

# School Improvement Plan

## Title I - Schoolwide

*Archive Date: 09/06/2012, Report Status: Transmitted*

School Year: 2012 - 2013

School District: Northwest Community Schools

ISD/RESA: Jackson ISD

School Name: Parnall Elementary School

Grades Served: PK,K,1,2

Principal: Ms. Lorri McAlpine

Building Code: 02966

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

## Contents

Introduction .....	3
School Information .....	4
Vision, Mission and Beliefs .....	5
Goals .....	6
Goal 1: 1 Reading Proficiency .....	6
Goal 2: 2 Writing Proficiency .....	14
Goal 3: 3 Math Proficiency .....	21
Goal 4: 4 Coordinated School Health .....	30
Resource Profile .....	40
Additional Requirements .....	41
Assurances .....	58
Stakeholders .....	64
Statement of Non-Discrimination .....	65
Supporting Documentation .....	66

# Introduction

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

## School Information

School:	<b>Parnall Elementary School</b>
District:	<b>Northwest Community Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2</b>
School Code Number:	<b>02966</b>
City:	<b>JACKSON</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

The vision of Parnall Elementary Schools is to build an educational foundation where each student will develop to their fullest potential while discovering their love of learning which will be instilled throughout their life.

## Mission Statement

The mission of Parnall Elementary School is to provide a student-centered environment that is safe, accepting, encouraging, promotes learning, feelings of self-worth and a successful future as responsible citizens and life-long learners.

## Beliefs Statement

At Parnall we believe:

- Every child should have a loving, caring and safe environment.
- Every child should be engaged in learning at his/her own level.
- Every child should be exposed to a variety of learning situations incorporating multiple intelligences.
- That parents are the child's first, and most important, teachers.
- That our society is only as good as our educational system and our educational system is only as good as our society.
- That formal education should be the springboard to lifelong learning.
- That community support is vital to a child's educational success.
- The children should learn to be caring, respectful, and responsible citizens.
- Children should develop self-confidence.
- Students should recognize that learning is important and that it is their job.
- For every drop of "praise" that falls, a flower grows.
- That education should be developmentally appropriate.

## Goals

Name	Development Status	Progress Status
1 Reading Proficiency	Complete	Open
2 Writing Proficiency	Complete	Open
3 Math Proficiency	Complete	Open
4 Coordinated School Health	Complete	Open

### Goal 1: 1 Reading Proficiency

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will achieve proficiency in reading skills across the curriculum.

**Gap Statement:** When analyzing grade level end-of-year data, assessments show that there were 15-20% students that were 1 or more reading levels below the target of being at grade level in 2nd grade.

**Cause for Gap:** The cause for this gap is lack of reading strategies, lack of fluency, and lack of comprehension strategies. Transitions between buildings as well as different assessments were given. There are also outside causes such as poor attendance, moving frequently, and not having school readiness skills as entering Kindergarten students as shown on screening results from Kindergarten Round-Up.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Rigby; MLPP assessments such as Letter ID, Dolch Words, Phonemic Awareness and Concepts of Print; running records and other end-of-year 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?** Our criteria for success is to have all students at a level 22 Rigby by the end of 2nd grade. The data and assessments used are Rigby; MLPP assessments such as Letter ID, Phonemic Awareness and Concepts of Print; running records; power standard assessment; walk-throughs and other end-of-year assessments.

**Contact Name:** Lorri McAlpine

#### List of Objectives:

Name	Objective
Reading Fluency and Comprehension	75% of all students will be at grade level as assessed by the Rigby (K-Level 3 , 1st - Level 16, and 2nd - Level 22)with 75% of the comprehension questions correct by May 2013. For our two subgroups, students with special needs and economically disadvantaged, we will monitor progress to achieve one year's growth where applicable.

## 1.1. Objective: Reading Fluency and Comprehension

**Measurable Objective Statement to Support Goal:** 75% of all students will be at grade level as assessed by the Rigby (K-Level 3 , 1st - Level 16, and 2nd - Level 22)with 75% of the comprehension questions correct by May 2013. For our two subgroups, students with special needs and economically disadvantaged, we will monitor progress to achieve one year's growth where applicable.

### List of Strategies:

Name	Strategy
Data Plan	Administrators and Teachers will implement a 3 tiered Model of Instruction and support using a data system and data based decision making process
Guided Reading Strategies	All Teachers will utilize guided reading during small group instruction appropriately placing students in flexible reading groups (K-2).
Informational Reading	All teachers will use small group guided instruction to increase proficiency in non-fiction reading skills.

### 1.1.1. Strategy: Data Plan

**Strategy Statement:** Administrators and Teachers will implement a 3 tiered Model of Instruction and support using a data system and data based decision making process

#### Selected Target Areas

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

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

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

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

What Works Clearinghouse:

Hamilton, Laura et. al. Using Student Achievement Data to Support Instructional Decision Making. September 2009

Love, N. (2009). Using Data to Improve Learning for All. Thousand Oaks, CA: Corwin Press.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Data Dialogues- Assessment collection	2012-09-06	2015-06-13	All instructional staff
Tier I Universal Screening Activities	2012-09-15	2015-06-13	All instructional staff

**1.1.1.1. Activity: Data Dialogues- Assessment collection**

**Activity Type:** Other

**Activity Description:** During Early Release (two times per month), teachers will bring student data from formative assessments to make any needed instructional adjustments.

1. Data Collection- Staff will conduct Common Assessments based on CCSS
2. Input- Staff will input the above data into Data Director to organize the data
3. Analysis- Staff responsible will meet as a grade level to conduct Data Dialogues to identify strengths and areas of need in core instruction

**Planned staff responsible for implementing activity:** All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-06, End Date - 2015-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**1.1.1.2. Activity: Tier I Universal Screening Activities**

**Activity Type:** Other

- Activity Description:**
1. Universal Screening- Staff will conduct a Benchmark universal screening using the selected assessment tool (Grade Level Specific Rubric).
  2. Input- Staff will input data into Data Director
  3. Data Dialogue- All Staff will meet 3 times a year as a grade level department after each benchmark data collection to review and analyze the data to inform and make decisions about core instruction and identify students who need Tier II and III Supports

**Planned staff responsible for implementing activity:** All instructional staff



**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-15, End Date - 2015-06-13

**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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### 1.1.2. Strategy: Guided Reading Strategies

**Strategy Statement:** All Teachers will utilize guided reading during small group instruction appropriately placing students in flexible reading groups (K-2).

**Selected Target Areas**

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

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

Best Practices-Daniels and Biza (2005).

Guided Reading-Fountas and Pinnell (1996).

Clay, Marie. (1993). Reading Recovery: A Guidebook for Teachers in Training. Heinemann.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Graphic Organizers	2012-09-01	2015-06-10	All Teachers
Reading - Timely and Additional Assistance	2012-09-12	2015-06-10	Learning Specialists, teachers, paraprofessionals, Resource Room teachers and principal.
Reading Parental Involvement	2012-09-12	2015-06-10	Learning Specialists, teachers, and principal.
Story Retelling	2011-09-01	2015-06-10	Grade Level Chairs, Learning Specialists, Resource Room teachers, Principal and all staff
Think Alouds	2012-09-13	2015-06-15	All Teachers

Word Work-Vocabulary	2011-09-01	2015-06-10	All Teachers
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### 1.1.2.1. Activity: Graphic Organizers

**Activity Type:** Other

**Activity Description:** In 2nd Grade, Graphic organizers will be used to teach text-to-self, text-to-text, and text-to-world.

1st grade will use "Making Connections" Graphic Organizer.

Kindergarten will connect text-to-self by using "Personal Experience" graphic organizer.(links)

**Planned staff responsible for implementing activity:** All Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-01, End Date - 2015-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Fund	General Funds	0.00	0.00

### 1.1.2.2. Activity: Reading - Timely and Additional Assistance

**Activity Type:** Other

**Activity Description:** For students who continue to struggle in reading (including our students with special needs), we will offer timely and additional assistance in the classroom such as: re-teaching, small group instruction and team teaching to assist at-risk students with reading skills. Students will have access to Accelerated Reader, supplemental instructional materials (i.e. non-fiction selections, audio selections etc.); online programs such as TumbleBooks and Reading Eggs; and Smartboard Activities/Games currently used in class.

Additionally, Tier II interventions include one-on-one and/or small group instruction with a Learning Specialist and Title 1 Aides. Reading instruction consists of:

Kindergarten- My Sidewalks reading intervention

First Grade- Reading Recovery based lessons adapted for small groups

Second Grade- Orton-Gillingham based lessons in small groups.

**Planned staff responsible for implementing activity:** Learning Specialists, teachers, paraprofessionals, Resource Room teachers and principal.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-12, End Date - 2015-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology Subscriptions	Title I Schoolwide	10,000.00	

**1.1.2.3. Activity: Reading Parental Involvement**

**Activity Type:** Other

**Activity Description:** The teachers and administration will hold a family reading/math night and a Kick-Off to Learning night where families come to learn how to implement reading strategies at home that will help students with their reading skills including informational text.

Additionally, teachers will send newsletters to keep parents informed about classroom reading strategies so that parents can replicate reinforce activities at home. Teachers will also communicate through parent-teacher conferences twice a year.

**Planned staff responsible for implementing activity:** Learning Specialists, teachers, and principal.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-12, End Date - 2015-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Night Supplies - Kick Off to Reading	Title I Schoolwide	500.00	

### 1.1.2.4. Activity: Story Retelling

**Activity Type:** Other

**Activity Description:** All teachers will use the 5-W questioning technique to teach retelling of a story weekly. This technique will be replicated in our special education Resource Rooms as well.

1st Grade will use "Graphic Organizer" as well as Retelling strategies.

**Planned staff responsible for implementing activity:** Grade Level Chairs, Learning Specialists, Resource Room teachers, Principal and all staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2015-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Fund	General Funds	0.00	0.00

### 1.1.2.5. Activity: Think Alouds

**Activity Type:** Other

**Activity Description:** All teachers, including Special Education teachers, will do a think aloud with every new story introduction weekly.

**Planned staff responsible for implementing activity:** All Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-13, End Date - 2015-06-15

**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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### 1.1.2.6. Activity: Word Work-Vocabulary

**Activity Type:** Other

**Activity Description:** All teachers will utilize word games such as CRASH and BOOM to teach automaticity in word recognition using Dolch Words twice per month. Marzano's "Six Step Process for Building Academic Vocabulary" will also be used by all teachers, including Special Education teachers, to increase students' working knowledge of academic vocabulary.

**Planned staff responsible for implementing activity:** All Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2015-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title II	Title II Part A	9,000.00	0.00

### 1.1.3. Strategy: Informational Reading

**Strategy Statement:** All teachers will use small group guided instruction to increase proficiency in non-fiction reading skills.

