strategy when presenting information
 3. Analyze social studies-related terminology and vocabulary.
 4. Use supplemental materials to further enhance comprehension through United Streaming.
 5. Reinforce reading strategies and increase fluency and comprehension through reading interventions
 6. Implement and expand universal positive behavior support strategies in the school setting.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

Curriculum Framework Document

Textbooks:

Prentice Hall: The American Nation (Beginnings Through 1877)

Prentice Hall: Eastern Hemisphere (Geography, History, Culture)

United Streaming through Discovery Education online library of videos.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Increase Vocabulary to Enhance Comprehension	2010-09-05	2013-05-30	Social Studies Department, instructional specialists, Title I and Special ed staff

4.1.1.1. Activity: Increase Vocabulary to Enhance Comprehension

- Activity Description:**
1. Update curriculum maps and download to school web page.
 2. Introduce chapters using the KWL chart.
 3. Discuss the meaning of prefixes and suffixes so that students can dissect the words to gain a greater understanding of their meaning.

4. Show video clips from United Streaming on topics related to the content of the class to further students' comprehension through the use of technology.
5. Participation of students in group presentations in order to further increase comprehension and reinforce learning.

Planned staff responsible for implementing activity: Social Studies Department, instructional specialists, Title I and Special ed staff

Actual staff responsible for implementing activity: Social Studies Department, instructional specialists, Title I and Special ed staff

Planned Timeline: Begin Date - 2010-09-05, End Date - 2013-05-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
none required	No Funds Required	0.00	0.00

Goal 5: Science Acceleration in Comprehension

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will be proficient in science.

Gap Statement: Based on 7th and 8th grade:

Results in 2007, 71% of the economically disadvantaged (ED) students met proficiency as compared to 95% of non-economically disadvantaged (non-ED)

Results for 2008, 56% of ED students met proficiency as compared to 94% of non-ED.

Results for 2009, 69% of ED students met proficiency as compared to 80% of non-ED.

Results for 2010, 52% of ED students met proficiency as compared to 75% of non-ED.

In 6th grade only

Results in 2007, 71% of ED students met proficiency as compared to 95% of non-ED.

Results for 2008, 56% of ED students met proficiency as compared to 94% of non-ED.

Results for 2009, 69% of ED students met proficiency as compared to 80% of non-ED.

Results for 2010, 52% of ED students met proficiency as compared to 75% of non-ED.

Cause for Gap: As noted from the item analysis, students showed deficiencies in understanding vocabulary and comprehension in 2009. In 2010, it was physical science and earth science.

As noted from the item analysis, 6th grade students showed deficiencies in understanding vocabulary and comprehension in 2009. In 2010, it was physical science and earth science.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP 8th grade

science scores, compilation of Title I results, and 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 objective as stated. MEAP assessment, AIMSweb, R-CBM, MAZE, and pre/post tests will be used to assess comprehension and fluency.

Contact Name: Mike Berutti

List of Objectives:

Name	Objective
Elevating Science Comprehension	There will be a 5% increase in the economically disadvantaged students meeting proficiency levels 1 and 2 in the MEAP 8th Grade Science Assessment for the school year 2012-2013.

5.1. Objective: Elevating Science Comprehension

Measurable Objective Statement to Support Goal: There will be a 5% increase in the economically disadvantaged students meeting proficiency levels 1 and 2 in the MEAP 8th Grade Science Assessment for the school year 2012-2013.

List of Strategies:

Name	Strategy
Science in Motion	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. Maintain KWL (What I Know, What I Want to Know, and What I Learned) strategy i addressing science concepts. 6. Analyze science-related terminology and vocabulary in classroom 7. Utilize universal reading, prior knowledge, and comprehension strategies. 8. Implement and expand universal positive behavior support strategies in the school setting.

5.1.1. Strategy: Science in Motion

- Strategy Statement:**
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. Maintain KWL (What I Know, What I Want to Know, and What I Learned) strategy i addressing science

concepts.

