

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: Yale Public Schools

ISD/RESA: St. Clair County RESA

School Name: Avoca Elementary School

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

Principal: Mrs. Nancy A. LePla

Building Code: 00157

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:	Avoca Elementary School
District:	Yale Public Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5
School Code Number:	00157
City:	Avoca
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Avoca Elementary School is committed to providing the best educational experience for the individual learner. It is our hope to prepare each student so that they are postured for continued educational success.

Mission Statement

Believing each young person should be motivated and encouraged to achieve his/her highest potential, the staff of Avoca Elementary School has as its mission the creation and implementation of a safe, supportive, and innovative learning environment designed to meet the needs of its students. We, the entire staff, will strive to provide a positive school atmosphere, quality education and an equal opportunity to learn so all students will be continually encouraged to attain their maximum level of intellectual, physical, and social growth. We acknowledge and recognize the significance and importance of school, family and community working together to achieve this mission.

Beliefs Statement

We believe:

*Parent participation enhances high expectations, student motivation and achievement.

*All students can learn and achieve in a safe, disciplined environment in which they feel trusted, supported and have a sense of belonging.

*Good self-esteem is vital for maximum academic achievement.

*Students will rise to the level of the expectation of the classroom/school.

*Schools should be organized to meet the needs and interests of students.

*Students learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate.

*Teachers should create/design challenging and engaging activities for students and lead/encourage/motivate them in those activities.

Goals

Name	Development Status	Progress Status
Mathematics	Complete	Open
Reading	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open
Writing	Complete	Open

Goal 1: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will be proficient in the area of Mathematics.

Gap Statement: Student results demonstrated lower scores on the fraction and measurement portion of the 2010 MEAP, when compared to the other portions of the assessment.

Cause for Gap: Extra instructional time needed to be spent on fraction and measurement.

Teachers need access to support materials and professional development, which will enhance the curriculum and instruction.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP Mathematics Assessment- 3rd-5th grades
Locally developed assessments expected levels as per District Math Plan.

Contact Name: Nancy LePla

List of Objectives:

Name	Objective
Increase Math Proficiency	The number of students who meet or exceed the proposed Math MEAP cut scores will increase by 5 percentage points from the 2011 to the 2012 MEAP.

1.1. Objective: Increase Math Proficiency

Measurable Objective Statement to Support Goal: The number of students who meet or exceed the proposed Math MEAP cut scores will increase by 5 percentage points from the 2011 to the 2012 MEAP.

List of Strategies:

Name	Strategy
AIMS	Teachers in grades k-5 will utilize supplemental AIMS materials for math instruction specific to fractions, decimals and measurement.
Differentiated Instruction	Teachers will provide all students with differentiated instruction in order to meet content expectations in the areas of fractions, decimals and measurement.
Intervention in Math	Teachers and paraprofessionals will provide individualized instruction with-in a small group or one-on-one to students at risk of not meeting state standards in order to ensure that all students are proficient in the area of math.
Key Math Vocabulary	All teachers will instruct students in key math vocabulary.

1.1.1. Strategy: AIMS

Strategy Statement: Teachers in grades k-5 will utilize supplemental AIMS materials for math instruction specific to fractions, decimals and measurement.

Selected Target Areas

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Other Required Information for Strategy

www.aimsedu.org/

AIMS activities directly involve students in active investigation of math concepts. Students learn math concepts more adequately when involved in hands-on math activities. All Avoca Elementary School teachers will use AIMS activities in addition to the math textbook series in order to better instruct students in math concepts. The following article supports the use of AIMS in the classroom:

Berlin, D.F. & Hillen, J.A. (October, 1994). Making connections in math and science: Identifying student outcomes. *School Science and Mathematics*, 94(6), 283-290.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
AIMS Activities	2011-09-06	2012-06-30	Principal and classroom teachers
U.P.S. Posters	2010-09-08	2011-06-30	K-5 students and principal

1.1.1.1. Activity: AIMS Activities

Activity Description: All teachers will have access to AIMS activity books to guide instruction.

Planned staff responsible for implementing activity: Principal and classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
U P S Look Posters	General Funds	0.00	0.00

1.1.1.2. Activity: U.P.S. Posters

Activity Description: All teachers will have access to U.P.S. posters to use with students.

Planned staff responsible for implementing activity: K-5 students and principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-08, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
U.P.S. Posters	General Funds	0.00	0.00

1.1.2. Strategy: Differentiated Instruction

Strategy Statement: Teachers will provide all students with differentiated instruction in order to meet content expectations in the areas of fractions, decimals and measurement.

Selected Target Areas

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Other Required Information for Strategy

The Differentiated Classroom: Responding to the Needs of All Learners
 By: Carol Ann Tomlinson, 1999

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-09-06	2012-06-15	Principal

1.1.2.1. Activity: Differentiated Instruction

Activity Type: Professional Development

Activity Description: Professional Development in Differentiated Instruction

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.3. Strategy: Intervention in Math

Strategy Statement: Teachers and paraprofessionals will provide individualized instruction with-in a small group or one-on-one to students at risk of not meeting state standards in order to ensure that all students are proficient in the area of math.

Selected Target Areas

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Other Required Information for Strategy

Fielding, Lynn, Nancy Kerr, Paul Rosier (2007). Annual Growth for All Students, Catch-Up Growth For Those Who are Behind. New Foundation Press.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Afterschool Tutoring	2011-09-06	2012-06-30	Principal
Identification of Students	2011-09-06	2012-06-30	Teachers and Principal
Summer School	2011-09-06	2012-06-30	Principal
Title 1 Services	2011-09-06	2012-06-30	Principal

1.1.3.1. Activity: Afterschool Tutoring

Activity Description: Title 1 staff will be assigned to provide after school tutoring in math.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Title I Schoolwide	0.00	

1.1.3.2. Activity: Identification of Students

Activity Description: Students requiring assistance in math will be identified using district math assessments.

Planned staff responsible for implementing activity: Teachers and Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.3.3. Activity: Summer School

Activity Description: Title 1 Staff will provide summer school to identified students for extra math instruction.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Title I Schoolwide	0.00	

1.1.3.4. Activity: Title 1 Services

Activity Description: Title 1 staff will be assigned to provide small group or one-on-one assistance to identified students.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Title I Schoolwide	0.00	

1.1.4. Strategy: Key Math Vocabulary

Strategy Statement: All teachers will instruct students in key math vocabulary.

Selected Target Areas

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Other Required Information for Strategy

Schwartz, J.C.

(December, 1999). Vocabulary and its effects on mathematics instruction. (Eric Document Reproduction Service No. ED 439 017).

In a study conducted in a rural K-12 district, students were found to be lacking a sufficient math vocabulary. During the study students were taught math vocabulary using a word wall, math journals, and strategies incorporating multiple intelligences. Results of the study show these intervention strategies led to an improvement in the math vocabulary of the students. Therefore, teachers at Avoca Elementary School will use math word walls as a means to improve student vocabulary in the content area of math.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Word Wall	2011-09-06	2012-06-15	Teachers K-5 and principal
Vocabulary List	2011-09-06	2012-06-15	Principal and Math Goal Team

1.1.4.1. Activity: Math Word Wall

Activity Description: All teachers will display a math word wall that corresponds with the grade level content expectations (GLCEs) to use with students.

Planned staff responsible for implementing activity: Teachers K-5 and principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Word Wall	General Funds	0.00	0.00

1.1.4.2. Activity: Vocabulary List

Activity Description: Math Goal team will compile grade-level key vocabulary lists used on the MEAP and in state content standards with teachers.

Planned staff responsible for implementing activity: Principal and Math Goal Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes for release time for Math Goal Team	General Funds	0.00	0.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in the area of Reading.

Gap Statement: Student results demonstrated lower scores on the comprehension portion of the 2010 MEAP, when compared to the other portions of the assessment.