**Selected Target Areas**

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

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

Institute of Education Services (IES-2010). Improving Comprehension in the Elementary grades K-3. ([http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/readingcomp\\_pg\\_092810.pdf#page=23](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=23))

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Informational Reading - science focus	2012-09-06	2015-06-13	All Teaching Staff

**1.1.3.1. Activity: Informational Reading - science focus**

**Activity Type:** Professional Development

**Activity Description:** 1. Graphic Organizers- Supporting Details Organizer, KWL, "Ask Questions" Organizer

2. Nonfiction Text- Glossary Vocabulary activities such as word wall; Word-o, Bingo and Picture Bingo; Marzano Activities (Academic Vocabulary); Vocabulary Journal; "Name that Word" and "Crash" or "Boom".

3. Weekly Reading/Scholastic News/Studies Weekly-Headings, Details, Sub-Headings, Graphs/Charts, Inference and Main Idea.

**Planned staff responsible for implementing activity:** All Teaching Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-06, End Date - 2015-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Funding	General Funds	200.00	
Professional Development Make-N-Take	Title I Schoolwide	500.00	

**Goal 2: 2 Writing Proficiency**

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will achieve proficiency in writing.

**Gap Statement:** In examining and analyzing vertical data from the MEAP in elementary, middle school and high school, scores in writing are below the state average. In 4th grade, 35% of students were proficient compared to the state average of 45% on the MEAP section of writing. Our two subgroups, economically advantaged and

special education, reached only 16% and 23%, respectively.

**Cause for Gap:** The cause for the gap is lack of supporting details, lack of focusing on a topic, and lack of providing examples which are necessary components of a proficient writer on the opinion rubric.

Other areas identified by analyzing MEAP data is as follows:

- Lack of information about details in writing assessments in higher grades.
- A continual change in assessments used in writing.
- A continual change in the writing standards that students are assessed on.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Formative assessments, writing rubrics, writing samples, and elementary writing MEAP.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Students should be able apply Common Core Standards for 2nd grade writing. This will be measured through writing rubrics, writing samples, and writing checklists.

**Contact Name:** Lorri McAlpine

**List of Objectives:**

Name	Objective
Opinion Writing Proficiency	At the end of the 2012-13 school year, 42% students will be proficient on the local writing assessment for opinion pieces. For our two subgroups, students with special needs and economically disadvantaged, we will monitor progress to achieve one year's growth where applicable.

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## 2.1. Objective: Opinion Writing Proficiency

**Measurable Objective Statement to Support Goal:** At the end of the 2012-13 school year, 42% students will be proficient on the local writing assessment for opinion pieces. For our two subgroups, students with special needs and economically disadvantaged, we will monitor progress to achieve one year's growth where applicable.

**List of Strategies:**

Name	Strategy
Data Plan for Implementing Reform Model (RTI)	Administrators and Teachers will implement a 3-tiered Model of Instruction and support (RTI) using a data system and data-based decision making process.
Forming an Opinion	All students will be able to write a developmentally appropriate opinion paper and will be assessed at the end of the year using the Grade Level Specific Opinion Rubric (W.1.1 Common Core Standard - Write opinion pieces in which they introduce the topic or name

the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure).

### 2.1.1. Strategy: Data Plan for Implementing Reform Model (RTI)

**Strategy Statement:** Administrators and Teachers will implement a 3-tiered Model of Instruction and support (RTI) using a data system and data-based decision making process.

**Selected Target Areas**

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

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

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

What Works Clearinghouse:

Hamilton, Laura et. al. Using Student Achievement Data to Support Instructional Decision Making. September 2009

Love, N. (2009). Using Data to Improve Learning for All. Thousand Oaks, CA: Corwin Press.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Data Dialogues- Assessment Collection	2012-09-01	2015-06-12	Grade Level Chairs, Learning Specialists, Principal and all staff.
TIER I Universal Screening Activities	2012-09-03	2015-06-13	All Staff

#### 2.1.1.1. Activity: Data Dialogues- Assessment Collection

**Activity Type:** Other

**Activity Description:** During Early Release (two times per month), teachers will bring student data from



formative assessments to monitor progress in order to make any needed instructional adjustments.

1. Data Collection- Staff will conduct Common Assessments based on CCSS
2. Input- Staff will input the above data into Data Director to organize the data
3. Analysis- Staff responsible will meet as a grade level to conduct Data Dialogues to identify strengths and areas of need in core instruction

**Planned staff responsible for implementing activity:** Grade Level Chairs, Learning Specialists, Principal and all staff.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-01, End Date - 2015-06-12

**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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**2.1.1.2. Activity: TIER I Universal Screening Activities**

**Activity Type:** Other

**Activity Description:** 5. Universal Screening- Staff will conduct a Benchmark universal screening using the selected Assessment - Opinion Rubric

6. Input- Staff will input data into Data Director

7. Data Dialogue- All Staff will meet 3 times a year as a grade level department after each benchmark data collection to review and analyze the data to inform and make decisions about core instruction and identify students who need Tier II and III Supports

**Planned staff responsible for implementing activity:** All Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-03, End Date - 2015-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
AIMSWeb	Title I Schoolwide	3,780.00	

## 2.1.2. Strategy: Forming an Opinion

**Strategy Statement:** All students will be able to write a developmentally appropriate opinion paper and will be assessed at the end of the year using the Grade Level Specific Opinion Rubric (W.1.1 Common Core Standard - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure).

### Selected Target Areas

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

3.4 Supports instruction that is research-based and reflective of best practice

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

Units of Study for Primary Writing-Lucy Calkins (2003).

The Art of Teaching Writing-Calkins (1994).

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Forming an Opinion	2010-09-01	2015-06-10	All instructional staff
Understanding Text Structure and Authors Craft	2012-08-30	2014-06-13	All instructional staff
Writing - Parental Involvement	2012-09-12	2015-06-10	Learning Specialists, teachers, and principal.
Writing - Timely and Additional Assistance	2012-09-12	2015-06-10	Learning Specialists, Resource Room teachers, teachers and principal.
Writing an Opinion Piece	2012-08-31	2015-06-13	All instructional staff.

### 2.1.2.1. Activity: Forming an Opinion

**Activity Type:** Other

**Activity Description:** All staff members, including Special Education teachers, will use media (books, films, story, incidents, reviews, read-alouds. etc.) to help students generate reasoned opinion.

(Strong feelings Chart - Kindergarten resource will be used as a developmentally appropriate opinion generator)

**Planned staff responsible for implementing activity:** All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-01, End Date - 2015-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Media Materials	Title I Schoolwide	1,500.00	0.00

**2.1.2.2. Activity: Understanding Text Structure and Authors Craft**

**Activity Type:** Other

**Activity Description:** The following process to develop an understanding of text structure and author's craft will be used:

1. Background Knowledge- the teachers will develop students' background knowledge through review of books, movies, games, places and make connections to these.  
(Text-to-Self using finger connections- Kindergarten)
2. Form Opinion on Topic of Interest- Students will research information, interview others, and take notes to plan for an opinion paper (Review). Focusing on a topic and providing supporting details will be incorporated in this activity.
3. Graphic Organizer: All staff members will use graphic organizers to teach students to organize their ideas and opinions. Guided Connections will be made using Connection Graphic Organizer in K.

These techniques will be used in the Resource Room with students with special needs where appropriate.

**Planned staff responsible for implementing activity:** All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-30, End Date - 2014-06-13

**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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**2.1.2.3. Activity: Writing - Parental Involvement**

**Activity Type:** Other

**Activity Description:** Teachers will send newsletters to keep parents informed about classroom writing strategies so that parents can replicate and reinforce activities at home. Teachers will communicate through parent-teacher conferences twice a year.

**Planned staff responsible for implementing activity:** Learning Specialists, teachers, and principal.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-12, End Date - 2015-06-10

**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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**2.1.2.4. Activity: Writing - Timely and Additional Assistance**

**Activity Type:** Other

**Activity Description:** For students who continue to struggle in writing, we will offer timely and additional assistance in the classroom such as re-teaching, small group instruction and team teaching to assist at-risk students with writing skills. Students will have access to Reading Eggs and Smartboard activities.

Additionally, Tier II interventions include one-on-one and/or small group instruction with a Learning Specialist and Title 1 Aides. Tier III interventions will occur in the Resource Room for our students with special needs. Reading/Writing instruction consists of:

Kindergarten- My Sidewalks reading intervention

First Grade- Reading Recovery based lessons adapted for small groups

Second Grade- Orton-Gillingham based lessons in small groups

**Planned staff responsible for implementing activity:** Learning Specialists, Resource Room teachers, teachers and principal.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-12, End Date - 2015-06-10

**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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**2.1.2.5. Activity: Writing an Opinion Piece**

**Activity Type:** Other

**Activity Description:** In order to develop a well-written opinion piece, the following components will be presented:

Component #1: All staff members will model writing an opinion statement and support students in completing their own opinion statement.

Component #2: All staff members will model writing sentences that convey supportive details, and support students in doing the same. Students will use graphic organizers paying attention to structure, organization, voice and transitional words.

Component #3: All staff members will model writing concluding sentences and support students in writing their own concluding sentences.

Component #4: Students will write, revise, self-assess, and edit an opinion piece to share with an audience.

Component #5: Students will write Opinion Papers (letters) across curriculum.

**Planned staff responsible for implementing activity:** All instructional staff.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-31, End Date - 2015-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Fund	General Funds	0.00	

**Goal 3: 3 Math Proficiency**

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will achieve proficiency in math skills across the curriculum.

**Gap Statement:** After careful analysis of the 3rd grade MEAP proficiency scores, we noticed a trend of 65% or less of students being proficient in the areas of addition and subtraction fluency.

After analyzing AR Math Facts in a Flash, we noticed a trend of more than 50% students still working on basic addition facts.

**Cause for Gap:** Examining data shows the cause as a need for more security and solid understanding in foundation skills such as fluency in addition and subtraction facts.

We changed and expanded report cards this year to reflect more information by integrating the standards-based model. Therefore, data collection has not been consistent across the years. After analyzing the 3rd grade MEAP data our examination revealed a need to make new goals to cover the deficiencies.

**Multiple measures/sources of data you used to identify this gap in student achievement:** AR "Math Facts in a Flash" and Everyday Math assessments. Trimester scores were gathered of Essential Learnings which were analyzed using Data Director.

**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?** Our goal is to have 80% proficiency by the end of 2nd grade in addition and subtraction facts. AR Math Facts in a Flash, Everyday Math assessments, Essential Learning targets will be used to monitor progress and success.

**Contact Name:** Lorri McAlpine

**List of Objectives:**

Name	Objective
Math Proficiency	80% of all students, including Title I and economically disadvantaged students, will achieve accuracy in math skills by the end of 2nd grade.

### 3.1. Objective: Math Proficiency

**Measurable Objective Statement to Support Goal:** 80% of all students, including Title I and economically disadvantaged students, will achieve accuracy in math skills by the end of 2nd grade.

**List of Strategies:**

Name	Strategy
Data Plan	Administrators and Teachers will implement a 3 tiered Model of Instruction (RTI) and support using a data system and data-based decision making process
Math Proficiency	Parnall Elementary will implement research-based best practice in mathematics. *Parnall teachers will implement the district curriculum based on grade-level curriculum maps aligned to the Common Core. *Parnall teachers will continue using grade level formative assessments to identify growth in gap areas during data dialogues. *Parnall teachers will utilize differentiation in instruction. *Parnall teachers will integrate Smartboard technology in instruction.