- 6. Analyze science-related terminology and vocabulary in classroom
- 7. Utilize universal reading, prior knowledge, and comprehension strategies.
- 8. Implement and expand universal positive behavior support strategies in the school setting.

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.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

Use of Focus and Essential Questions - Macolm ISD

Florida Center for Reading Research website

Curriculum Frameworks Document

Textbooks:

7th grade - Physical Science, Prentice Hall

8th grade High School Earth Science, Prentice Hall

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Interactive Science	2010-09-05	2013-05-30	Science teacher, Title I, special ed, and instructional specialist staff

5.1.1.1. Activity: Interactive Science

Activity Description: 1. Update curriculum maps and submission to school website
 2. PD to research best practices for science acquisition, on universal reading and comprehension strategies, and on explicit vocabulary development.

Planned staff responsible for implementing activity: Science teacher, Title I, special ed, and instructional specialist staff

Actual staff responsible for implementing activity: Science teacher, Title I, special ed, and instructional specialist staff

Planned Timeline: Begin Date - 2010-09-05, End Date - 2013-05-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None needed	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Other	\$150.00	\$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?

Required information was gathered and then reviewed by the SIP team. Questions related to data were discussed by the team. Review of data is on-going.

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.

Title I, Part A students are tentatively identified by the school as failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas, using the criteria identified below for the up-coming school year in May. This information is reviewed in the fall of the school year and at-risk information (Free/Reduced Lunch status) is updated. Enrollment status is updated. MEAP scores are used to review needs of new students to the district each fall and at the time of enrollment throughout the school year. Students enrolled at the start of the school year will follow the scheduled universal screening (MAZE, STAR, R-CBM) dates. The first Fall Universal Screening(1) using MAZE, R-CBM, and STAR occurs in September. If a new student enters from another state, state test scores are reviewed and the process of data collection and at-risk information begins via universal screenings (MAZE, STAR, R-CBM). Universal objective pretests correlating to core subject/grade level GLECs are administered at the beginning of each school year and as new students are enrolled. Students not meeting proficiency of each respective test, they will be targeted for Title I.

Students identified as Title I receive evidence based targeted interventions are strategic monitored monthly. Interventions are modified as needed according to data.

After the Winter Universal Screening(2) (MAZE, R-CBM, STAR), fall MEAP results review, semester grades are recorded, and winter Teacher Referrals are complete (prior to MSDS Spring Count Day), a new list of identified students is completed using the new data and the criteria below.

After the Spring Universal Screening(3) (MAZE, R-CBM, STAR), spring Teacher Referrals are completed, and Core Subject Universal Posttest scores are completed, a new tentative student list using the criteria listed below for the upcoming school year is completed.

Movement of targeted students is fluid and based on the most recent data available.

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.

Michigan Educational Assessment Program (MEAP) scores are used to identify eligible students in the core areas tested. Students not meeting proficiency in a subject (receiving a score of 3H or below) qualify in corresponding subject. Students with border scores (2L) are screened for additional triangulated qualifying factors.

MAZE reading comprehension test scores (Universal Screening 3 times per year starting 2010-11 school year) are used to identify students struggling with reading comprehension. Students who do not meet the score target are identified as needing additional intervention.

R-CBM fluency test scores (Universal Screening 3 times per year starting 2010-11 school year) are used to identify students struggling with reading fluency. Students who do not meet the score target are identified as needing additional intervention.

Core subject/grade level universal objective pre/post tests correlating to Michigan GLECs are universally administered to all students in seventh and eighth grade at the beginning of each school year (pretest) and in May of the school year (posttest). New students enrolling in the district throughout the year receive core pretests upon enrollment. These will be aligned with common core curriculum during the 2011-2012 school year.

STAR Math and Reading tests (Universal Screening 3 times per year starting 2010-11 school year) are administered and a grade equivalent is identified.

At Risk Factors (Free/Reduced Lunch) are identified.

Homeless students are identified.

Neglected or delinquent children are identified.

Students whose eligibility was terminated from the Special Education program are identified and targeted for one card marking and thereafter through the screening process.