Cause for Gap: Teachers will become more familiar with reading comprehension strategies and practice them with fidelity.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP and local assessments.

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? Indicate how the goal will be measured:
 MEAP ELA Assessment (comprehension items) (3rd-5th grades)

WriteWell: Target. Aim. Score! Assessment (2nd-5th grades)

DRA 1 and DRA 2 - Oral Reading and comprehension assessments (Kindergarten-5th grades) Students will be at expected levels per District Literacy Plan.

Contact Name: Nancy LePla

List of Objectives:

Name	Objective
Comprehension of Narrative and Informational Text	Increase student comprehension of narrative and informational text so that the percentage of students who meet the proposed cut score on the Reading MEAP will increase.
Teacher assessment for narrative and informational text	Increase teacher capacity to assess student ability to comprehend narrative and information text, so that the percent of students who meet the proposed cut score on the 2011 Reading MEAP will increase.

2.1. Objective: Comprehension of Narrative and Informational Text

Measurable Objective Statement to Support Goal: Increase student comprehension of narrative and informational text so that the percentage of students who meet the proposed cut score on the Reading MEAP will increase.

List of Strategies:

Name	Strategy
Intervention in Reading	Teachers and Paraprofessionals will provide individualized instruction with-in a small group or one-on-one to students at risk of not meeting state standards in order to ensure that all students are proficient in the area of math.
Phonemic awareness and phonics	Teachers in grades K-2 will use strategies that include phonemic awareness and phonics. Teachers, consultations, and paraprofessionals will use individualized and one-on-one instruction to help those students who are at risk of not reaching the state standards.
QAR	Teachers in 3rd-5th grades will utilize the Question-Answer-Relationship (QAR) with all students. Teachers will direct Title I para-professionals who work with students who are at risk of not meeting the state standards.

2.1.1. Strategy: Intervention in Reading

Strategy Statement: Teachers and Paraprofessionals will provide individualized instruction with-in a small group or one-on-one to students at risk of not meeting state standards in order to ensure that all students are proficient in the area of math.

Selected Target Areas

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Other Required Information for Strategy

Fielding, Lynn, Nancy Kerr, Paul Rosier (2007). Annual Growth for All Students, Catch-Up Growth For Those Who are Behind. New Foundation Press.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Afterschool Tutoring	2011-09-06	2012-06-30	Principal
Identification of Students	2011-09-06	2012-06-30	Principal
Summer School	2011-09-06	2012-06-30	Principal
Title 1 Services	2011-09-06	2012-06-30	Principal

2.1.1.1. Activity: Afterschool Tutoring

Activity Description: Title 1 Staff will be assigned to provide afterschool tutoring in reading.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Title I Schoolwide	0.00	

2.1.1.2. Activity: Identification of Students

Activity Description: Students requiring assistance in Reading will be identified using local reading assesments including DRA and DIBELS.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.1.3. Activity: Summer School

Activity Description: Title 1 Staff will provide summer school in reading.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Title I Schoolwide	0.00	

2.1.1.4. Activity: Title 1 Services

Activity Description: Title 1 Staff will be assigned to provide small group or one-on-one support to identified students.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Title I Schoolwide	0.00	

2.1.2. Strategy: Phonemic awareness and phonics

Strategy Statement: Teachers in grades K-2 will use strategies that include phonemic awareness and phonics.

Teachers, consultations, and paraprofessionals will use individualized and one-on-one instruction to help those students who are at risk of not reaching the state standards.

Selected Target Areas

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Other Required Information for Strategy

Fielding, Lynn, Nancy Kerr, Paul Rosier (2007). Annual Growth for All Students, Catch-Up Growth For Those Who are Behind. New Foundation Press.

This book explains what early intervention strategies are effective to help students attain better reading and spelling skills.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2011-09-06	2012-06-30	Speech pathologist, Title 1 paraprofessionals, and classroom teachers

2.1.2.1. Activity: Professional Development

Activity Description: The speech pathologist and Title 1 consultant will provide professional development for teachers.

Planned staff responsible for implementing activity: Speech pathologist, Title 1 paraprofessionals, and classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Phonemic Awareness Training	Title II Part A	0.00	0.00

2.1.3. Strategy: QAR

Strategy Statement: Teachers in 3rd-5th grades will utilize the Question-Answer-Relationship (QAR) with all students.

Teachers will direct Title I para-professionals who work with students who are at risk of not meeting the state standards.

Selected Target Areas

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Other Required Information for Strategy

Raphael, T.E. and P.D. Pearson. 1985. Increasing students' awareness of sources of information for answering questions. American Educational Research Journal 22, pp. 217-236

Research conducted with sixth graders in this article supports the use of the Question-Answer-Relationship strategy, which Avoca Elementary School will train 3rd-5th grade students to use.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
QAR training	2010-07-01	2011-06-30	RESA consultant, principal, teachers
QAR Unit of Study	2010-09-08	2011-06-30	classroom teachers k-5

2.1.3.1. Activity: QAR training

Activity Description: The RESA language arts consultant will provide professional development for those staff members who need extra training in QAR.

Planned staff responsible for implementing activity: RESA consultant, principal, teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
QAR training	Title II Part A	0.00	0.00

2.1.3.2. Activity: QAR Unit of Study

Activity Description: We will need the resource manual and book that trains teachers in the use of QAR to carry out this technique.

Planned staff responsible for implementing activity: classroom teachers k-5

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-08, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
QAR materials	General Funds	0.00	0.00

2.2. Objective: Teacher assessment for narrative and informational text

Measurable Objective Statement to Support Goal: Increase teacher capacity to assess student ability to comprehend narrative and information text, so that the percent of students who meet the proposed cut score on the 2011 Reading MEAP will increase.

List of Strategies:

Name	Strategy
QAR	ALL STUDENTS: Teachers in 3rd-5th grades will utilize the Question-Answer-Relationship (QAR) with all students. TARGETED POPULATIONS: Teachers will direct Title I para-professionals who work with students who are at risk of not meeting the state standards.
QAR Training	The RESA language arts consultant will provide professional development for those staff members who need extra training in QAR.

2.2.1. Strategy: QAR

Strategy Statement: ALL STUDENTS:

Teachers in 3rd-5th grades will utilize the Question-Answer-Relationship (QAR) with all students.

TARGETED POPULATIONS:

Teachers will direct Title I para-professionals who work with students who are at risk of not meeting the state standards.

Selected Target Areas

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Other Required Information for Strategy

Raphael, T.E. and P.D. Pearson. 1985. Increasing students' awareness of sources of information for answering questions. American Educational Research Journal 22, pp. 217-236

Research conducted with sixth graders in this article supports the use of the Question-Answer-Relationship strategy, which Avoca Elementary School will train 3rd-5th grade students to use.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
QAR Unit of Study	2010-09-08	2011-06-30	Classroom teachers K-5

2.2.1.1. Activity: QAR Unit of Study

Activity Description: We will purchase the resource manual and book that trains teachers in the use of QAR to carry out this technique.

Planned staff responsible for implementing activity: Classroom teachers K-5

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-08, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
QAR Materials	General Funds	0.00	0.00

2.2.2. Strategy: QAR Training

Strategy Statement: The RESA language arts consultant will provide professional development for those staff members who need extra training in QAR.

Selected Target Areas

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Other Required Information for Strategy

Raphael, T.E. and P.D. Pearson. 1985. Increasing students' awareness of sources of information for answering questions. American Educational Research Journal 22, pp. 217-236

Research conducted with sixth graders in this article supports the use of the Question-Answer-Relationship strategy, which Avoca Elementary School will train 3rd-5th grade students to use.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
QAR Training	2010-09-08	2011-06-30	RESA consultant, principal, and teachers

2.2.2.1. Activity: QAR Training

Activity Description: The RESA language arts consultant will provide professional development for those staff members who need extra training in QAR.