### 3.1.1. Strategy: Data Plan

**Strategy Statement:** Administrators and Teachers will implement a 3 tiered Model of Instruction (RTI) and support using a data system and data-based decision making process

#### Selected Target Areas

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

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

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

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

What Works Clearinghouse:

Hamilton, Laura et. al. Using Student Achievement Data to Support Instructional Decision Making. September 2009

Love, N. (2009). Using Data to Improve Learning for All. Thousand Oaks, CA: Corwin Press.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
1 Data Dialogues- Assessment collection	2012-09-08	2015-06-01	All instructional staff
Tier I Universal Screening Activities	2012-09-08	2015-06-13	All instructional staff and principal

#### 3.1.1.1. Activity: 1 Data Dialogues- Assessment collection

**Activity Type:** Other

**Activity Description:** During professional development (Early Release two times per month), teachers will bring student data from formative assessments to monitor progress in order to make any needed instructional adjustments.

1. Data Collection- Staff will conduct Common Assessments based on CCSS
2. Input- Staff will input the above data into Data Director to organize the data
3. Analysis- Staff responsible will meet as a grade level to conduct Data Dialogues to identify strengths and areas of need in core instruction

**Planned staff responsible for implementing activity:** All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-08, End Date - 2015-06-01

**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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### 3.1.1.2. Activity: Tier I Universal Screening Activities

**Activity Type:** Other

**Activity Description:** 1. Universal Screening- Staff will conduct a Benchmark universal screening using the selected Assessment

2. Input- Staff will input data into Data Director

3. Data Dialogue- All Staff will meet 3 times a year as a grade level department after each benchmark data collection to review and analyze the data to inform and make decisions about core instruction and monitor progress in order to identify students who need Tier II and III Supports.

**Planned staff responsible for implementing activity:** All instructional staff and principal

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-08, End Date - 2015-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
AIMSWeb	Title I Schoolwide	3,780.00	

### 3.1.2. Strategy: Math Proficiency

**Strategy Statement:** Parnall Elementary will implement research-based best practice in mathematics.



\*Parnall teachers will implement the district curriculum based on grade-level curriculum maps aligned to the Common Core.

\*Parnall teachers will continue using grade level formative assessments to identify growth in gap areas during data dialogues.

\*Parnall teachers will utilize differentiation in instruction.

\*Parnall teachers will integrate Smartboard technology in instruction.

**Selected Target Areas**

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

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

Marzano, Robert. (2004). Classroom Instruction that Works.

Hedges, L. V., Stodolsky, S. S., & Mathison, S. (1987). A formative evaluation of Kindergarten Everyday Mathematics (No. Evaluation report 86/87-KEM-1). Chicago: University of Chicago School Mathematics Project.

Fraivillig, J. L., Murphy, L., & Fuson, K. C. (1999). Advancing children's mathematical thinking in Everyday Mathematics classrooms. Journal for Research in Mathematics Education, 30(2), 148-170.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction in Math	2012-09-01	2015-06-12	All teachers
Differentiating Instruction Professional Development	2011-09-01	2015-06-10	Principal, Grade Level Chairs, Learning Specialists and all staff
Formative Assessments for Data Dialogues	2011-09-01	2015-06-10	Learning Specialists, Grade Level Chairs, and all staff
Implement curriculum based on alignment to CCSS (Common Core)	2011-09-01	2012-06-10	Curriculum Chairs and all staff
Integration of Technology (Smartboard) into instruction	2011-09-01	2015-06-10	All staff and Grade Level Chairs/Teacher Leaders.
Math - Timely and Additional Assistance	2012-09-12	2015-06-10	Teachers, Learning Specialists, paraprofessional, and principal.
Math Parental Involvement	2012-09-26	2015-06-05	Learning Specialists

### 3.1.2.1. Activity: Differentiated Instruction in Math

**Activity Type:** Other

**Activity Description:** All teachers will utilize differentiated instruction within their math curriculum.

All kindergarten teachers will use Smartboard activities such as "Adding Animals" and "Apple Tree Subtraction", a variety of manipulatives, number sense activities up to five, pictorial representation of breaking down and building up numbers less than or equal to 10 to create many differentiated activities and centers for students to use.

All first grade teachers will use Smartboard activities such as "Fact Cat Family" and "Fact Family Story", a variety of manipulatives, timed math fact assessments, Math Facts in a Flash program, pictorial representations of number math facts up to 20 to create many differentiated activities and centers for students to use.

All second grade teachers will use Smartboard activities such as "Fact Triangles" and "Top It", Rocket Math, fact family activities, ADD 2 and Math Facts in a Flash to create many differentiated activities and centers for students to use .

All Resource Room teachers will use the appropriate activities that match each individual student's IEP goals.

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-01, End Date - 2015-06-12

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

### 3.1.2.2. Activity: Differentiating Instructuon Professional Development

**Activity Type:** Professional Development

**Activity Description:** All teachers will utilize differentiated instruction in their math curriculum. An initial training day in Differentiated Learning will take place at the beginning of the school year. All teachers will utilize the differentiated training from this professional development throughout the school year. Follow-up activities and training will occur throughout the school year.

**Planned staff responsible for implementing activity:** Principal, Grade Level Chairs, Learning Specialists and all staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2015-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Learning Materials	General Funds	350.00	0.00
Differentiated Learning Professional Development	Title I Schoolwide	2,500.00	

**3.1.2.3. Activity: Formative Assessments for Data Dialogues**

**Activity Type:** Professional Development

**Activity Description:** All staff will identify and utilize formative assessments to identify growth and monitor progress in gap areas during data dialogues.

**Planned staff responsible for implementing activity:** Learning Specialists, Grade Level Chairs, and all staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2015-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Fund	General Funds	0.00	0.00
Using Data to Improve Learning for All - PLC	Title I Schoolwide	400.00	

**3.1.2.4. Activity: Implement curriculum based on alignment to CCSS (Common Core)**

**Activity Type:** Professional Development

**Activity Description:** All teachers will implement the aligned curriculum, made into curriculum maps,

based on curriculum work with CCSS.

**Planned staff responsible for implementing activity:** Curriculum Chairs and all staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Fund	General Funds	0.00	0.00

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**3.1.2.5. Activity: Integration of Technology (Smartboard) into instruction**

**Activity Type:** Professional Development

**Activity Description:** Review will occur at teacher inservice and in monthly inservice on how to utilize and integrate the Smartboard in math instruction. Teacher Leaders/Grade Level Chairs will provide resources in the form of examples of appropriate Smartboard math activities such as "Top It" and "Fact Triangles" to name a few of the many available Smartboard resources. Organization of these activities will occur to align to the CCSS. Training for new staff will be provided if necessary.

**Planned staff responsible for implementing activity:** All staff and Grade Level Chairs/Teacher Leaders.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2015-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Review and new staff training-Smartboard	Title I Schoolwide	1,000.00	0.00

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**3.1.2.6. Activity: Math - Timely and Additional Assistance**

**Activity Type:** Other

**Activity Description:** For those students who continue to struggle in math we will offer timely and

additional assistance in class initially. These interventions include hands-on activities and computer instruction such as: access to Math Facts in a Flash, Brain Pop Jr., Starfall and supplemental instructional materials (ie. manipulatives and games ) and Smartboard practice.

Additionally, Tier II interventions include one-on-one and/or small group instruction with a Learning Specialist or Title 1 Aide. Tier III interventions will include interventions as exemplified above that appropriately meet the goals as outlined in each child's IEP.

**Planned staff responsible for implementing activity:** Teachers, Learning Specialists, paraprofessional, and principal.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-12, End Date - 2015-06-10

**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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### 3.1.2.7. Activity: Math Parental Involvement

**Activity Type:** Other

**Activity Description:** The teachers and administration will hold a family reading and math night where families come to learn how to play games at home that will help students with their math skills.

Additionally, teachers will send newsletters to keep parents informed about classroom math strategies so that parents can replicate and reinforce activities at home. Teachers will communicate through parent-teacher conferences twice a year.

**Planned staff responsible for implementing activity:** Learning Specialists

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-26, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Reading/Math night and parent materials	Title I Schoolwide	600.00	

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## Goal 4: 4 Coordinated School Health

**Content Area:** Coordinated School Health

**Development Status:** Complete

**Student Goal Statement:** All students will lead a healthy lifestyle in a school environment that is safe and nurturing physically, mentally, emotionally and academically.

**Gap Statement:** When looking at social and behavioral data we are seeing a deficiency in life skills that would allow our students to be successful in a school environment. These deficiencies are noted in two student surveys: MiPHY and Bully Free Schools Survey. In both surveys, bullying in the form of pushing/shoving and swearing was most prevalent. In the MiPHY survey, freshman were more often involved with 85.9% seeing others getting pushed, hit, or punched (county average = 83.4%). The Bully-Free Schools survey showed that the highest prevalence of student-to-student bullying occurred in pushing/shoving, swearing, mean name calling and mean statements.

**Cause for Gap:** Causes for the gap are a lack of parenting, a feeling of entitlement and current media culture.

**Parenting:** Currently 40% less time is spent by parents with children at home due to the number of hours spent each week necessary to earn a living. This causes students to come to school less prepared for a successful school experience.

**Culture:** Our culture has become increasingly toxic for raising children due to media sources like television, social media, video games and instant access to a variety of information, not all of which is developmentally appropriate for children. This causes a deficiency in good parenting as these outlets often replace face time with parents.

**Entitlement:** Children today show characteristics of entitlement at a much younger age than in the past. There is also an increased percentage of our school population who express that sense of entitlement. This causes an increase in mean/aggressive behavior to get what they want.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Quantitative: Discipline Referral Data from Parnall Elementary School - School year 2011-2012, Student Study Referrals, Health Department reports, PS referrals/reports, referrals to outside agencies, counseling referrals, At-risk indicators, Data director reports, and McEvoy Training December 6,2011, JCISD.

Qualitative: McEvoy Training December 6,2011, JCISD, pre- and post student perception surveys, parent surveys and classroom observations by teachers.

Secondary surveys: MiPHY (2010) and Bully-Free Schools Survey (2012)

**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?** To measure our success we will be looking at the following indicators:

Fewer numbers of referrals for behavior which will increase academic success. This will be measured by achievement data, and behavior/counseling referrals.

Increased participation from parents/guardians(targeted participation groups)in parenting seminars such as Nurtured Heart will increase communication and improve relationships between school and home. Parents who participate in parenting classes will do a post-seminar evaluation via survey.

Increased peer-to-peer support will foster a nurturing environment where students work together for the success of all which will be measured by pre/post student surveys. Additional measures of success will include review of discipline referrals, teacher observations, and principal walk-throughs.

Survey based on McEvoy's research designed for elementary students designed to gauge students' perception of safety. A pre- and post test will be administered to verify growth.

**Contact Name:** Lorri McAlpine

**List of Objectives:**

Name	Objective
Aggressive Behavior Prevention	To decrease the frequency of incidences of aggression in the district/building.