The following subjective data is also collected:

Teacher Referrals are completed two times per year (Winter and Spring); however, teacher referrals are completed as need arises.

Parent Referrals as need arises.

Current Report Card Grades are collected.

Historical Report Card Grades are reviewed.

Semester Failures are recorded.

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.

Not applicable

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.

A Title I, Part A teacher is the internal reading coach on the MiBLSi Leadership Team. The MiBLSi Leadership Team is a part of the School Improvement Team. AIMSweb data management tool is used to gather universal information on the reading comprehension and fluency of seventh and eighth grade students. Data4SS and Data Director are used to analyze MEAP results. Additionally Data Director capabilities are being explored for comparative analysis. Based on the data collected from the MAZE and R-CBM universal screenings and MEAP test, the School Improvement Team makes instructional decisions regarding appropriate evidence-based universal strategies, time and scheduling allocation recommendations with the assistance of the internal reading coach Title I, Part A teacher. Core subject area school improvement goals are developed using identifiable achievement gaps by the School Improvement Team and the subject area highly qualified teacher(s) along with the Title I, Part A teacher. Strategies to reach these goals are developed and incorporate Title I, Part A services.

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).

Title I, Part A staff along with the regular education teachers analyze MEAP results, universal objective pre/posttests correlating to core subject/grade level GLECs results, MAZE and R-CBM results, and STAR Math and Reading results. Title I, Part A teacher(s) work with the regular education staff to develop School

Improvement Goals for each core subject and gather evidence-based strategies to reduce achievement gaps. The Title I, Part A teacher(s) with direction from the classroom teacher work directly with Title I, Part A targeted eligible students in the classroom. The Title I, Part A teacher(s) also provides a pull-in one-on-one with Title I, Part A targeted eligible students who are failing or most at risk of failing to meet the state core curriculum standards.

The English Language Arts staff works with Title I, Part A teachers examining evidence-based reading strategies and sharing and coordinating necessary materials for tier one and two reading comprehension and fluency interventions.

Universal reading strategies are also supported by Title I, Part A staff in the regular education program and professional development.

A Title I, Part A teacher is the internal reading coach on the MiBLSi Leadership Team, which is part of the School Improvement Team. There are regular education staff members on the MiBLSi Leadership Team. Through regularly scheduled MiBLSi meetings and regional trainings, program coordination along with implementation of universal positive behavior supports and universal reading comprehension strategies have been possible. Program coordination is also on-going.

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.

Teachers design lesson plans and assessments with the State GLCEs identified. Students not meeting GLCEs receive RTI.

When MEAP results are received, teachers use Data Director and Data4Success to review MEAP results and identify areas of weaknesses related to GLCEs. This information is used to review and revise curriculum by core subject teachers. These teachers then incorporate necessary adjustments in their lesson plans. Depending on results, research based universal strategies may be incorporated. Departmental meetings are held on a regular basis to review curriculum.

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

Due to the small size of this school district, there is one highly qualified teacher per subject so curriculum and instructional practices are based on GLCEs and easily monitored for quality, follow through and revision. Title I and special education teachers support differentiated instruction of curriculum, instruction, and assessment. Data4SS and Data Director are used by all teachers for assessment results. Teachers attend professional development to keep current on state curriculum expectations and best practices.

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.

The Title I, Part A teacher is highly qualified as are all the teachers in the school district.

There are no Title I, Part A paraprofessionals in the middle school.

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.

An introductory letter from the Title I, Part A staff encouraging parental involvement is included in the student handbook all students receive at the beginning of the school year along with the parent/teacher/student compact outlining how parents, the entire staff, and students share the responsibility for improved student academic achievement.

A Title I, Part A Parent survey is included in the student handbook. The results are reviewed by the School Improvement Team and Title I, Part A staff members. The results are used to make program adjustments to address the needs of Title I, Part A students.

A Title I, Part A Parent Evaluation Survey will be sent home with report cards the third marking period of each school year beginning the 2010-11 school year. The evaluation surveys will also be available to parents at the Title I, Part A Annual Meeting. The results will be reviewed by the School Improvement Team and Title I, Part A staff members. The results will be used to make decisions on program design for the upcoming school year.