Planned staff responsible for implementing activity: RESA consultant, principal, and teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-08, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
QAR Training	Title II Part A	0.00	0.00

Goal 3: Science

Content Area: Science

Development Status: Complete

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

Gap Statement: Avoca student results on the 2010 Science MEAP were lower than the other elementary schools within the district.

Cause for Gap: Teachers need access to support materials and professional development that support the curriculum.

Students need more time and practice with hands on materials.

Financial strain may limit the exposure to scientific activities not allowing them to make real-world connections between science concepts.

Extra instructional time is needed to implement science hands-on activities.

Avoca has a higher percentage of at-risk students and a more diverse student population than the other elementary schools within the district.

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

Needs assessment data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP Science Assessment- 5th grade

Contact Name: Nancy LePla

List of Objectives:

Name	Objective
Increase Science Proficiency	All students will improve science skills so that the number of students who meet the proposed cut scores on the Science MEAP will increase by 5 percentage points from the Fall 2011 MEAP to the Fall 2012 MEAP.

3.1. Objective: Increase Science Proficiency

Measurable Objective Statement to Support Goal: All students will improve science skills so that the number of students who meet the proposed cut scores on the Science MEAP will increase by 5 percentage points from the Fall 2011 MEAP to the Fall 2012 MEAP.

List of Strategies:

Name	Strategy
AIMS	Teachers in grades k-5 will utilize supplemental AIMS materials for science instruction. AIMS activity books will be identified at a variety of levels for each scientific topic. Activities will be identified that offer all students the opportunity to explore science concepts.
Intervention in Science	Teachers and Paraprofessionals will provide individualized instruction to students at risk of not meeting state standards in order to ensure that all students are proficient in the area of science.
School-Wide Science Fair	All students will participate in a classroom based science fair project. Teachers will provide modeling and instruction on how to complete science fair projects.

3.1.1. Strategy: AIMS

Strategy Statement: Teachers in grades k-5 will utilize supplemental AIMS materials for science instruction.

AIMS activity books will be identified at a variety of levels for each scientific topic.

Activities will be identified that offer all students the opportunity to explore science concepts.

Selected Target Areas

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Other Required Information for Strategy

Aims Education Foundation Resources.
www.aimsedu.org/

AIMS activities directly involve students in active investigation of science concepts. Students learn science concepts more adequately when involved in hands-on science investigation. All Avoca Elementary School teachers will use AIMS activities in addition to the science textbook series in order to better instruct students in science concepts. The following article supports the use of AIMS in the classroom:

Berlin, D.F. & Hillen, J.A. (October, 1994). Making connections in math and science: Identifying student outcomes. *School Science and Mathematics*, 94(6), 283-290.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
AIMS Activity books	2011-09-06	2012-06-30	Principal
AIMS Professional Development	2011-09-06	2012-06-30	RESA consultant(s) and principal

3.1.1.1. Activity: AIMS Activity books

Activity Description: The school will provide updated AIMS activity books and necessary consumables in order to support the science curriculum.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
AIMS Activity Books	General Funds	0.00	0.00

3.1.1.2. Activity: AIMS Professional Development

Activity Description: RESA science consultant(s) will provide professional development in AIMS.

Planned staff responsible for implementing activity: RESA consultant(s) and principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
AIMS Professional Development	Title II Part A	0.00	0.00

3.1.2. Strategy: Intervention in Science

Strategy Statement: Teachers and Paraprofessionals will provide individualized instruction to students at risk of not meeting state standards in order to ensure that all students are proficient in the area of science.

Selected Target Areas

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Other Required Information for Strategy

Fielding, Lynn, Nancy Kerr, Paul Rosier (2007). Annual Growth for All Students, Catch-Up Growth For Those Who are Behind. New Foundation Press.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Identification of Students	2011-09-06	2012-06-30	Principal
Title 1 Services	2011-09-06	2012-06-30	Principal

3.1.2.1. Activity: Identification of Students

Activity Description: Students requiring assistance in science will be identified using local science assessments.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.2.2. Activity: Title 1 Services

Activity Description: Title 1 Staff will be assigned to provide extra assistance in science.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Title I Schoolwide	0.00	

3.1.3. Strategy: School-Wide Science Fair

Strategy Statement: All students will participate in a classroom based science fair project.

Teachers will provide modeling and instruction on how to complete science fair projects.

Selected Target Areas

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Other Required Information for Strategy

Science a Closer Look
(2008) MacMillan/McGraw Hill

Avoca Elementary School uses the textbook series Science: A Closer Look at all grade levels. This textbook series was designed in response to many different forms of research including scientific research. A list of the research used to develop this series can be found at http://www.glencoe.com/glencoe_research/Science/K-

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science Fair	2011-09-06	2012-06-15	Principal and K-5 Teachers
Science Professional Development	2011-09-06	2012-06-15	RESA consultants and principal

3.1.3.1. Activity: Science Fair

Activity Description: All students will participate in a school-wide science fair.

Planned staff responsible for implementing activity: Principal and K-5 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science Fair Project Materials	General Funds	0.00	0.00

3.1.3.2. Activity: Science Professional Development

Activity Type: Professional Development

Activity Description: RESA science consultants will provide professional development for staff members who require support in the organization of science fair projects.

Planned staff responsible for implementing activity: RESA consultants and principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science Fair Training	General Funds	0.00	0.00

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will be proficient in the area of social studies.

Gap Statement: Proficiency scores for economically disadvantaged students are lower than all other students.

Cause for Gap: Students need access to materials that support the social studies curriculum.

Teachers need access to support materials for the new social studies content expectations.

Teachers need to become more familiar with the current social studies curriculum

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP Social Studies Assessment- 6th grade

Local Social Studies Assessment - Grades 3 - 5

Contact Name: Nancy LePla

List of Objectives:

Name	Objective
Overall Score Increase	All students will increase skills in the area of social studies by 5 percentage points from the Fall 2011 MEAP to the Fall 2012 MEAP.

4.1. Objective: Overall Score Increase

Measurable Objective Statement to Support Goal: All students will increase skills in the area of social studies by 5 percentage points from the Fall 2011 MEAP to the Fall 2012 MEAP.

List of Strategies:

Name	Strategy
Differentiated Instruction	Teachers will provide all students with differentiated instruction in order to meet content expectations in the area of social studies.
Intervention in Social Studies	Teachers and Paraprofessionals will provide individualized instruction or support within a small group or one-on-one to students at risk of not meeting state standards to ensure that all students are proficient in the area of Social Studies.
Weekly Periodicals	All Teachers will use weekly periodicals to supplement social studies textbooks.

4.1.1. Strategy: Differentiated Instruction

Strategy Statement: Teachers will provide all students with differentiated instruction in order to meet content expectations in the area of social studies.

Selected Target Areas

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Other Required Information for Strategy

The Differentiated Classroom: Responding to the Needs of All Learners

By: Carol Ann Tomlinson, 1999

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2011-09-06	2012-06-15	Principal

4.1.1.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: All teachers will be provided with professional development in differentiated instruction.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.2. Strategy: Intervention in Social Studies

Strategy Statement: Teachers and Paraprofessionals will provide individualized instruction or support within a small group or one-on-one to students at risk of not meeting state standards to ensure that all students are proficient in the area of Social Studies.

Selected Target Areas

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Other Required Information for Strategy

Fielding, Lynn, Nancy Kerr, Paul Rosier (2007). Annual Growth for All Students, Catch-Up Growth For Those Who are Behind. New Foundation Press.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Identification of Students	2011-09-06	2012-06-30	Principal
Title 1 Services	2011-09-06	2012-06-30	Principal

4.1.2.1. Activity: Identification of Students

Activity Description: Students requiring assistance in Social Studies will be identified using local assessments.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.2.2. Activity: Title 1 Services

Activity Description: Title 1 Staff will be assigned to provide support in social studies.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Title I Schoolwide	0.00	

4.1.3. Strategy: Weekly Periodicals

Strategy Statement: All Teachers will use weekly periodicals to supplement social studies textbooks.