## 4.1. Objective: Aggressive Behavior Prevention

**Measurable Objective Statement to Support Goal:** To decrease the frequency of incidences of aggression in the district/building.

**List of Strategies:**

Name	Strategy
1 Tier One Core Activities	Teachers will implement common activities such as "15 second interventions" and classroom meetings in each classroom and building.
2 Tier Two Interventions	Parnall Staff will implement Tier II interventions based on the Parnall Behavior rubric.
3 Tier Three Intensive Behavior Interventions	Parnall Staff will implement Tier III intensive interventions based on the expectations developed and outlined in the Parnall Behavior Anti-Aggression Rubric.
Data Collection	Parnall school will collect data on the aggressive behaviors indicated on our behavior rubric.
District Policy Practices	Parnall Staff will implement a common anti-aggressive behaviors rubric to be used consistently in all classrooms.

### 4.1.1. Strategy: 1 Tier One Core Activities

**Strategy Statement:** Teachers will implement common activities such as "15 second interventions" and classroom meetings in each classroom and building.

#### Selected Target Areas

II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

II.2.A.3 Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.

II.2.B.1 The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

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

Glasser,H.and Grove,T. "The Inner Wealth Initiative. The Nurtured Heart Approach for Educators" 2007

McEvoy,Marcia, Ph.D., Licensed Psychologist, McEvoy Consulting,LLC. "Classroom Exercises and Activities to Help Promote Connection, Caring, Community and Compassion in Students Elementary Version." 2011

Lessons for Bullying Prevention in the Michigan Model for Health-2010

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
1 Professional Development for Parnall Staff	2012-08-23	2015-06-05	Parnall Anti-Bullying Committee and Northwest Anti-Bullying Committee
2 Implement McEvoy Interventions and Exercises	2012-09-04	2015-06-05	All staff
Parenting - Nurtured Heart	2012-10-04	2012-11-14	Solutions 2 Well-Being presenter and principal.

#### 4.1.1.1. Activity: 1 Professional Development for Parnall Staff

**Activity Type:** Professional Development



**Activity Description:** Dr. McEvoy will provide professional development for all Northwest Community School's staff on August 23, 2012. This training will consist of her research of Anti-Aggressive behaviors and techniques that have proven to be effective from grades K-12. The purpose of this is to develop a consistent expectation for these behaviors from Kindergarten through grade 12. Additional trainings will take place during professional development and Early Release times throughout the school year.

**Planned staff responsible for implementing activity:** Parnall Anti-Bullying Committee and Northwest Anti-Bullying Committee

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-23, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**4.1.1.2. Activity: 2 Implement McEvoy Interventions and Exercises**

**Activity Type:** Other

**Activity Description:** The district Anti-Bullying Committee will schedule training with Dr. Marcia McEvoy for the beginning of the school year 2012-13. During the training, techniques such as the "15 Second Verbal Intervention", posting of the common Parnall Behavior Rubric, increased adult presence in "hot spots" and classroom meetings will be taught. Implementation of these techniques will occur consistently in all classrooms starting during the school year of 2012-13.

**Planned staff responsible for implementing activity:** All staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**4.1.1.3. Activity: Parenting - Nurtured Heart**

**Activity Type:** Other

**Activity Description:** Collaboration with Solutions 2 Well-being will occur to provide 6 weeks of parenting classes using the Nurtured Heart Approach. Two hour sessions will take place once a week. These sessions will provide many resources for parents to use at home. During the parenting class, babysitting will be provided as well as a light meal.

**Planned staff responsible for implementing activity:** Solutions 2 Well-Being presenter and principal.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-10-04, End Date - 2012-11-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parenting - Nurtured Heart Class	Title I Schoolwide	1,500.00	

### 4.1.2. Strategy: 2 Tier Two Interventions

**Strategy Statement:** Parnall Staff will implement Tier II interventions based on the Parnall Behavior rubric.

**Selected Target Areas**

II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.
II.2.A.3 Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.
II.2.B.1 The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

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

Glasser,H.and Grove,T. "The Inner Wealth Initiative. The Nurtured Heart Approach for Educators" 2007

McEvoy,Marcia, Ph.D. Licensed Psychologist, McEvoy Consulting,LLC. "Classroom Exercises and Activities to Help Promote Connection, Caring, Community and Compassion in Students Elementary Version."2011

Lessons for Bullying Prevention in the Michigan Model for Health-2010

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Lunch Success Session	2012-09-04	2015-06-05	Building Administrator or appointed staff.

**4.1.2.1. Activity: Lunch Success Session**

**Activity Type:** Other

**Activity Description:** Students will spend their lunch period completing a Lunch Success Session rubric under the supervision of building administrator or appointed staff. This could include provisions for making apologies/amends, parent phone calls, possible in-school/out-of-school suspensions.

**Planned staff responsible for implementing activity:** Building Administrator or appointed staff.

**Actual staff responsible for implementing activity:** Lorri McAlpine - Building Principal

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**4.1.3. Strategy: 3 Tier Three Intensive Behavior Interventions**

**Strategy Statement:** Parnall Staff will implement Tier III intensive interventions based on the expectations developed and outlined in the Parnall Behavior Anti-Aggression Rubric.

**Selected Target Areas**

II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.
II.2.A.3 Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.
II.2.B.1 The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

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

Glasser, H.and Grove,T. "The Inner Wealth Initiative. The Nurtured Heart Approach for Educators" 2007

McEvoy, Marcia, Ph.D. Licensed Psychologist, McEvoy Consulting,LLC. "Classroom Exercises and Activities to Help Promote Connection, Caring, Community and Compassion in Students Elementary Version."2011

Lessons for Bullying Prevention in the Michigan Model for Health-2010

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Outside support and services	2012-09-04	2015-06-05	Lorri McAlpine - School Administrator, Monica Shelton - Counselor.

**4.1.3.1. Activity: Outside support and services**

**Activity Type:** Other

**Activity Description:** School personnel/administrator will refer students and parents for additional support regarding specific concerns to local outside sources located in our community.

**Planned staff responsible for implementing activity:** Lorri McAlpine - School Administrator, Monica Shelton - Counselor.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**4.1.4. Strategy: Data Collection**

**Strategy Statement:** Parnall school will collect data on the aggressive behaviors indicated on our behavior

rubric.

**Selected Target Areas**

II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.
II.2.A.3 Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.
II.2.B.1 The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

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

Glasser,H.and Grove,T. "The Inner Wealth Initiative. The Nurtured Heart Approach for Educators" 2007

McEvoy,Marcia, Ph.D., Licensed Psychologist, McEvoy Consulting,LLC. "Classroom Exercises and Activities to Help Promote Connection, Caring, Community and Compassion in Students Elementary Version."2011

Lessons for Bullying Prevention in the Michigan Model for Health-2010

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Data Collection	2012-09-04	2015-06-05	Administrator and staff

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**4.1.4.1. Activity: Data Collection**

**Activity Type:** Other

**Activity Description:** Student Survey - This survey is created to be given to students grades K-2 pre/post annually.

Staff Survey - This survey is created to be given to all staff including support staff annually in April.

Parent Survey - Online Survey annually in April.

**Planned staff responsible for implementing activity:** Administrator and staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2015-06-05

**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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### 4.1.5. Strategy: District Policy Practices

**Strategy Statement:** Parnall Staff will implement a common anti-aggressive behaviors rubric to be used consistently in all classrooms.

**Selected Target Areas**

II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

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

Glasser,H. and Grove, T. "The Inner Wealth Initiative - The Nurtured Heart Approach for Educators." 2007

McEvoy, Marcia. Ph.D., Licensed Psychologist "Classroom Exercises and Activities to Help Promote Connection,. Caring, Community and Compassion in Students." 2011

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Parnall/District Wide Policy Building	2012-09-04	2015-06-05	Committee members will be selected by Lorri McAlpine

#### 4.1.5.1. Activity: Parnall/District Wide Policy Building

**Activity Type:** Other

**Activity Description:** Committee Development: Parnall Staff will develop a committee that will have a representative serve on the District Committee.

**Planned staff responsible for implementing activity:** Committee members will be selected by Lorri McAlpine

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2015-06-05

**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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## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title II Part A	\$9,000.00	\$0.00
General Funds	\$550.00	\$0.00
Title I Schoolwide	\$26,060.00	\$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?

*The Comprehensive Needs Assessment was completed by utilizing the data from the School Data Profile/Analysis, the School Process Rubrics and Summary Reports. This assessment was completed by all members of Parnall Elementary staff which includes the school improvement team, the principal, the support staff members and parents. This is a dynamic document that is updated and revised on an annual basis. Issues that were identified as concerns were discussed and agreed upon during several planning meetings. Early Release dates were used for these meetings and agendas and minutes were kept. Surveys were given to staff, parents and community members to add to this data. We looked at achievement data such as 3rd grade MEAP, MLPP data, and common assessments in all four core subject areas including science and social studies. All the data including demographic data was gathered and analyzed.*

### 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.

#### *Demographic data*

*Parnall Elementary School enrollment has shown a slight increase of students over the past 5 years. The enrollment in 2010 was 638 and in 2011 was 649. The data shows 92% of students are white, 3% of students are black, 3% Asian, and 2 % multi-racial. Male to Female is 54% to 46%. There is a mobility rate of 13-14% in this school. The daily attendance rate for Parnall Elementary is 80% average. There are 57% of first and second grade students with 10 or more absences. The entire school shows 52% of students at 10 or more absences. This is an area of concern. There are 51% of students receiving free or reduced lunch and approximately 17% of the students are receiving special education services. These two sub groups are continuing to increase. The fact that our district is very rural and continues to experience very high rates in unemployment leads us to conclude that this trend will continue upward. We have a concern regarding parent involvement in student learning and class participation; however, attendance at Parent-Teacher conference is high (averaging 97% over the last few years) as well as great attendance at Parent Activity nights.*

### *Student Achievement Data*

*Parnall Elementary School includes grades Kindergarten through second grade. Based on the Annual 3rd grade MEAP test the school has made AYP and has been given an "A" status on the Michigan Report Card. The following data was analyzed: MLPP, Common Assessments which include end of the year assessments in Science and Social Studies and the MEAP. On the 3rd grade Reading MEAP we have seen consistent proficiency scores between 62%, 60%, and 55% over the past three years while the state is at 62% this year. Due to a strong Reading Intervention Program, the economically disadvantaged subgroup have shown a 66% proficiency. Our special education subgroup is at 22% proficiency. The area of concern is the understanding of Informational Text at 60% in both 2010 and 2011. Comprehension data is close behind with scores of 62%- 65%. When analyzing grade level end-of-year data, assessments show that there were 15-20% students that were 1 or more reading levels below target of being at grade level in 2nd grade. Data that was also analyzed are Rigby; MLPP assessments such as Letter ID, Dolch Words, Phonemic Awareness and Concepts of Print; running records and other end-of-year assessments in Science and Social Studies. These assessments showed a concern in the area of reading strategies, lack of fluency, and lack of comprehension strategies. A deficit in the consistent use of Academic Vocabulary which caused a lack of vocabulary knowledge was also noted.*