A Title I, Part A teacher is available to parents and staff during fall parent-teacher conferences. Additional parental communication and support (ie weekly progress reports, homework club information, etc.) can be arranged on an individual basis. AIMSweb universal screening and child results are explained.

A parent letter with an explanation of the school's positive behavioral support system and AIMSweb universal screening results with an explanation is sent home three times a year with report cards.

A web-based grade book (power school) is used so parents can have immediate, up-to-date access to their child's grades and progress. Parents are issued passwords so they can view and monitor their child's grades, attendance, homework completion, school announcements and upcoming events, and contact teachers easily via email links.

All staff has an email account to contact parents and vice versa. A telephone is also provided in each classroom.

Flexibly scheduled parent-teacher meetings are scheduled to accommodate parents throughout the year as needed and/or requested.

Parents and community members are invited to school programs and concerts.

A middle school parent/student orientation is scheduled prior to each new school year. The orientation date is published in the local newspaper.

A school website is maintained with school announcements, sport schedules, hot lunch menus, contact information, etc. Title I, Part A information is available along with information on literacy, MiBLSi, AIMSweb, a link to MDE grade level GLCEs, etc.

Parents receive the school calendar, district newsletters, hot lunch menus, and various written communications throughout the year.

Parents are members of the School Improvement Team.

Staff members are present at student events.

Two positive parent contacts (phone or email) are required of all teachers weekly.

A K-8 Title I, Part A Annual Parent Meeting is held during the third quarter of the school year. The meeting is announced in our local newspaper and by a school memo given to each student. A special presentation is arranged immediately following the meeting to encourage attendance. The special performer for the 2009-10 school year was Tom Pease. In 2010-2011, a science fair and literacy night was held in conjunction with the annual meeting with positive results. The 2011-2012, another student activity will be planned in conjunction with the annual Title I meeting.

Progress reports are distributed the fifth week of each card marking period. Report cards are distributed quarterly.

Staff members make parental contacts for minor behavioral offenses. Parent conferences are held for students with repeated behavioral offenses and are scheduled to accommodate parental availability.

Parents are members of the District School Improvement Team and Steering Committee.

School Board meetings are held monthly at regularly scheduled times. School Board Minutes are reported on the local radio station and a written form is available to parents.

Parent volunteers are in the library.

Community resources are utilized as positive behavioral supports every three weeks and a picture of

students meeting behavioral expectations is published every few months.

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

2a. Design

A Parent Survey provided in the student handbook all students receive at the beginning of each school year is used to gather input and insight into program design. Suggestions for Title I, Part A service improvements are also requested. This information is gathered and reviewed by the School Improvement Team and changes/adjustments are made as possible and necessary. Parents are also members of the School Improvement Team so consistent, on-going parental input is readily accessible. The School Improvement Team also reviews the parent-teacher-student compact annually and adjustments are made as necessary. A Title I, Part A Parent Evaluation Survey will be sent home with report cards the third marking period of each school year beginning the 2010-11 school year. The results will be reviewed by the School Improvement Team and Title I, Part A staff members. The results will be used to make decisions on program design for the upcoming school year.

2b. Implementation

As much of the Title I, Part A services are data driven, parental involvement involves on-going parental communication via means listed above. The School Improvement Team which includes parents meets regularly throughout the school year and valid decisions/adjustments are made to the program as needed.

2c. Evaluation

A Parent Survey is sent home with third quarter report cards asking for program feedback. This information is shared with the School Improvement Team and valid decisions/adjustments to the program are made as necessary. This survey is also available during the Annual Title I, Part A Parent meeting held the third quarter of every year.

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

A state generated MEAP Parent Report is sent home with the results of results of the MEAP test.

The AIMSweb test and results are explained during fall parent conferences and a link to AIMSweb information is provided on the Title I, Part A link on the school website. A parent letter is sent home with AIMSweb test results three times a year with report cards. The letter contains an explanation of the results.