Selected Target Areas

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Other Required Information for Strategy

Oldendorf, S. B., & Calloway, A. (2008). Connecting Children to a Bigger World: Reading Newspapers in the Second Grade. *Social Studies and The Young Learner*. 21(2), 17-19.

Teachers at Avoca Elementary School will use weekly periodicals to support their learning.

Notable Trade Books for Young People- National Council of Teachers of Social Studies.

<http://www.socialstudies.org/resources/notable>

This website provides a list of trade books teachers can utilize to teach social studies concepts. The National Council of Teachers of Social Studies advocates for the use of trade books in the classroom. Avoca Elementary teachers will use trade books to supplement the social studies series and better meet the needs of all learners especially struggling readers.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Weekly Periodicals	2010-09-08	2011-06-30	Principal and K-5 teachers

4.1.3.1. Activity: Weekly Periodicals

Activity Description: Teachers grades K-5 will supplement their Social Studies curriculum with weekly periodicals to help students have a fuller social studies background and to be sure that all GLCE's are covered.

Planned staff responsible for implementing activity: Principal and K-5 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-08, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Weekly Periodicals	General Funds	0.00	0.00

Goal 5: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will show improvement in their writing skills in all areas.

Gap Statement: Student results demonstrate lower scores on the 2010 MEAP in the areas of writing to a prompt, and grammar and usage.

Cause for Gap: Best practices in writing instruction are not implemented at the exemplary level.

-Additional training is needed in the area of writing, using WriteWell.

-Additional time for building implementation of WriteWell is needed, as the WriteWell program is still new (2011-2012 will be Avoca's second year using this program).

-Teacher clarification is needed in the use of various rubrics

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP ELA Assessment- 4th grade

ELA Target! Aim! Score!- 2nd-5th grades

Literacy Plan Writing Sample

Contact Name: Nancy LePla

List of Objectives:

Name	Objective
Knowledge and Experience and Peer Response	All students will increase skills in the areas of Writing from Knowledge and Experience and Peer Response so that the percentage of student proficient (including economically disadvantaged and students with disabilities) on the ELA-Writing MEAP increases to 75% by the 2011-2012 school year.
Teacher Capacity to Assess Student Writing	Increase teacher capacity to assess a students' writing from knowledge and experience and peer response so that the percentage of student proficient (including economically disadvantaged and students with disabilities) on the ELA-Writing MEAP increases to 75% by the 2011-2012 school year.
Teacher Capacity to Give Descriptive Feedback	Increase teacher capacity to give descriptive feedback about students' writing so that the percentage of student proficient (including economically disadvantaged and students with disabilities) on the ELA-Writing MEAP increases to 75% by the 2011-2012 school year.

5.1. Objective: Knowledge and Experience and Peer Response

Measurable Objective Statement to Support Goal: All students will increase skills in the areas of Writing from Knowledge and Experience and Peer Response so that the percentage of student proficient (including economically disadvantaged and students with disabilities) on the ELA-Writing MEAP increases to 75% by the 2011-2012 school year.

List of Strategies:

Name	Strategy
WriteWell Program	ALL STUDENTS: Teachers will use The Lucy Caulkins Writing curriculum in conjunction with the WriteWell program. TARGET POPULATIONS: Extra conference time will be provided for students who need extra support in the area of writing genres.

5.1.1. Strategy: WriteWell Program

Strategy Statement: ALL STUDENTS:

Teachers will use The Lucy Caulkins Writing curriculum in conjunction with the WriteWell program.

TARGET POPULATIONS:

Extra conference time will be provided for students who need extra support in the area of writing genres.

Selected Target Areas

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Other Required Information for Strategy

Caulkins, Lucy (2003) Units of Study for Primary Writing A Yearlong Curriculum. Teachers College Reading and Writing Project, Columbia University.

Every teacher has a set of the Lucy Caulkins writing program for their grade level. Many of the writing lessons in the Avoca Elementary's writing program (WriteWell) for each grade level correspond very closely to the Lucy Caulkins' writing program.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
WriteWell Program	2010-09-08	2011-06-30	Teachers grades K-5

5.1.1.1. Activity: WriteWell Program

Activity Description: We will need the completed WriteWell curriculum, provided by the St. Clair County RESA, to carry out this program.

Planned staff responsible for implementing activity: Teachers grades K-5

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-08, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
WriteWell Program and Supplies	General Funds	0.00	0.00

5.2. Objective: Teacher Capacity to Assess Student Writing

Measurable Objective Statement to Support Goal: Increase teacher capacity to assess a students' writing from knowledge and experience and peer response so that the percentage of student proficient (including economically disadvantaged and students with disabilities) on the ELA-Writing MEAP increases to 75% by the 2011-2012 school year.

List of Strategies:

Name	Strategy
WriteWell Program	ALL STUDENTS: Teachers will use The Lucy Caulkins Writing curriculum in conjunction with the WriteWell program. TARGET POPULATIONS: Extra conference time will be provided for students who need extra support in the area of writing genres.

5.2.1. Strategy: WriteWell Program

Strategy Statement: ALL STUDENTS:

Teachers will use The Lucy Caulkins Writing curriculum in conjunction with the WriteWell program.

TARGET POPULATIONS:

Extra conference time will be provided for students who need extra support in the area of writing genres.

Selected Target Areas

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Other Required Information for Strategy

Caulkins, Lucy (2003) Units of Study for Primary Writing A Yearlong Curriculum. Teachers College Reading and Writing Project, Columbia University.

Every teacher has a set of the Lucy Caulkins writing program for their grade level. Many of the writing lessons in the Avoca Elementary writing program for each grade level correspond very closely to the Lucy Caulkins' writing program.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Fourth Grade Writing MEAP Toolbox Training	2010-09-01	2010-09-30	RESA Consultant, 4th grade teachers
Kindergarten and First Grade Writing Clinic	2010-09-08	2010-10-31	RESA consultant, teachers K-1

5.2.1.1. Activity: Fourth Grade Writing MEAP Toolbox Training

Activity Description: Fourth grade teachers will be involved in a writing training to address the new requirements of the 4th grade writing MEAP.

Planned staff responsible for implementing activity: RESA Consultant, 4th grade teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Fourth Grade Writing Training	Title II Part A	0.00	0.00

5.2.1.2. Activity: Kindergarten and First Grade Writing Clinic

Activity Description: K-1 teachers will attend a writing clinic which will involve writing development, scoring clinic, and looking at student samples

Planned staff responsible for implementing activity: RESA consultant, teachers K-1

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-08, End Date - 2010-10-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Kindergarten and First Grade Writing Clinic	Title II Part A	0.00	0.00

5.3. Objective: Teacher Capacity to Give Descriptive Feedback

Measurable Objective Statement to Support Goal: Increase teacher capacity to give descriptive feedback about students' writing so that the percentage of student proficient (including economically disadvantaged and students with disabilities) on the ELA-Writing MEAP increases to 75% by the 2011-2012 school year.

List of Strategies:

Name	Strategy
WriteWell Program	ALL STUDENTS: Teachers will use The Lucy Caulkins Writing curriculum in conjunction with the WriteWell program. TARGET POPULATIONS: Extra conference time will be provided for students who need extra support in the area of writing genres.

5.3.1. Strategy: WriteWell Program

Strategy Statement: ALL STUDENTS:

Teachers will use The Lucy Caulkins Writing curriculum in conjunction with the WriteWell program.

TARGET POPULATIONS:

Extra conference time will be provided for students who need extra support in the area of writing genres.

Selected Target Areas

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Other Required Information for Strategy

Caulkins, Lucy (2003) Units of Study for Primary Writing A Yearlong Curriculum. Teachers College Reading and Writing Project, Columbia University.