*In math, we have seen a lower percentage of proficiency - 41%, 32%, and 38% over the past three years while the state is at 36% on this year's MEAP which indicates a possible Tier I deficiency. This deficiency could be an indication that there is a need for professional development or that there is inconsistency in following the curriculum pacing guide. The economically disadvantaged subgroup is lower than the state average in math on the MEAP at only 26% proficiency and Special Education is at only 21%. These scores were further utilized in the item analysis portion to determine further courses of action. In Math, the 3rd grade MEAP shows Numeracy as a strength at 91-81%. But the geometric shapes scored low with 62% of our students getting 100 of the questions correct. After analyzing AR Math Facts in a Flash, we noticed a trend of more than 50% of students still working on basic addition facts. Examining data shows the cause as a need for more security and solid understanding in foundation skills such as addition and subtraction facts. In examining and analyzing vertical data from the Writing MEAP in elementary, middle school and high school, scores in writing are below the state average. On the 5th grade Science MEAP, students outscored the state average (15%) by achieving 18%. The subgroups of economically disadvantaged and special education both fell short by scoring 12% and 4% (5% State) respectively. Social Studies in 6th grade missed the state score except in our special education subgroup-10% compared to the state at 8%.*

*Analysis of end-of-the-year writing assessments showed a concern in the areas of supporting details, lack of focusing on a topic, and lack of providing examples. By analyzing the data, teachers felt that focusing on informational text and making inferences was needed. Students who struggle with informational reading also have difficulties on the science and social studies tests. At the elementary grades, these skills, as well as reading graphs, charts and tables, could be integrated into ELA and math. It was also concluded that using Marzano's 6 Steps for Building Academic Vocabulary needed to be instituted to achieve consistent academic vocabulary across the grade levels.*

### *Perception Data*

*Based on an analysis of programs and data from the SPR 90 and the School Data Profile/Analysis we have noted the following items:*

*A spirit of collaboration, risk-taking, and reflective practice is embedded into the school culture; the school is just beginning to implement professional collaborative learning communities where every member contributes. This is a result of the building being reconfigured recently and a new staff reorganization that took place. Time is always a challenge. Instructional time and planning time to utilize data and focus on the*

*attainment of school goals is a continual process.*

*Students at this age show a strong love for learning and curiosity. Positive relationships are strong and continue to be a focus as the Nurtured Heart Program strengthens. Surveys from the parenting component shared that parents really liked having consistent discipline at school and at home. Staff appreciates the focus on helping students learn to be respectful. The continued work with the Nurtured Heart philosophy is essential to fulfill our efforts in behavior intervention.*

*We found that teachers, parents, and staff had an overall positive perception of our school climate. Parents indicated that the educational programs are good to excellent on school improvement surveys. The parent perception of the school climate is positive and parents felt their students were safe and teacher/parent relationships were good. Gathering parent input and listening to the responses of parents as well as continual communication is the area of focus.*

### **Goals**

*Following data analysis, discussion and conclusions formed by the School Improvement team and building staff, Parnall Elementary has developed four active goals in the areas of reading, writing, math and Coordinated School health. The areas of Science and Social Studies will be incorporated into these goals. Teachers conclude from experience with developmentally appropriate practices that incorporating science and social studies into ELA and math has proven more successful. This is due to the larger number of students entering school with less vocabulary and very little experience with school (as reflected on Kindergarten Roundup assessments and PALS assessments). This integration works due to informational text, while being used in an ELA lesson, also covers science standards. In math, learning about graphs, charts and tables will integrate well with social studies text that uses these same strategies. While these goals are intended to meet the needs of the entire school, a more focused attention, by way of specific interventions based on our school-wide reform model, will be paid to our economically-disadvantaged and special education subgroups. Detailed information about these goals as well as objectives and strategies can be found in the goals section of our SIP.*

### **Schoolwide 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.

*The overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close the achievement gap of at-risk students and increase the academic achievement gap of all students is a Multi-Tier Intervention Model focusing on differentiated instruction including systemic Tier II and Tier III interventions.*

*See Attached Timeline, Pyramid of Interventions, and Foundation Descriptions*

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

*Stakeholders were involved in the process of developing/selecting the reform model through discussions and data analysis and school improvement meetings, staff meetings, grade level meetings and parent/teacher meetings.*

### **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 Northwest Community Schools curriculum is aligned with state standards and designed to meet our academic goals. The Northwest Community Schools Director of Curriculum and Instruction organizes content area meetings and grade level meetings to review changes to the state standards such as the Common Core State Standards initiative. This is done annually or as needed. Common Assessment and pacing guide review and revision is ongoing throughout the school year. Teachers meet with teams across the district to review math and ELA assessments. Meetings are held in Science and Social studies regularly to align curriculum to State Standards and develop assessments as well. Many teams meet over the summer to accomplish this task as well.*

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

*Our teams meet regularly in Learning Communities (PLC's) and Data Dialogue teams, Learning coalition Teams and Student Intervention Team meetings (Student Study) to review curriculum, instruction and assessment. We involve the stakeholders in the community; parents, board members and community members to be a part of this process. We meet annually with parents to review the school improvement plan. Curriculum is shared on the website, at open house, conferences, reading nights and curriculum nights. Parents provide feedback and this feedback is shared with all staff members, the curriculum director and principal to make adjustments as needed.*

### **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.

*Northwest Community Schools Human resource Department assures that all Instructional Paraprofessionals are highly qualified according to the No Child Left Behind criteria. And assures that all the teachers in Parnall Elementary are highly qualified according to the No Child Left Behind criteria. Supporting Documentation of Certifications, College transcripts, test results etc., are available.*

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

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

*We currently have thirty-one instructional staff members. In the last two years, our teaching staff has been affected by retirements and staff reductions due to economic hardships. The four retiring teachers had a total of 145 years combined experience at Northwest (Teacher 1 - 40, Teacher 2 - 36, Teacher 3 - 35, and*

*Teacher 4 - 34). Displaced Northwest staff filled these openings. Therefore, our current staff has an extremely low turnover rate with 71% of our staff starting their teaching careers in our district and staying.*

*Experience of staff:*

*0-4 Years - Six teachers*

*5-10 Years - Ten teachers*

*11-20 Years - Fifteen Teachers*

*21-30 - Four Teachers*

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.

*Our district, Northwest Community Schools, and our building, Parnall Elementary School, does a variety of initiatives to attract and keep highly qualified teachers.*

*Northwest prides itself on being the county's leader in providing technology for students and staff for the twenty-first century learner. Other implemented initiatives include: safe schools through our Coordinated School Health Model, updated curriculum, consistent high quality professional development opportunities at least once a month, a competitive salary schedule.*

*On a school level, Parnall Elementary provides grade level collaboration opportunities due to the K-2 grade level clustering, a comprehensive Title program with highly qualified Learning Specialists, positive school climate initiatives, technology such as Smartboards, sound fields, and document cameras in each classroom, and freedom to innovate and research instructional techniques.*

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

*We currently have thirty-one instructional staff members. In the last two years, our teaching staff has been affected by retirements and staff reductions due to economic hardships. The four retiring teachers had a total of 145 years combined experience at Northwest (Teacher 1 - 40, Teacher 2 - 36, Teacher 3 - 35, and Teacher 4 - 34). Displaced Northwest staff filled these openings. Therefore, our current staff has an extremely low turnover rate with 71% of our staff starting their teaching careers in our district and staying.*

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.

*The following strategies are employed by the school to increase parental 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, Parnall Elementary School will provide the following:*

- Parent Conferences (Fall, Spring, additional conferences available upon request)
- Parent-friendly copy of Grade Level Content Expectations/Common Core provided at Open House
- ELPA results for ELL students sent to parents
- Local assessment information shared with parents at conferences and as requested
- Students receiving additional assistance will be progress monitored depending on student need.

*Information will be shared with parents when appropriate.*

*- Learning Specialist available at conferences to provide information and answer questions about assessments*

*- Fall Kindergarten Parent Meeting: 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)*

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

- Kindergarten Roundup Parent Meeting
- Kindergarten Orientation Day
- Parent Workshops (childcare provided)
- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed
- Summer Reading Program
- After-School program
- School newsletters/Classroom newsletters/District publications
- District Website Parent Tab - provides parents with materials and resources to help their child achieve success

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

*- Parnall Elementary School values and respects parent involvement in the school community. Parent input will be gained to determine needed parts of the professional development plan. Staff will attend workshops and implement effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact. District will in-service teachers on how to utilize district website to post classroom newsletters and add materials and resources to the Parent Tab.*

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

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

- *Transition to Kindergarten: activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations*
- *GSRP-Great Start Readiness Program: Preschool program located in our school that prepares students for Kindergarten expectations*
- *Volunteer Day*
- *Family Literacy Nights*
- *PTO activities*
- *Preschool Visit: Preschoolers and their parents invited to Parnall to tour their new building (April)*
- *Great Parents, Great Start Grant programs (birth to age 5)*

*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, Parnall Elementary will provide:*

- *Weekly Take Home Folders*
- *School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand*
- *Bilingual interpreter, as needed, through JISD for all parent contacts*
- *Accommodations for deaf parents as needed*

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

*Parnall Elementary School will make every effort to support our parents and make sure their needs are met:*

- *Make every effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement*

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

*Parnall Elementary School will provide:*

- *Flexible meeting times*
- *Handicapped Accessible Facilities*
- *Home Visits*
- *Phone Conferences (Bilingual interpreter, as needed, through JISD for all parent contacts)*
- *School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand*
- *Accommodations for deaf parents as needed*
- *Collaboration with community agencies; i.e., Community Mental Health*

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

2a. Design

*Involve parents in planning, designing, and improving the School-Wide Title 1 program, including the School and District Parent Involvement Policy: 1118 (c)Parnall 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 at the Annual Kindergarten Parent Orientation Day and within first 30 days of school.*

- Posting the Parent Involvement Policy for parents to review during Fall Parent Teacher conferences in a visible location
- Placing a suggestion box located under the visible plan for parents to make suggestions during November Parent Teacher conferences. Share these suggestions with Learning Coalition and School Improvement
- Distribute Parent Compacts (POWER Pledge) at beginning of school year
- Reviewing and distributing Parent Compacts at fall conferences
- Conducting a Parent Survey at Fall Parent Teacher conferences for all parents
- Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results by winter break
- Placing a suggestion box in a visible location for continued communication between parents and school all year. Reviewing suggestions and comments at monthly PTO meetings and Learning Coalition. Acting on these suggestions made by stakeholders as appropriate.
- Holding a Title 1 meeting mid-year (Happy Holiday Reading) 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.
- Expanding all avenues of communication with parents (school newsletter, classroom newsletters, District publications and website) to increase parent involvement in the School-Title 1 program

## 2b. Implementation

*Parnall Elementary School will include parents in the implementation of the School wide Title I plan 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)*