Michigan Department of Education Grade Level Content Expectations for the four core subjects are on the Title I, Part A link on the school website.

A web-based grade book (power school) is used so parents can to have immediate, up-to-date access to their child's grades and academic progress.

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".

Student-Parent-Teacher Compact is reviewed during the annual title I parent meeting. It is included in the middle school handbook at the beginning of the school year. Being a middle school, the compact assurance statement is not applicable due to grade levels served.

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 Student-Parent-Teacher Compact. Parent sign-in sheets are used to monitor attendance and involvement. There are also the results of two parent surveys that validates involvement. The number of returned compacts is also used.

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. Sign-in sheets were compared to previous there continues to be an increase. All parent surveys have been reviewed. 100% of the surveys returned report satisfaction with the current Title I program.

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".

n/a

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.

SIP team, MiBLSi team, content area department teachers, co-teaching collaboration all take part in the

development of authentic assessment used to measure students' achievement, skills, and competencies. Objective assessment used universally include MEAP, AIMSweb (R-CBM and MAZE), phonics screeners (as needed), core subject pre and post tests, chapter/unit/theme tests, and differentiated instructional assignments. Subjective assessment includes historical data (both) and observational data.

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.

Title I, Part A students, in addition to Title I, Part A services, have services provided by an Americorps worker. Through Americorps, all students have the opportunity to attend an after school homework club four days a week. Title I, Part A students are encouraged to attend in order to receive homework assistance. Americorps worker is also part of the AIMSweb Blitz Universal Screening Team.

The MiBLSi Leadership Team along with staff have developed universal behavioral expectations and universal behavior supports which include incentives.

The middle school has a highly qualified counselor available to all students.

The Summer Hot Lunch Program provides a free meal to all students.

A free/reduced lunch program is provided.

Teaching staff are members of a Teacher/Community Outreach Program which includes a canned food drive, breakfast at his house, and an Easter basket collection.

A Veteran's Day Program is held each year. All middle school students participate in an essay contest sponsored by the local VFW.

Family/Child counseling services are provided by community organization Northpointe Mental Health facility.

A District Homeless Liaison is in place to service students.

The local Department of Human Services provides assistance as needed.

GED services are in place for both instructional and testing purposes.

Ongoing Review of Eligible Student Progress

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

Students are tentatively identified for the up-coming school year in May. This information is reviewed in the fall of the school year and at-risk information (Free/Reduced Lunch status) is updated. Enrollment status is updated. MEAP scores are used to review needs of new students to the district each fall and at the time of enrollment throughout the school year. Students enrolled at the start of the school year will follow the scheduled universal screening (MAZE, STAR, R-CBM) dates. The Fall Universal Screening(1) using MAZE, R-CBM, and STAR occurs in September. If a new student enters from another state, state test scores are reviewed and the process of data collection and at-risk information begins via universal screenings (MAZE, STAR, R-CBM). Universal objective pretests correlating to core subject/grade level GLECs are administered at the beginning of each school year and as new students are enrolled.

After the Winter Universal Screening(2)(MAZE, R-CBM, STAR)and fall MEAP results are received, semester grades are recorded, and winter Teacher Referrals are completed (prior to MSDS Spring Count Day), a new list of identified students is completed using the new data. At-risk hot lunch is also reviewed.

After the Spring Universal Screening(3) (MAZE, R-CBM, STAR), spring Teacher Referrals are completed, and Core Subject Universal Posttest scores are completed, a new tentative student list using the new data are identified for the upcoming school year.

Data received from the Spring Universal screening(3)(R-CBM and MAZE) is used to identify students needing progress monitoring and strategic reading interventions. Students identified will receive 50 minutes of daily research-based reading interventions in both fluency and comprehension. Monthly strategic monitoring of Tier II and weekly progress monitoring of Tier III students is done using AIMSweb progress monitoring tools, allowing for the fluid movement of targeted students and addressing reading concerns as they are identified in real time using the most recent data available.