Every teacher has a set of the Lucy Caulkins writing program for their grade level. Many of the writing lessons in the Avoca Elementary writing program for each grade level correspond very closely to the Lucy Caulkins' writing program.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Kindergarten and First Grade Scoring Clinic	2010-09-08	2010-10-31	RESA consultant and K-1 Teachers
WriteWell Program and Supplies	2010-09-08	2011-06-30	Teachers grade K-5

5.3.1.1. Activity: Kindergarten and First Grade Scoring Clinic

Activity Description: Teachers grades K-1 will attend a writing workshop which will include: scoring clinic, looking at student work, and principles of developing writing.

Planned staff responsible for implementing activity: RESA consultant and K-1 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-08, End Date - 2010-10-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
K-1 Scoring Clinic	Title II Part A	0.00	0.00

5.3.1.2. Activity: WriteWell Program and Supplies

Activity Description: We will need the completed WriteWell curriculum, provided by the St. Clair County RESA, and the needed support materials to impliment this program.

Planned staff responsible for implementing activity: Teachers grade K-5

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-08, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
WriteWell Program and Materials	General Funds	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Schoolwide	\$0.00	\$0.00
Title II Part A	\$0.00	\$0.00
General Funds	\$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 a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

Avoca Elementary's Comprehensive Needs Assessment was conducted by members of the school improvement team at two full day Data Evaluation inservices provides by St. Clair County RESA where pertinent data from student achievement, demographic information, and parents, staff, students, and community member survey results were reviewed. Information from the Data Evaluation Inservice, MEAP data, local assessment data, and curricular material were reviewed by the school improvement team and by grade level teams to determine gaps in student learning.

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

Student Achievement:

What was examined: MEAP School Summary, MEAP Strand Analysis, MEAP Trend Analysis, Grade-Level Assessments, DRA, DIBELS.

What was discovered/concluded: The data revealed that in math our students scored lower on fractions and measurement on both the MEAP and locally developed grade-level assessments. In reading our students scored lower on the comprehension portion of the MEAP and on comprehension portions of local assessments. In science our students scored lower on the MEAP than the other elementaries in our district. When local assessments and curricular data were reviewed it revealed that our students were not proficient in their knowledge of the scientific process and lacked hands-on experience with science. In social studies our economically disadvantaged students scored lower on the MEAP than other students. When local assessments and curricular data were reviewed it revealed that there was a need for supplemental material to support these learners.

Avoca students continue to achieve at or above state expectations on MEAP Assessments. Over the last three years Avoca has maintained an A grade for AYP. Percentage of students achieving a Level 1 or 2 over the last three years are as follows:

Reading: Grade 3: 2008-93%; 2009-100%; 2010-90% Mathematics: Grade 3: 2008-98%; 2009-98%; 2010-98%

Grade 4: 2008-98%; 2009-89%; 2010-94% Grade 4: 2008-95%; 2009-89%; 2010-94%

Grade 5: 2008-96%; 2009-88%; 2010-94% Grade 5: 2008-81%; 2009-86%; 2010-83%

Science: Grade 5: 2008-91%; 2009-90%; 2010-85%

Program/Process Data:

What was examined: AdvancED indicators, Curriculum Maps, Grade-Level Assessments

What was discovered/concluded: It was determined that a need exists for professional development for teachers in assessing student reading comprehension, use of differentiated instruction, and assessing student writing. Professional development time is also needed for teachers to gather resources and materials for write-well units and on promethian board training.

Perceptions:

What was examined: Parent, Student, Staff, Community Surveys

What was discovered/concluded: Parents, Student, Staff and Community overwhelmingly are supportive of the school.

Demographics:

What was examined: Student Enrollment by Grade Level; Student Enrollment by Sup-Group; Student Demographics

What was discovered/concluded: Student enrollment has declined from 2005 to 2009 by about 30 students. Student demographics by sub-group has remained about the same.

Avoca has a more academically diverse and larger at-risk population than the other two elementary schools in our district.

Alignment to Goals:

Priority areas that have been identified for goals are reading comprehension, fractions and measurement, hands-on experiences and opportunities for science, and supports and materials for economically disadvantaged students.

Schoowide Reform Model

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

Avoca teachers utilize various strategies and programs to ensure the success of all students in the classroom.

Some programs that are available to teachers and students include:

Early Success

Soar to Success

Earobics

Successmakers CCC program

Accelerated Reader

MLPP Activities

Study Island

A Student Needs Assessment Committee is available to teachers for students who are not making expected growth in the classroom even with additional support.

In addition to extra support personnel and programs the following enrichment programs are available to

students:

Read and Achieve

Pro-Time

Summer School Programs

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

Stakeholder's are involved in the process through on-going School Improvement meetings. Classroom teachers, certified support staff members, and parent members are all involved in the process. At the regularlly scheduled meeting goal teams research and analyze data to adjust strategies and goals to ensure continued growth and success of our students.

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.

The Yale Public Schools' core curriculum is developed and monitored by the district's Curriculum Committee. A dynamic process that is on-going guides the curriculum development. Each curricula content is reviewed every five years. The district carries out this process in a planned and systematic manner, which includes the following components:

- 1) *Writing a curriculum aligned to the state standards for all subject areas in each grade level.*
- 2) *Developing assessment strategies for each curricular objective.*
- 3) *Providing staff with professional development on best practices in all curicular areas.*
- 4) *A revolving focus agenda insures each subject area is reviewed at least every five years.*

The end product of this curriculum review process is a working document that will assist teachers in lesson planning and provide assurances that the district has an aligned curriculum which is taught and tested.

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

The Avoca teachers are involved in district-wide professional development days wherein they develop curriculum maps and create common assessments.

Instruction by Highly Qualified Professional Staff

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

All teachers are 100% highly qualified.

All Title I paraprofessionals have met the NCLB requirements of Highly Qualified.

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

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

*9 Teachers have 1-5 years teaching experience
2 Teachers have 6-10 years teaching experience
6 Teachers have 11-20 years experience
2 Teachers have 21 or more years teaching experience*

*57% of the teachers on staff have 10 or fewer years teaching experience
43% of the teachers on staff have over 10 years teaching experience*

14 of the 19 teachers on staff have a MA Degree

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

The turnover rate for certified staff at Yale Public School is negligible. Recent economic concerns resulted in layoffs in June 2010. Retirements in June 2011 negated the need for lay-offs that would have been necessary due to a decrease in enrollment.

The district provides an intensive 5-day New Teacher Training Program prior to the start of the school year. We have a strong mentorship program to support new teachers for their first three years of teaching. In addition, Yale Public Schools works in collaboration with teachers in all areas especially in curriculum development.

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

The turnover rate for Avoca teachers is minimal.

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

Not Applicable

High-Quality and Ongoing Professional Development

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

Strategies to Increase Parental Involvement

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

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

Parents are involved in Avoca Elementary School's improvement plan through participation in the School Improvement Team Meetings. Information about the life of the school is shared at the monthly PTO meetings by the building principal and teacher in attendance.

Parents are provided with materials from "Books to Go" program to help build literacy skills. An extended day literacy program, "Read and Achieve", is offered to grades 2-3. Grades 4-5 are offered extra time and support using "Study Island". levels. Our teachers utilize Parent Connect to keep parents informed of student progress. An evening parent orientation meeting is offered yearly. Informational and educational inserts are placed in monthly newsletters. Our has educational resources available for parents to check out. Parent education meetings are held at various times throughout the year.

An early-on speech preschool is available weekly wherein parents attend with their children. Avoca elementary offers a preschool program that coordinates with our kindergarten readiness expectations.

Parents of our future kindergarten students are offered the opportunity to attend a "Strong Starts" program in November of the year prior to their child's kindergarten year. Suggestions and materials will be offered to help students and parents prepare for the first year of school.

Parent are provided with weekly newsletters, teacher and schoold web sites, and monthly school newsletters. Parents are invited and encouraged to attend the annual Title I Planning and Evaluation Meeting held annually.