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

- Parent Suggestion Box located in a visible location where parents can provide suggestions for improvement and comments regarding the School-Wide Title 1 program
- Include School-Wide Title 1 as a monthly agenda item at PTO. Go through Parent Suggestion Box at monthly PTO meetings to discuss both suggestions/positive notes. Utilize parent feedback to revise and update our School-Wide Title 1 program to meet the needs of all parents and students. Share suggestions and comments with the Learning Coalition and act on suggestions as appropriate.
- Conduct a Parent Survey at Fall 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 (Fall/Spring/additional conferences upon parent request)
- Telephone Calls/E-mail correspondence between parents, teachers and school

## 2c. Evaluation

*Parnall Elementary School will ensure the involvement of parents in evaluation of the School-Wide Title 1 program by:*

- Reviewing the School Parent Involvement Policy at the Annual Kindergarten Parent Orientation Day and within first 30 days of school.
- Placing a suggestion box located under the visible plan for parents to make suggestions during November Parent Teacher conferences. Share these suggestions with Learning Coalition and School Improvement
- Conducting a Parent Survey at Fall Parent Teacher conferences for all parents



- *Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results by winter break*
- *Placing a suggestion box in a visible location for continued communication between parents and school all year. Reviewing suggestions and comments at monthly PTO meetings and Learning Coalition. Acting on these suggestions made by stakeholders as appropriate.*
- *Holding a Title 1 meeting mid-year (Happy Holiday Reading) 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.*
- *Expanding all avenues of communication with parents (school newsletter, classroom newsletters, District publications and website) to increase parent involvement in the School-Title 1 program*

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

*Parnall Elementary School provides individual student academic assessment results in the following ways: Northwest Community Schools provides an interpreter for English Language Learner Assistance as needed. Translations of all documents for parents are provided in the language that parents can understand on an as needed basis.*

- *Open House*
- *Parent conferences (Fall/Spring - additional conferences upon parent request)*
- *Literacy Family Nights*
- *School/Classroom Newsletters/District Newsletters*
- *Progress Reports and Report Cards*
- *District Web Site - Policy and Compact available on website*
- *Early Parent Conferences - meet intervention specialists /see intervention programs/discuss students progress thus far/Student Study Process*
- *Parent Workshops (childcare provided)*
- *Weekly Take Home Folders*
- *Telephone Calls/E-mail correspondence*
- *Take-Home Book Bags*
- *Parent-Student Handbook*

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

*School/Parent/Student Compact is developed jointly with parents and teachers . 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:*

*Parnall Elementary School will develop a School/Parent/Student compact:*

- *The Parent/Teacher/Student compact is developed by the PTO and reviewed annually. Revisions are made based on the Fall Conference Parent Survey results and additional suggestions provided by parents.*
- *The compact is given at the beginning of the year and reviewed at the Fall 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.*

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

*The Parent Involvement Components of the Schoolwide plan will be evaluated in the following manner:*

*Convene an annual meeting:*

*Parnall Elementary School will:*

- Create and Post a Parent Survey on the School Side Plan and its effectiveness.*
- Hold an annual school-wide Title I Meeting in the fall at the Orientation Day that all parents attend on the first day of school.*
- Hold an annual meeting within the first thirty days of school that all parents are invited to attend.*
- Provide an introduction to the school-wide Title I program at Fall parent meeting.*
- Provide an information table at the annual orientation in the spring.*
- The purpose of these meetings will be to share the School-Wide Plan, review the School Parent Involvement Policy, and to explain our Title I program and how parents can be involved to help their child be successful.*

*- Parents will be notified of the meetings before school starts, through U.S. mail or school website informing them of the Title I program and School-wide Parent Involvement Policy and the time to come for the Parent Orientation meeting.*

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

*The staff at Northwest Elementary along with parents who serve on the committee will look at the survey results and identify strengths and weaknesses. All stakeholders will have an opportunity to provide feedback and ideas to review and edit the school wide plan. Based on the survey results, staff will make changes to the RTI 3 Tier model and instructional practices school wide and in the classroom.*

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".

*At Parnall Elementary School, we are at an advantage because we have a preschool program as a part of our building. There are many ways in which we work to ease the transition into kindergarten. Listed are the many transition strategies that include the preschool students:*

- Annual Open House*

- Annual Kindergarten Roundup
  - Trainings for parents such as Nurtured Heart parenting classes
  - Family Reading nights
  - Building communication through newsletters and flyers
  - Participation in daily school events such as assemblies, PTO initiatives, and Reading Month
  - All Early Elementary Curriculum Development activities include Preschool Staff and Parents.
  - Collegial collaboration such as opportunities for gym class, individual meetings between kindergarten teachers and preschool teachers, classroom observations of incoming preschoolers in our special education program, and sharing of curriculum materials and resources.
- Transition of our 2nd grade to Northwest Elementary includes the sharing of data (assessment, Student Study, and counseling information), school visit by 2nd grade to Northwest Elementary, and placement forms filled out by our instructional staff for use by the counselor and receiving teacher.

### **Teacher Participation in Making Assessment Decisions**

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

*Parnall Elementary instructional staff is involved in assessment decisions to increase student achievement in many ways. First, there are many assessments such as Letter ID, Concepts about Print, Hearing and Recording Sounds, other MLPP assessments as well as Common Assessments from Core Instructional Areas such as Math, Science and Social Studies used at each grade level that are used in our "Data Dialogues" for determining achievement, any needed interventions, any needed instructional changes, adjustments to teaching or a need for re-teaching, to inform instructional changes such as small group or individual support, to identify students for our Student Study process, to identify for our after-school program, and to better communicate with parents and collegial communication.*

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

*In order for teachers to be able to understand student achievement data and analysis, there needs to be training. Training is provided through curriculum committees, technology training, and participation in our county's Regional Data Initiative and in "Data Dialogues" in grade level meetings. After being trained, teachers use their classroom assessments to adjust their lessons, instruction, and curriculum if needed. Knowing how to use data analysis drives instruction and helps teachers differentiate as well as determine accommodations or interventions necessary for daily instruction to increase student achievement.*

### **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.

*We have alternative measures of assessment in all four core areas that provide authentic assessment of students' achievements, skills and competencies. We utilize common assessments in Reading, Writing and Math by units. We use universal screening assessments such as the SRI, rigby Text Leveling and STAR Math three times a year and Math Facts in a Flash. Science and Social Studies common assessments are given at*

*the end of each unit.*

### **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.

*At the beginning of the school year as well as when a new student enters the school, teachers gather baseline data to determine the level the child is at across all subject areas. Then teachers and learning specialists analyze the data and plan differentiated instruction through small groups or individualized instruction. Continued instruction is based on weekly/monthly/quarterly progress monitoring tools that identify students that are meeting and not meeting the standards. When a student experiences difficulty on weekly assessments, chapter tests or unit tests, the teacher reviews or re-teaches the concept to that group of students who are having difficulty with that skill. If a student is still having difficulty with a skill then the teacher and learning specialists determine alternative strategies for instruction based on the skill. The Learning specialist and support staff work with the classroom teacher to provide support. The Learning Specialist and or support staff assists the teacher in the classroom on a daily basis, monitors student progress and pulls out individual and mall groups of student for differentiated instruction when needed. As the school year progresses students are progress monitored on a weekly, monthly and quarterly basis. If a student continues to struggle an RTI (Response to Intervention) model is started. Tier I instruction occurs in the classroom with all student receiving whole-class and small-group instruction. Some students receive more one on one time than others. Tier I involves flexible differentiated instructional changes in the classroom and meeting with parents as needed. Tier 2 requires teachers to meet with colleagues and parents to discuss an additional layer of support. Tier 2 involves an additional 20-30 minutes of daily instruction usually in a small group by the Learning Specialist or Support Staff. Tier 3 involves a student referral process if the student is not meeting the goal. The classroom teacher, Learning Specialist and parents meet with the special education staff for further evaluation and support. The special education staff consists of a teacher consultant and resource room teacher. The teacher consultant's job is to provide instructional support for students who need timely and additional assistance with the classroom curriculum. Student needing more intense instructional intervention receive a modified curriculum based on their IEP form the resource room teacher. Reading, Writing, Math, Science and Social Studies tools are used for specific interventions for all students. Students us leveled literacy instruction from Literacy By Design, Systems 44, Read 180, Accelerated Reader, STAR MATH- Accelerated Math and other online differentiated instructional tools. Teacher use cooperative learning, home and practice, non-linguistic representation and feedback from Marzano's nine strategies for classroom instruction. The intervention groups in Tier 2 run typically 3-6 weeks with entry and exit data for these students. At the end of the school year, students who are not proficient on the standards are invited to attend the district summer school program for additional reading and math support.*

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

*The identification process of students K-2 are based on multiple sources. Each assessment has its own criteria for meeting standards, as stated below:*

*Math-*

*Building Common Assessment - Below 75%*

*Unit Tests - Below 75%*

*Classwork/Homework - Incomplete and/or Erroneous*

*Informal Observations - Teacher documentation*

*Reading-*

*Rigby - Below grade level as indicated by Trimester Benchmark*

*Proficiency Levels*

*Running Records - Below 97% comprehension/accuracy for level*

*Michigan Literacy Progress Profile (MLPP) Assessments - Below grade level in each subtest*

*Informal Observations - Teacher documentation*

*Writing-*

*Building writing prompts-scoring 3's or 4's consistently*

*Writing Journals - Teacher documentation and/or lack of entries*

*Classwork - Incomplete or Erroneous*

*Science-*

*Building Common Assessment - Below 75%*

*Unit tests - Below 75%*

*Classwork - Incomplete or Erroneous*

*Informal Observations - Teacher documentation*

*Social Studies-*

*Unit tests - Below 75%*

*Classwork - Incomplete or Erroneous*

*Informal Observations - Teacher documentation*

*As students fall within this criteria, the RTI process begins through our Student Study process. The RTI process is a three-tiered system that identifies students as either meeting, progressing, or not meeting expectations in the content standards. Teachers use informal and formal assessments to determine students that need additional support and the form that this support should take. In Tier II, teachers and instructional specialists use differentiated instruction through small groups and individualized instruction based on weekly/monthly/quarterly progress monitoring tools that identify students not meeting the standards.*

*If students do not show progress with in class interventions nor Tier II interventions, the student moves to Tier III for more intensive intervention and a special education referral.*

**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.

*Coordination and Integration....*

*Federal:*

*Title IA*

*Title IIA*

*State:*

*Section 31A*

*General Fund*

*Career and Tech Ed*

*Great Parent Great Start Program*

*Local:*

*PTO*

*Northwest Education Foundation*

*Mounties on a Mission*

*Jackson Community Foundation*

*Big Brothers and Sisters*

*Food and Nutrition*

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

*The following Programs are coordinated in these ways:*

*Federal:*

*Title IA; Learning Specialists, Paraprofessionals, Supplemental Materials, Academic Services for qualified students in the four core areas.*

*Title IIA; Professional Learning aligned to the District Needs Assessment for Teachers and Support Staff to retain Highly Qualified Staff.*

*State:*

*Section 31A; Counselors, Alternative Education Teachers, Support Staff for AT-Risk Students, Tutoring Staff, Credit Recover Staff, Early Intervention Staff, After School Programs.*

*General Fund; Teaching Staff, Support Staff, Materials, Supplies, Facilities, Insurance, Benefits, for General Education Staff.*

*Career and Tech Ed; Career Awareness Activities, Technology Integration Professional Learning, EDP preparation materials.*

*Local:*

*PTO; Parent Nights, Student Activity Nights, Financial Support for Special Classroom Projects, Field Trips*

*Northwest Education Foundation: Teacher Grants for approved Programs and Activities*

*Mounties on a Mission: Teacher Grants for Approved Programs and Activities and Equipment*

*Jackson Community Foundation: Teacher Grants for Approved Programs, Activities and Equipment*

*Food and Nutrition; Supplemental Funding for Free and Reduced Lunches and Breakfast for qualified Students.*

*Great Parents Great Start; 4 year old Preschool Program for 4 sections.*

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

*Please see the attached Table 1A.*

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.