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

The data received from the universal AIMSweb screenings three times per year and the monthly strategic monitoring data from students in Tier II and weekly progress monitoring of students in Tier III will be used to identify students in need of strategic reading interventions. Students in Tier II and Tier III on the R-CBM will receive research-based fluency interventions (Six Minute Solution and Choral reading) along with explicit vocabulary instruction (REWARDS program). Students in Tier II and Tier III on the MAZE will receive extended reading comprehension instruction and practice using evidence-based universal reading comprehension strategies (SQ4R method, textbook feature analysis, prior knowledge inventories or KWL, paragraph shrinking, event mapping, and QAR).

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

The data received from the universal screenings three times per year, monthly strategic monitoring of Tier II students, and weekly progress monitoring of Tier III students will be used to group students, yet accommodate movement by remaining fluid and flexible. Cross-grade groupings will be used when appropriate to increase instructional opportunities when scheduling is conducive.

If data presents results not addressed through the identified interventions or if progress is not apparent, research will be conducted to identify research-based strategies correlating to the identified deficit.

Using Data4SS and Data Director, tier I students not meeting identified core grade level GLECS will

receive targeted benchmark instruction by the highly qualified classroom teacher. Tier 2 and 3 students will receive additional research based interventions with Title I, Part A staff.

Title I, Part A staff is on the MiBLSi Leadership Team which is part of the School Improvement Team. Progress meeting the core content area goals is evaluated regularly and adjustments to Title I, Part A services are adjusted accordingly.

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.

Using AIMSweb, Data Director, Data4SS, weekly progress monitoring and monthly strategic monitoring will be provided for all Tier II and Tier III students. Research based reading intervention and professional development will be directed towards supporting the staff's successful implementation to assure program success and sustainability. Universal Positive Behavior supports are in place and a behavior expectation matrix has been developed. Positive Behavior lessons will be taught at the beginning of the school year. Universal reading comprehension strategies will be implemented. Problems that arise during implementation will be addressed during MiBLSi team meetings, MiBLSi staff updates, and staff meetings scheduled consistently throughout the school year and professional development will be arranged accordingly.

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.

1. *United Streaming through Discovery Education--math, social studies, and English.*
2. *Prentice Hall-Pearson online supplementation for science and math.*
3. *Computer use in all content areas.*
4. *Overhead projectors, scientific calculators, SMART Board and multimedia assignments.*
5. *Data analysis through Data4SS and Data Director along with additional training for professional development in using Data Director.*
6. *AIMSWeb testing including MAZE and R-CBM and SWIS for data entry*
7. *STAR math and reading assessments through computer usage.*
8. *On-line staff surveys are completed.*
9. *Professional development on My Big Campus*
10. *Principals uses twitter to communicate with all stakeholders.*
11. *A technology coordinator maintains services and generates appropriate new items as needed for professional staff.*

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.

Data from MEAP results is reviewed and analysed throughout the year to determine student gaps in

achievement, curriculum modifications, necessary RTIs, and develop and/or revise goals, objectives, strategies and activities. Professional development is based on identification of areas needing improvement and support. SIP team meets regularly throughout the school year to update action plans.

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

On-line communication is an effective tool in the district and used as follows: Power School, emails, web page, and annual school reports. A parent letter goes home three times a year explaining the AIMSweb results, progress reports four times a year, report cards four times a year, and daily student notes, phone calls, parent meetings as needed. MEAP results are sent home. Parent/Teacher Conferences are held.

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.

The School Improvement Team and MiBLSi team meet regularly to organize the following:

- analysis of data and interpretation of gap and cause*
- identification of objective, strategies and activities*
- formulation of SIP*
- dissemination and implementation of plan*
- modification of components*

The SIP is available for review and input.