A parent survey was conducted in February 2011.

Continued efforts will be made to include a wider range of parents in the implementation and evaluation of this improvement plan and in the life of Avoca Elementary School.

B. NCLB Section 1118(e)

1. Provide Assistance to Parents in Understanding Standards, Assessments and Achievement

Avoca Elementary School helps parents understand the school's standards via continuous communication:

- School and classroom newsletters*
- Title I annual meeting*
- Math and Reading Growth Plans*
- SNAC (Student Needs Assessment Committee)*
- Progress Reports*
- Report Cards*
- Daily Planner*
- Access to school counselor and social worker*

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

2a. Design

Avoca Elementary School staff provides a variety of materials and training opportunities for parents:

- Math and Reading Growth Plans provide parents with suggestions for help at home*
- Evening parenting workshops are planned to help parents in the area of discipline, homework, motivation, etc.*
- Parents are encouraged to help with the after-school program to support student reading (Read and Achieve)*
- Counselors work with parents in the area of discipline, motivation, self-esteem, academic and social achievement*

2b. Implementation

Teachers have received training in Proto-page and Parent-Connect. These are internet based programs which allow teachers and parents to stay connected before and after school. The school website and building and classroom newsletters contain the email addresses of all staff members.

The Avoca Elementary School Parent Teacher Organization plans events throughout the year to promote the school community. Volunteers are needed to help at book fairs, activity nights, bake sales, Field Day, Career Day, and the Title I Read & Achieve after school program. Parents are also encouraged to attend Open House and Parent Teacher Conferences.

2c. Evaluation

An Annual Title I Meeting is held where teacher, parents, administrators are invited to attend to review and evaluate the District Parent Involvement Plan and the Title-I Parent Compact. Recommendations for improvements are considered and for implementation. Title I Parent surveys are distributed and evaluated annually. New parent surveys were given in February 2011. Parents will be surveyed annually.

Results of the annual survey are examined and used to develop the School Improvement Plan.

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

Avoca Elementary School helps parents understand the school's standards via continuous communication:

- School and classroom newsletters*
- Title I annual meeting*
- Math and Reading Growth Plans*
- SNAC (Student Needs Assessment Committee)*
- Progress Reports*
- Report Cards*
- Daily Planners*

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".

Parents were invited to the meetings where the School-Parent Compact was developed. Parent Compacts are discussed and signed at parent-teacher conferences in the fall. All new students who register in the building will be asked to sign the building compact.

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

The parent involvement component will be evaluated by attendance of parents in programs and projects in the school building, including volunteers in the classroom.

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

Parent attendance in programs, projects, and volunteering in the classroom is sufficient. We would like to maintain the amount of parent who currently participate in the school setting.

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

Preschool Transition Strategies

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

A pre-school program is housed at Avoca Elementary School and available to the community. The curriculum was developed by the county early childhood directors, in collaboration with our kindergarten teachers, and with state content expectations as the basis. Pre-school teachers attend annual trainings at the district, RESA or county OEO as determined by licensing requirements.

Pre-school children are assessed twice yearly using an assessment which is focused on kindergarten readiness skills. There is regular communication between the pre-school teacher and the kindergarten teacher. Ancillary services are available to pre-school children as needed (speech, counseling, etc)

Pre-school students attend the Avoca Elementary School Kindergarten Round-up in April with their parents. They also attend an evening Parent Orientation Meeting prior to round-up. This meeting is held at Avoca Elementary School and conducted by the school counselor, kindergarten teacher, transportation supervisor, speech pathologist and building principal. Pre-school students participate in a visit to the current kindergarten classroom and bus orientation/safety session.

Pre-school staff work closely with the kindergarten teacher to ensure curriculum matches and students are familiar with the kindergarten teacher, room and procedures.

A summer practice packet goes home with students in the spring.

Avoca will offer the opportunity to parents of future kindergarten students to attend a "Strong Starts" program in November of the year prior to their child's start of kindergarten. This program will provide suggestions and materials to help with kindergarten readiness skills.

Teacher Participation in Making Assessment Decisions

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

Teachers participate in the creation and development of assessments through:

1. *The Curriculum Council*
2. *Data Director*
3. *Department Chairs/School Improvement*
4. *Development of District-Wide Grade Level Assessments in grade-level in-service days.*

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

Teachers participate in student achievement data analysis through:

- School Improvement Team*
- Data Director*
- Staff Meetings*
- Student Needs Assessment Committee (S.N.A.C.)*
- District-Wide Inservice Analysis of Data*
- Analysis of MEAP Data*
- Analysis of Dibels Data*

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.

All teachers have developed common assessments in the core subject areas of math and social studies.

Teachers in grades 2-5 use the MEAP Toolbox to assess the times a year in the area of math and ELA.

Teachers were involved in the development of the WriteWell curriculum, which includes the assessment piece Target, Aim, Score given three times a year.

A phonemic awareness assessemnt was developed by our speech teacher.

Timely and Additional Assistance

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

- *Pre-assessments determine prior knowledge of content.*
- *Front-loading of vocabulary or reading of content*
- *Use of strategies such as: KWL. Journaling, anticipation guides*
- *Varied teacher approach: presentation, demonstration, jigsaw, video, test, guests speakers*
- *Small, flexible grouping*
- *Centers, varied by interest and ability*
- *Accommodations as needed*
- *Use of technology in presentation and student output*
- *Ongoing assessments to check for understanding and acquisition of skill*
- *Study Island used in grades 3-5*

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

Reading

Grades 3-5:

Students not attaining the cut score on the MEAP

Additional instruction time of 30 minutes plus 30 minutes if needed by classroom teacher, special education teacher or instructional aide

Grades Kdg.- 5th:

Students below grade level expectations on the Developmental Reading Assessment (DRA)

Additional instruction time of 30 minutes plus 30 minutes if needed by classroom teacher, special education teacher or instruction aide.

Mathematics

Grades 3 - 5:

Students not attaining teh cut score on the MEAP

A growth plan is developed listing the additional strategies to be used to individualize instruction.

Grades K-5:

Students below expectations on the locally developed math assessments.

A growth plan is developed listing the additional strategies to be used to individualize instruction.

Science

Grade 5:

Students scoring below expectations on classroom assessments.

Classroom modifications and adaptations will be used to individualize instruction.

Grades K-5:

Social Studies:

Grades K-5

Grade Level Social Studies Assessment

Writing

Grade 4:

Students not attaining the cut score on the MEAP

Grades K - 5:

Target, Aim, Score from WriteWell Curriculum.

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

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

Federal:

School Lunch-Meal Reimbursement

Universal Breakfast Program

Special Education Preschool (ECDD)

Title I A

Title I Schoolwide

Title IIA

State:

Section 31A

Local:

D.A.R.E.

Avoca Elementary Parent Teacher Organization

St. Clair Community Foundation

St. Clair RESA

St. Clair County Medical Association

Great Start/Head Start

Michigan Model for Comprehensive Health Program

Julie's Kids

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

Federal:

School Lunch-Meal Reimbursement: free and reduced lunch

Universal Breakfast Program: breakfast in the classroom is offered to all students

Special Education Preschool: ECDD classroom services students with IEPs for academics,

Title I A supports all students academically who are at risk

Title I Schoolwide supports the staff in the design and implementation of Title I programs schoolwide.

Title IIA: provides staff training.

State:

Section 31A: supports programs for at-risk students.

Local:

D.A.R.E. Drug Abuse Resistance Education

Avoca Elementary Parent Teacher Association: supports academic programming and material needs.

St. Clair Community Foundation: supports academic programs

St. Clair RESA: supports classroom services, curriculum, training

St. Clair County Medical Association: Walk for Summer Reading program

Great Start/Head Start: provides funding for parent training for all preschool students and preschool programs for qualifying students.

Michigan Model for Comprehensive Health Program: supports nutrition and health issues. This is part of the curriculum.