*Parnall Elementary has a very active Coordinated School Health team that has been funded by the safe and drug free schools money in the past and continues to operate supporting an anti-bullying effort in the building. Northwest Food service programs have provided an exciting variety of nutrition programs for students utilizing grants such as SPLASH and Fuel up to PLAY 60. McKenny -Vinto and the Homeless grants provide support to those students who qualify for homeless support such as back packs and other academic and non-academic related services. Parnall Elementary utilizes the Great START Readiness Preschool Program in the building with 4 sections of preschool that are funded by this grant. This is an excellent feeder program for the Elementary.*

### **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.

*Parnall Elementary School effectively uses technology in many different ways to improve learning and integrate into the curriculum. All classrooms have SMART interactive white boards. All classroom teachers have been extensively trained in SMART interactive lessons. Parnall has several lap top carts, a computer lab and 20 iPads for classroom use. The technology is a tool to engage students and allow for learning at a deeper level. Lessons that utilize technology tie in video, programs that allow for student manipulation of the content , and the internet to maximize learning. Technology is a strength that is fully utilized at Parnall Elementary with student achievement as the primary goal.*

### **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.

*Parnall elementary annually evaluates the implementation of the School Improvement plan as well as results that are achieved by utilizing MEAP data and common year end assessments. School Improvement teams meet monthly at early releases do review the strategies and objectives and data collected on the accomplishments of these objectives. Trimester benchmarking assessments are reviewed at data dialogues to determine intervention needs and student achievement levels. Annually the building school improvement team meets to review the summative data, usually in the summer, to adjust the school improvement plan accordingly. It is this annually review process and monthly progress monitoring that fully actualizes quality instruction and ultimately high student achievement in all areas.*

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.

*Trimester benchmarking assessments are reviewed at data dialogues to determine intervention needs of those students that are the furthest from achieving the standards and all and student achievement levels. This progress monitoring occurs to determine reteaching needs and Tier II interventions for those students of need. Interventions are provided based on specific skill areas and then assessed frequently to determine growth.*

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.

*Parnall elementary annually evaluates the implementation of the School Improvement plan as well as results that are achieved by utilizing MEAP data and common year end assessments. School Improvement teams meet monthly at early releases do review the strategies and objectives and data collected on the accomplishments of these objectives. Trimester benchmarking assessments are reviewed at data dialogues to determine intervention needs and student achievement levels. Annually the building school improvement team meets to review the summative data, usually in the summer, to adjust and revise the school improvement plan to ensure continuous improvement of students in the schoolwide program. It is this annually review process and monthly progress monitoring that fully actualizes quality instruction and ultimately high student achievement in all areas.*

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

*School and student information and progress is shared with all stakeholders in a language that they can understand in the following ways: Parent curriculum meetings are held annually presenting assessment information to parents and curriculum guides. Kindergarten roundup is held annually and all data is shared by the building principal in easy to understand language. School web site posts the annually reports and MI School data information. The Curriculum Web page on the District website offers specific information about assessment and instruction. Standards based report cards are issued each trimester showing student progress and information on academic growth. Conferences are held two times per year or on an as needed basis. Student progress is our primary goal and communication of this goal is paramount.*

### **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.

*School stakeholders are engaged in the decision making process including the development of the Goals, Objectives, strategies and activities in the School Improvement plan y responding to parent and community*



*surveys that are issued annually. Parents, School board members, building administrators, teachers and other school employees, students, parents as well as Title I parents are invited and allowed to voluntarily participate in the development, review and evaluation of the district and school improvement plans regularly. Offering these opportunities via letters, emails and take-home-flyers as they occur is our regular form of invitation. Posting online surveys as well as paper-pencil surveys help us to gather data from these stakeholders that may not be able to attend personally. Assuring that parents groups (PTO etc) school groups such as grade levels , departments, professional groups are all involved in each level of development , implementation and evaluation is the job of the School Improvement team and building principal. School Process Rubrics are completed by all groups to assure an accurate reporting of information.*

## 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 y field (if applicable).

Response: *Yes*

Comments: <http://pes.nwschools.org/modules/cms/pages.phtml?pageid=188901&sessionid=13cfa2e7ee7404c>

### Educational Development Plan (EDP)

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

### Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, but not 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: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments: *Half day Kindergarten get 30 minutes of PE plus any recess times that the teacher may add.*

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

Response: *Adopted policy, but not 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: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

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: *No*

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.

<b>Title</b>	<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>E-mail</b>
Mrs.	Lorri	McAlpine	Principal	lmc Alpine@nwschools.org
Mrs.	Gina	Frederick	Grade Level Chair	gfreder@nwschools.org
Mrs.	Lisa	Peek	Grade Level Chair	lpeek@nwschools.org
Mrs.	Jeanne	Bontrager	Learning Specialist and G	jb ontrag@nwschools.org
Mrs.	Kristen	Joseph	Learning Specialist	joseph@nwschools.org
Mrs.	Tracey	Ledford	School Improvement Chair	tledford@nwschools.org
Mr.	Dan	Good	School Improvement Chair	dgood@nwschools.org
Mrs.	Heidi	DeVolder	PTO President	htdevolder@aol.com



# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Name/Position:	Superintendent
Address:	4000 Van Horn Road
Telephone Number:	(517) 817-4700

## 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
- Coordination and Integration of Resources
- RTI Reform Model Description

**Parnall Elementary**  
**Title 1 School-Wide Parent Involvement Policy**

**Vision**

Parents are their children's first and most important teachers. When the school and parents are involved cooperatively, positive results occur. These include high student achievement, reduced absenteeism, improved behavior, and a feeling of confidence regarding the partnership between home and school.

**Part I: Policy Involvement**

**The Parnall Elementary Title 1 School-Wide Parent Involvement Policy was created as a collaborative effort between parents and staff. Parents played a key role in the development of this policy and we will continue to utilize their feedback and suggestions in order to update and improve our School-Wide Title 1 Program: 1118 (b)**

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

Parnall Elementary School will:

- *Hold an annual school-wide Title 1 Meeting in the fall at the Kindergarten Orientation Day that all parents attend on the first day of school.*
- *Hold an annual meeting within the first thirty days of school that all parents are invited to attend.*
- *Provide an introduction to the school-wide Title I program at Kindergarten Roundup parent meeting.*
- *Provide an information table at the annual Kindergarten Roundup in the spring.*
- *The purpose of these meetings will be to share the School-Wide Plan, review the School Parent Involvement Policy, and to explain our Title 1 program and how parents can be involved to help their child be successful.*
- *Parents will be notified of the meetings before school starts, through U.S. mail or school website informing them of the Title I program and School-wide Parent Involvement Policy and the time to come for the Kindergarten Parent Orientation meeting.*

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

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

- *Parent Workshops (childcare provided)-Nurtured Heart Parenting Class*
- *Parent Conferences*
- *PTO Activities*
- *Flexible IEP times*
- *Contact with counselor*
- *Happy Holiday Reading - School-wide fun night*
- *Volunteer Day*
- *Kick Off to Learning*
- *Open House*
- *Field Trip participation*
- *Field Day*

- *Reading Month Guest Readers*
- *Annual Music 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)**

Parnall 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 at the Annual Kindergarten Parent Orientation Day and within first 30 days of school.*
- *Posting the Parent Involvement Policy for parents to review during Fall Parent Teacher conferences in a visible location*
- *Placing a suggestion box located under the visible plan for parents to make suggestions during November Parent Teacher conferences. Share these suggestions with Learning Coalition and School Improvement*
- *Distribute Parent Compacts (POWER Pledge) at beginning of school year*
- *Reviewing and distributing Parent Compacts at fall conferences*
- *Conducting a Parent Survey at Fall Parent Teacher conferences for all parents*
- *Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results by winter break*
- *Placing a suggestion box in a visible location for continued communication between parents and school all year. Reviewing suggestions and comments at monthly PTO meetings and Learning Coalition. Acting on these suggestions made by stakeholders as appropriate.*
- *Holding a Title 1 meeting mid-year (Happy Holiday Reading) 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.*
- *Expanding all avenues of 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)**

Parnall Elementary School will provide timely information through:

- *Kindergarten Parent Orientation Day (annual Title 1 meeting)*
- *Open House*
- *Parent conferences (Fall/Spring - additional conferences upon parent request)*
- *Literacy Family Nights*
- *School/Classroom Newsletters/District Newsletters*
- *Progress Reports and Report Cards*
- *District Web Site - Policy and Compact available on website*
- *Early Parent Conferences - meet intervention specialists /see intervention programs/discuss students progress thus far/Student Study Process*
- *Parent Workshops (childcare provided)*
- *Weekly Take Home Folders*
- *Telephone Calls/E-mail correspondence*

- *Take-Home Book Bags*
- *Parent-Student Handbook*

**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)**

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

- *Parent Suggestion Box located in a visible location where parents can provide suggestions for improvement and comments regarding the School-Wide Title 1 program*
- *Include School-Wide Title 1 as a monthly agenda item at PTO. Go through Parent Suggestion Box at monthly PTO meetings to discuss both suggestions/positive notes. Utilize parent feedback to revise and update our School-Wide Title 1 program to meet the needs of all parents and students. Share suggestions and comments with the Learning Coalition and act on suggestions as appropriate.*
- *Conduct a Parent Survey at Fall 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 (Fall/Spring/additional conferences upon parent 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)**

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

- *The Parent/Teacher/Student compact is developed by the PTO and reviewed annually. Revisions are made based on the Fall Conference Parent Survey results and additional suggestions provided by parents.*
- *The compact is given at the beginning of the year and reviewed at the Fall 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)**

Parnall Elementary School will provide various academic reports to parents:

- *Report Cards (At the end of each trimester)*
- *Progress reports available on an as-needed basis*
- *Parent Teacher Conferences (Fall, Spring, additional conferences available upon request)*
- *Student Study (pending edit-communication with parent)*

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

Parnall 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*
- *Volunteer Day*
- *Classroom Volunteers*
- *Chaperones for field trips*
- *Kids Hope USA*
- *Big Brothers/Big Sisters*
- *Room observations as requested by parents*