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: *N/A (our school does not have grades 1-5)*

Comments:

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: *High School Content Expectations for PHY ED.*

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: *91-149 minutes at elementary level, 136-224 minutes 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: *No*

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
	Mike	Berutti	Principal	mberutti@westiron.org
	Beth	Basirico	Title I teacher	bbasirico@westiron.org
	Dave	Kunchynski	math teacher	dkunchynski@westiron.org
	Kelly	Richardson	ELA teacher	krichardson@westiron.org
	Jay	Jurecic	science teacher	jjurecic@westiron.org
	Joe	Serbentas	social studies teacher	jserbentas@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:	Superintendent
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 Title I
- Parent's Right To Know Title I

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.
</

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- 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;

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

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

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

Adopted 3/15/10



**WEST IRON COUNTY
MIDDLE SCHOOL & HIGH SCHOOL**

701 GARFIELD AVENUE
IRON RIVER, MICHIGAN 49935

WWW.WESTIRON.ORG

PHONE 906.266.5184
FAX 906.266.9790
ATTENDANCE/ATHLETICS 266.3534

Dear Parent(s)/Guardian(s):

Title I, the cornerstone of the No Child Left Behind (NCLB) Act, is the largest federal education program, providing funds to school districts and schools with high numbers or high percentages of children who are disadvantaged to support a variety of services. Its overall purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. The West Iron County Middle School offers a "Targeted assistance program" in which the school identifies students who are falling, or most at risk of falling, to meet the State's challenging academic achievement standards. Targeted assistance schools design an instructional program to meet the needs of those students using instructional strategies based on scientifically based research. Our school uses AIMSweb, a web-based data management and reporting system to determine if students are responding to directed interventions.

Another goal of the Title I program is to build a school-home partnership that will insure the success of all students. Our school district recognizes and values parent and community contributions and involvement in the children's quest to succeed. A Parent/Student/Teacher Compact is one way Title I can promote communication and clearly identify how each participant can contribute to the partnership. The compact is not a permission slip for your child to be part of the Title I program, but rather an understanding and commitment by both you and the school to help your child academically throughout the coming year. Please read all parts of the compact carefully, discuss the compact with your child, sign and return it to the middle school office. Your continued support and participation is greatly appreciated.

If you have any questions about Title I, please contact the school.

Sincerely,

Title I Teaching Staff



The Title I program at West Iron County Middle School ensures the highest level of success for every individual. Working together to help students improve their academic achievement and accuracy near the State of Michigan's rigorous academic standards is the best effective means of achieving our shared goal.

Parent/Guardian Agreement

It is important to have your child reach his/her full academic potential. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly
- Establish a time and place for my child to complete his/her homework
- Encourage my child to read or study with me or with other adults every day
- Encourage my child to help with other school tasks
- Encourage positive attitudes about school
- Stay aware of what my child is learning and show interest in my child's education
- Monitor my child's progress regularly
- Strive to create a well-structured and well-ventilated child to school each day
- Maintain open communication with classroom teachers and school

Parent/Guardian Signature X _____

Date _____

Student Agreement

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

- Participate in all classroom activities
- Actively participate in classroom activities
- Set aside a quiet time and place to study each night
- Be prepared for each class with the materials required, including homework
- Always try to work to the best of my ability
- Always try to work to the best of my ability, follow directions, and show respect
- Follow all school rules
- Believe that I can learn and I will learn

Student Signature X _____

Date _____

Teacher Agreement

Students must be given the opportunity to succeed. Therefore, we will do the following:

- Provide a classroom environment conducive to learning
- Maintain open lines of effective communication with students and their parents
- Maintain open lines of communication with students and their parents
- Monitor student progress and provide individualized instruction
- Teach students strategies to become competent
- Made efficient use of academic learning time
- Encourage students to work to the best of their ability
- Strive to meet each student's individual needs

West Iron County Middle School Teaching Staff

English (ELA) X _____

Social Studies X _____

Math X _____

Science X _____

Math X _____

Date _____

Please contact the school office for more information regarding this agreement. This document is part of the school's system of student assessment and progress monitoring. It is intended to be used as a tool to help students achieve the State of Michigan's rigorous academic standards. The school district reserves the right to modify this agreement at any time without notice. Thank you for your commitment to our partnership.

Please complete and return to the middle school 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