Julie's Kids: supports students and families in crisis

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

-Comprehensive Needs Assessment

Title I A supports all students academically who are at risk

Title IIA: provides staff training

St. Clair RESA: supports classroom services, curriculum, training

-Schoolwide Reform Strategies

Title I A supports all students academically who are at risk

Title IIA: provides staff training

-Instruction by Highly Qualified Professionals Staff (Teachers and Instructional Paraprofessionals

Title I A supports all students academically who are at risk

Title IIA: provides staff training

-High-Quality and Ongoing Professional Development

Title I A supports all students academically who are at risk

Title IIA: provides staff training

-Strategies to Increase Parental Involvement

Title I A supports all students academically who are at risk

Title IIA: provides staff training

Special Education Preschool: ECDD classroom services students with IEPs for

academics,

-Preschool Transition Strategies

Section 31A

Great Start/Head Start: provides funding for parent training for all preschool students and preschool programs for qualifying students.

-Teacher Participation in Making Assessment Decisions

Title I A supports all students academically who are at risk

Title IIA: provides staff training

-Timely and Additional Assistance to Students

Title I A supports all students academically who are at risk

Title IIA: provides staff training

-Coordination and Integration of Federal, State and Local Programs and resources

D.A.R.E. Drug Abuse Resistance Education

Avoca Elementary Parent Teacher Association: supports academic programming and material needs.

St. Clair Community Foundation: supports academic programs

St. Clair RESA: supports classroom services, curriculum, training

St. Clair County Medical Association: Walk for Summer Reading program

Great Start/Head Start: provides funding for parent training for all preschool students and preschool programs for qualifying students.

Michigan Model for Comprehensive Health Program: supports nutrition and health issues. This is part of the curriculum.

Julie's Kids: supports students and families in crisis

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

Avoca Elementary is a kindergarten through fifth grade building. Adult education, vocational and technical education, and job training are not applicable.

St. Clair County police department works with Avoca Elementary in the area of violence prevention through D.A.R.E. training for fifth students. Positive Behavior Supports and CHAMPS are used in every classroom and throughout the building to support behavior expectations.

In the area of nutrition, Avoca Elementary receives federal and state funding to support breakfast and lunch programs for students who qualify for free and reduced meals. Lessons on health, nutrition and safety are taught at each grade level through the Michigan Model for Comprehensive Health Program. District counselors and social worker work with families to access available community outreach programs in the areas of health, nutrition, and housing.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of

services and for integration of involving technology in the curriculum.

The need for technology is assessed annually. This coming year, technology is in focus as part of our five year focus cycle and will be addressed indepth. Current technology used at Avoca Elementary School includes:

- CCC in grades K-2
- Study Island in grades 3-5
- Accelerated Reading in grades K-5
- MMLA in grades K-5
- Data Director utilized by K-5 Teachers
- Moodle used in grades 3-5
- ParentConnect - Patent-teacher communication tool for grades K-5
- ProtoPage - Parent -Teacher communication tool for grades K-5
- United Streaming
- Promethian Boards
- Promethian Planet

Evaluation of the School Improvement Plan

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

The SIP is evaluated by the building level and grade level analysis of MEAP Data, grade level common assessments, universal screeners, DRA and WriteWell assessments. The assessment results are compared to SIP objectives to determine their success.

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

To determine whether the schoolwide program has been effective the school improvement team will analyze data from MEAP assessments, district created grade level assessments, DRA, WriteWell, and Comprehensive Needs Assessment.

To determine whether the schoolwide program has been effective in reaching the students furthest from achieving the standards we would use the above mentioned assessmentst to insure these students are making catch-up growth.

The plan will be revises as necessary each year based on the results of the evaluations to ensure continuous improvements for all students.

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

The school improvement team has regular building level and grade level meetings to ensure the plan is still meeting the needs of our students and revise the plan as necessary.

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

that they can understand.

Avoca Elementary School helps parents understand the school's standards via continuous communication:

- School and classroom newsletters
- Title I annual meeting
- Math and Reading Growth Plans
- SNAC (Student Needs Assessment Committee)
- Progress Reports
- Report Cards
- Daily Planners

Avoca Elementary School staff provides a variety of materials and training opportunities for parents:

- Math and Reading Growth Plans provide parents with suggestions for help at home
- Evening parenting workshops are planned to help parents in the area of discipline, homework, motivation, etc.
- Parents are encouraged to help with the after-school program to support student reading (Read and Achieve)
- Counselors work with parents in the area of discipline, motivation, self-esteem, academic and social achievement

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.

Avoca Elementary School's decision-making process is defined by the State of Michigan school code. The school improvement process begins by gathering data from various sources. The sources include MEAP, DRA, MLPP and Student Profile. This data is used in conjunction with state guidelines for making Annual Yearly Progress (AYP) as stated in the School Improvement Plan to determine target goals and strategies. Once the data is collected it is analyzed by Goal Teams consisting of the academic areas: reading, problem solving and writing. These goal teams are made up of teachers from various grade levels. The teams use the data to decide on the goals needed to improve student achievement. Goals are then aligned with the district's curriculum and GLCE's. Once the goals have been formulated the teams develop strategies to help students achieve these goals. Strategies are revised and adjusted as needed.

- The School Improvement Team will use a documentation system to record the effectiveness of strategies toward achievement of the goals. The documentation will drive the decision-making process for the School Improvement Team. All decisions shall be made by consensus. If consensus cannot be reached, the item will be discussed further, considered at a later time or dropped. In making decisions the following parameters will need to be followed: Stay within curriculum, district policies, and the Master Agreement
- Use effective research and assessment data
- Use research based strategies
- Work with central administration regarding curriculum, funding, and Board of Education approval and awareness

Assurances

EdYES!

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

Response: *Yes*

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:

Educational Development Plan (EDP)

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

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

Comments:

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

Response: *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: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

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

Response: *Yes*

Comments:

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

Response: *60-90 minutes at elementary level, 106-135 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: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Access to all indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Nancy	LePla	Principal	nlepla@yale.k12.mi.us
Mrs.	Rose	Falter	Title 1 Consultant	rfalter@yale.k12.mi.us
Mrs.	Patti	Fahey	Resource Room Teacher	pfahey@yale.k12.mi.us
	All	Teachers	Teachers	mcollins@yale.k12.mi.us
Mrs.	Therese	Damman	Counselor	tdamman@yale.k12.mi.us

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: Ken Nichol
Address:	198 School Drive, Yale MI 48097
Telephone Number:	(810) 387-3231

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

Avoca Elementary School
2011-12 Title 1 School-Wide Parent Involvement Policy

Vision

Believing parents are their children's first and most important teachers, we at Avoca Elementary School will strive to keep parents involved in the life of our school, both academically and socially. This partnership is imperative to the over-all continued success of all students.

Part I: Policy Involvement

The Avoca Elementary School Title 1 School-Wide Parent Involvement Policy was created as a collaborative effort between parents and staff. Parents were involved with the development of this policy. We will continue to seek their input as we update our School Improvement Plan.

Convene an annual meeting: 1118 (c) (1)

Avoca Elementary School will:

- *Provide information at the Open House in the fall for all parents. Information will include: Parent Involvement Policy and details of our Title I program.*
- *Parents will be notified of the Open House before school starts, through U.S. mail.*

Offer flexible meeting times & varied activities designed to support and encourage the involvement of all parents: 1118 (c) (2)

Avoca Elementary School will ensure the involvement of all parents by offering the following activities:

- *Parent Conferences*
- *PTO Meetings*
- *Flexible IEP times*
- *Contact with counselors*
- *PTO Fall Festival, Supper with Santa and Spring Fun Fair*
- *After-school Read and Achieve*
- *Early-On Speech Program*
- *Annual Parent Education Programs (child-care provided)*
- *After-School Fun Program*

Involve parents in planning, reviewing, and improving the School-Wide Title 1 program, including the School and District Parent Involvement Policy: 1118 (c) (3)

Avoca Elementary School will ensure the involvement of parents in planning and reviewing the School-Wide Title 1 program by:

- *Reviewing the School Parent Involvement Policy with all parents at Parent-Teacher Conferences*
- *Posting the Parent Involvement Policy for parents to review during November Parent Teacher conferences in a visible location*
- *Conducting a Parent Survey at November Parent Teacher conferences for all parents*
- *Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results*

- *Holding an annual Title 1 meeting mid-year at flexible times (morning and evening) to review the Title 1 program, parent involvement policy and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the parent school compact and parent involvement policy.*
- *Work to find ways to increase communication with parents (school newsletter, classroom newsletters, District publications and website) to increase parent involvement in the School-Title 1 program.*

Provide timely information about the School-Wide Title 1 Program, the academic curriculum, assessments used to measure progress, and grade level expectations: 1118 (c) (4) (A) (B)

Avoca Elementary School will provide timely information through:

- *Parent Orientation Night for Parents of new Kindergarten students*
- *Progress Reports to all students in the fall.*
- *SNAC (Student Needs Assessment Committee) to meet as needed for at-risk students according to the Math and Literacy Plans*
- *Parent conferences (November and February)*
- *School/Classroom Newsletters/District Newsletters*
- *Progress Reports as needed second and third marking periods and Report Cards*
- *District Web Site - Policy and Compact available on website*
- *Parent Workshops (childcare provided)*
- *Provide Daily Take Home Folders*
- *Telephone Calls/E-mail correspondence*
- *Parent-Student Handbook*
- *Provide Planners for students in grades 1-5*

Provide parents the opportunity to interact with teachers regarding the education of their children. Include parents in the decision making process and utilize their suggestions for improvement. Revise the School-Wide plan to meet student and parent need and share revisions with LEA: 1118 (c) (4) (C) & 1118 (c) (5)

Avoca Elementary School will provide parents an opportunity to interact with their children's school by:

- *Strong Starts program for parents of kindergarten students to help students be prepared*
- *Conduct a Parent Survey at November Parent Teacher conferences for all parents*
- *Hold a Title 1 meeting mid-year at flexible times (morning and evening) to review the Title 1 program, parent involvement policy and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the parent involvement policy when appropriate.*
- *Parent conferences (November and February with additional conferences as needed for at-risk students or upon request).*
- *Telephone Calls/E-mail correspondence between parents, teachers and school*

Part II: Share Responsibilities for High Student Academic Achievement

Develop jointly with parents and teachers a School/Parent/Student Compact. The compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The compact will be reviewed and discussed during fall parent-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

Avoca Elementary School will develop a School/Parent/Student compact:

- *The Parent/Teacher/Student compact is developed by the School Improvement Team. Revisions are made based on the November Conference Parent Survey results and additional suggestions provided by parents.*
- *The compact is reviewed and given to all parents at the November Parent-Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.*

Provide frequent reports to parents on their children's progress: 1118 (d) (2) (B)

Avoca Elementary School will provide various academic reports to parents:

- Parent Connect
- *Report Cards (December, March and June)*
- *Progress Reports for all students in the fall.*
- *SNAC meeting reports for at-risk students according to the Math and Literacy Plans*
- *Parent Teacher Conferences (November, April, additional conferences available upon request)*

Afford parents reasonable access to staff. Provide opportunities for parents to volunteer, participate and observe in their child's classroom: 1118 (d) (2) (C)

Avoca Elementary School has an open door policy for parents with both administration and staff. In addition, parents are encouraged to participate in the following activities:

- *PTO (Parent Teacher Organization)*
- *Room Parents*
- *After-School Read and Achieve Program*
- *Chaperones for field trips*
- *After-School Fun Program*

Part III: Building Capacity for Involvement

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, Avoca Elementary School will provide the following:

- *Parent Conferences (November and February and additional conferences as required by Math and Literacy Plan)*
- *Local assessment information (DIBELS, district writing assessment, DRA, district common assessments) shared with parents at conferences*
- *March Kindergarten Parent Orientation: Staff share Kindergarten expectations and provide all parents with examples of at home activities to help their child reach their highest potential.*

Provide materials and training to parents: 1118 (e) (2)

Avoca Elementary School offers training and materials to parents through the following events and activities:

- *Kindergarten Parent Orientation: Evening Meeting*
- *Annual evening Parent Workshops (childcare provided)*
- *Provide lists of community resources to individual parents and assistance in accessing these resources, as needed to ECDD students*
- *Weekly school newsletters/Classroom newsletters/District publications*
- *Provide a Parent Resource in Media Center*

Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

Avoca Elementary School values and respects parent involvement in the school community. Parent involvement will be encouraged and fostered throughout the school year, via PTO and Staff Meeting Agendas.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Avoca Elementary School will work to coordinate programs to ensure success for all:

- *Great Beginnings Speech Program*
- *PTO*
- *ECDD Program*

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Avoca Elementary will provide:

- *Daily Take Home Folders*
- *School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand*

Provide support for parental involvement at their request: 1118 (e) (14)

Avoca Elementary School will make every effort to support our parents and make sure their needs are met in order to foster more positive parent involvement.

- *SNAC Meetings*

Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2nd language: 1118 (f)

Avoca Elementary School will provide:

- *Flexible meeting times*
- *Handicapped Accessible Facilities*
- *Phone Conferences and transportation assistance*
- *School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand*
- *Collaboration with community agencies; i.e., Community Mental Health*

Yale Public Schools

School-Family-Community Partnership

Here at Yale Public Schools we are committed to providing a quality learning experience for your child. We know that we cannot do this alone. **It takes commitment on the part of teachers, students and parents working together to educate and nurture your child.**

Please take a few minutes to sit down with your child and discuss the Student/Teacher/Parent Contract. Your child's teacher has already signed the contract. Perhaps you might want to sign this together and display it somewhere in your home as a reminder of our shared responsibility for education.

Student Pledge

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

- ✓ I will do my best in school. I will work hard and cooperate with my teachers and other students.
- ✓ I will attend school on time each day with a positive attitude. If I am absent due to illness, I will make up the classwork and homework that I missed.
- ✓ I will take notices home from school promptly and will deliver notes from home to my teacher. I will inform my family about school activities and events.
- ✓ I will complete my homework assignments. I will discuss homework with my family to share what I am learning in class. I will discuss my report card grades and academic goals with my family.
- ✓ I will welcome volunteers to my school and work with parents or others who assist me, my classmates, my teacher, and my school. I will contribute my talents and time to my family, school, and community.

Signature _____

Teacher Pledge

It is important that students achieve. Therefore, I shall strive to do the following:

- ✓ I will help all of my students do their best in school. I will encourage each student to work hard, develop his or her talents, meet high expectations, and cooperate with teachers and students.
- ✓ I will come to school each day with a positive attitude about my students and their families and with well-prepared classroom lessons to assist student learning.
- ✓ I will guide families to monitor their children's schoolwork and to discuss report card grades and academic goals with their children.
- ✓ I will arrange ways for parents and other volunteers to use their time and talents to assist my students at school, in my class, or at home.

Signature _____

Parent/Guardian Pledge

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

- ✓ I will help my child to do his or her best in school. I will encourage my child to work hard and cooperate with teachers and other students.
- ✓ I will send my child to school on time each day with a positive attitude about school. If my child is absent due to illness, I will see that the missed work is made up.
- ✓ I will read notices from the school and communicate with teachers or others about questions that I have about school programs or my child's progress. I will participate in parent-teacher conferences and other school events.
- ✓ I will check to see that my child completes homework that is assigned. I will encourage my child to discuss homework, classwork, report card grades, and academic goals with me.
- ✓ I will volunteer at school or at home to conduct activities that assist my child, the teacher, the class, the school, or the community. I will encourage my child to contribute her or his talents and time to home, school, and community.

Signature _____