**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, Parnall Elementary School will provide the following:*

- *Parent Conferences (Fall, Spring, additional conferences available upon request)*
- *Parent-friendly copy of Grade Level Content Expectations/Common Core provided at Open House*
- *ELPA results for ELL students sent to parents*
- *Local assessment information shared with parents at conferences and as requested*
- *Students receiving additional assistance will be progress monitored depending on student need. Information will be shared with parents when appropriate.*
- *Learning Specialist available at conferences to provide information and answer questions about assessments*
- *Fall Kindergarten Parent Meeting: 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)**

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

- *Kindergarten Roundup Parent Meeting*
- *Kindergarten Orientation Day*
- *Parent Workshops (childcare provided)*
- *Provide lists of community resources to individual parents and assistance in accessing these resources, as needed*
- *Summer Reading Program*
- *After-School program*
- *School newsletters/Classroom newsletters/District publications*
- *District Website Parent Tab - provides parents with materials and resources to help their child achieve success*

**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)**

- *Parnall Elementary School values and respects parent involvement in the school community. Parent input will be gained to determine needed parts of the professional development plan. Staff will attend workshops and implement effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact. District will in-service teachers on how to utilize district website to post classroom newsletters and add materials and resources to the Parent Tab.*

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

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

- *Transition to Kindergarten: activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations*
- *GSRP-Great Start Readiness Program: Preschool program located in our school that prepares students for Kindergarten expectations*
- *Volunteer Day*
- *Family Literacy Nights*
- *PTO activities*
- *Preschool Visit: Preschoolers and their parents invited to Parnall to tour their new building (April)*
- *Great Parents, Great Start Grant programs (birth to age 5)*

**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, Parnall Elementary will provide:

- *Weekly Take Home Folders*
- *School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand*
- *Bilingual interpreter, as needed, through JISD for all parent contacts*
- *Accommodations for deaf parents as needed*

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

*Parnall Elementary School will make every effort to support our parents and make sure their needs are met:*

- *Make every effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement*

**Part IV: Accessibility**

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

Parnall Elementary School will provide:

- *Flexible meeting times*
- *Handicapped Accessible Facilities*

- *Home Visits*
- *Phone Conferences (Bilingual interpreter, as needed, through JISD for all parent contacts)*
- *School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand*
- *Accommodations for deaf parents as needed*
- *Collaboration with community agencies; i.e., Community Mental Health*





Schoolwide Component	Fund Source	Programs
1. Comprehensive Needs Assessment	General Fund	School Improvement Team Work
2. Schoolwide Reform Strategies-	General Fund/Title IIA  Title IIA  Title IA costs such as Math Intervention Programs and Writing Intervention programs as a part of the building Reform Strategies  Title IIA	Response to Intervention  School Improvement Team Work  Data Team Work  ELA and MATH School Improvement Team work
3. Highly Qualified Professional Staff	General Fund	All staff are currently HQ.
4. Strategies to Attract Highly Qualified Teachers	General Fund  General Fund  General Fund/Title IIA	New Teacher Orientation  Mentor/Mentee Meetings and Planning time  District professional development
5. Highly Qualified and Ongoing Professional Development	Title IA/Title IIA  Title IIA  Title IIA  Title IIA  Title IIA  Career Prep and Tech Ed	Training for Title I Staff on RTI  Grade Level Data Dialogue Trainings  Writing Core Curriculum and Intervention PD  Math Intervention and Core Curriculum PD  Reading Core Curriculum and Intervention PD  Technology Integration PD

<p>6. Strategies to Increase Parent Involvement</p>	<p>Title IA/PTO  Title IA/PTO  Title IA/PTO    Title IA/PTO  Title IA/General Fund/Title IIA  Title IA</p>	<p>Family Nights  Parent Workshop Sessions  Annual Fall, Winter and Spring Planning Meetings  Home/School Take home books  Afterschool Program  Math Title Take Home Bag Program</p>
<p>7. Preschool Transition Strategies</p>	<p>General Fund  GSRP    Title IA    Title IA/General Fund</p>	<p>Kindergarten Round Up  Preschool Visitations to Kindergarten Classrooms  Kindergarten Transition Summer School Camp  Mailings</p>
<p>8. Teacher Participation in Decision Making</p>	<p>General Fund    General Fund/Title IIA    General Fund/Title IIA    General Fund/Title IIA    General Fund/Title IIA</p>	<p>District School Improvement Team    Building School Improvement Team    Learning Coalition District Team    Grade Level Meetings    Data Team</p>
<p>9. Additional Assistance to Students Having Difficulties</p>	<p>31A/Title IA    Title IA/31A    Title IA/31A    Title IA/ general fund</p>	<p>Summer Schools/Extended Year Programs    Extended Day Programs    Paraprofessionals    Title I Tier II Intervention Specialists – (certified staff)</p>

	<p>31A</p> <p>Northwest Education Foundation          Jackson Community Foundation          Monties on a Mission</p>	<p>Elementary School Counselor</p> <p>Teacher Grants</p>
<p>10. Coordination &amp;          Integration of Federal,          State and Local          Resources</p>	<p>Northwest Education Foundation          Jackson Community Foundation          Monties on a Mission</p> <p>Food And Nutrition</p>	<p>Teacher Grants</p>

Parnall Elementary 2011-13 Timeline March 29, 2012

**2011-2012 Spring/Summer**

<b>Tentative Dates</b>	<b>Purpose</b>	<b>Staff Involved</b>	<b>District Time</b>
April 11	Plan for Building Intro	Building Leadership Team	8:30am- 11:30 pm
May 11	Building Intro to RTI and Schoolwide	All Teaching Staff	1:30 pm
June	AIMSWeb training	Leadership Team –other Teachers	
June 11-18	Curriculum Alignment to CCSS	ELA and Math Team	8-3 pm

**Visitation to RTI school**

**2012-2013 FALL**

September	Leadership Team Meeting	2 hours	
September	Booster/Refresher Sessions on AIMSWeb to kick off data collection ; Determine who is testing which students & what skills; Gather AIMSWeb student materials	Those trained in AIMSWeb	1 hour + prep
September		<b>DATA COLLECTION WINDOW</b>	10 min/ student
September	AIMSWeb Training	Teachers	1 day
September	Leadership Team Meeting	Building Leadership Team	2 hours
September	Data Collection and web entry should be completed- Present New Data to Staff	Principal	1 day
September	Presentation of Previous Year's Data at Staff Meeting	Building Leadership Team	15 minutes
October	Grade Level Data Interpretation meetings;	Grade Level Teams	½ day per grade level
October	Grade Level Facilitators set agenda & prepare notes - materials		
October	Leadership Team Meeting	Building Leadership Team	2 hours
December	Leadership Team Meeting	Building Leadership Team	2 hours

**2012-2013 WINTER/ SPRING**

<b>Tentative Dates</b>	<b>Purpose</b>	<b>Staff Involved</b>	<b>District Time</b>
January	Booster/Refresher Sessions on AIMSWeb to kick off data collection ; Determine who is testing which students & what skills	All staff trained in AIMSWeb!!!!	1 hour + prep
January		<b>DATA COLLECTION WINDOW</b>	10 min/ student
January	Leadership Team Meeting	Building Leadership Team	2 hours
January	Data Collection and web entry should be completed	Principal	1 day
February	Grade Level Data Interpretation meetings;	Grade Level Teams	Grade Level Teams
February	Grade Level Facilitators set agenda & prepare notes - materials		
February	Leadership Team Meeting	Building Leadership Team	2 hours
March	Leadership Team Meeting	Building Leadership Team	2 hours
April	Leadership Team Meeting	Building Leadership Team	2 hours
May	Booster/Refresher Sessions on AIMSWeb to kick off data collection ; Determine who is testing which students & what skills	All staff trained in AIMSWeb!!!	1 hour + prep
May		<b>DATA COLLECTION WINDOW</b>	10 min/ student
May	Data Collection and web entry should be completed	Principal	1 day
June	Grade Level Data Interpretation meetings;	Grade Level Teams	½ day per grade level
June	Grade Level Facilitators set agenda & prepare notes - materials; Update Grade Level Action Plans		
June	Leadership Team Meeting	Building Leadership Team	2 hours
Week in June	Stakeholder feedback and planning	Building and district level general education and special education admin	1 hour

**Leadership Team**

- **Lorri McAlpine**
- Jeanne Bontrager
- Kristen Joseph
- Tracey Ledford
- Gina Frederick
- Mary Beth Giglio
- Laura Koszegi
- Lisa Kyro

**RTI Academic Program-Parnall Elementary**

*RTI academics is a system that focuses on providing high quality and appropriate instruction to all students, as well as the early identification of at-risk students PK- 2grade*

**Components of RTI Academics**

1. A Multi-tiered system utilizing a problem-solving process that supports all students across the performance continuum.
2. Scientific, research-based instruction and interventions implemented with fidelity that result in student progress for all students.
3. Progress monitoring
4. Decision-making based on multiple sources of data

**Critical Features**

1. Utilization of a problem-solving process:
  - a. Problem identification (*What is the problem?*)
  - b. Problem analysis (*Why is it occurring?*)
  - c. Intervention Plan (*What are we going to do about it?*)
  - d. Plan evaluation (*Did our interventions result in success?*)
2. Evaluating Tier 1 (core instruction based on the following acronym):
  - a. Instruction (*Are 80% of students responding to instruction?*)
  - b. Curriculum (*Is the curriculum being implemented with fidelity?*)
  - c. Environment (*Are there consistent classroom management skills? Are expectations clear?*)
  - d. Learner (*What type of learner is the student?*)
3. Use of a three-tiered process:
  - *Tier 1 (Core/standards based instruction for all learners)*
  - *Tier 2 (Targeted group supports based on problem solving interventions )*
  - *Tier 3 (Non-responders to tier 2 and much more individualized )*

## **Foundations in Reform- Parnall Elementary**

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### ***Best Practice in Elementary Classroom- Reading***

- **Balanced Literacy**
    - **Guided reading/leveled books**
    - **Read aloud**
    - **Interactive writing/reading**
    - **Shared reading**
    - **Small group**
    - **Phonemic awareness/word work/phonics/Academic Vocabulary**
  - **Centers**
  - **Cooperative Learning**
  - **Integrated Curriculum**
  - **Multiple texts**
  - **Quiet independent reading**
  - **Literacy By Design**
- 

### ***Differentiation in Classroom***

- **Target needs/skills**
  - **Small groups/ reteaching**
  - **Team teaching/ multisensory approach**
  - **REN Learn- kids monitor their own progress**
  - **Various assessment forms**
  - **World connections from text**
  - **Student-led discussions**
- 

### ***Core Interventions***

- **Small groups**
  - **Student conferencing**
  - **Teaching modeling and student modeling**
  - **Team teaching adapted assignments/assessments/accommodations**
  - **Tool box -Use specific strategies- reteaching differently**
- 

### **Universal Screener**

- **AIMSWeb**
- 

### **Diagnostic/Progress Monitor**

- **Running Record and MLPP**

### ***Best Practice in Elementary Classroom- Writing***

- **Balanced Literacy**
  - **Interactive Writing**
  - **Writing Workshop-Lucy Calkins guided writing**
  - **Technology**
  - **EET**
  - **Multiple texts – Informational, Narrative**
  - **Small Group Writing**
  - **Lucy Calkins Units/Macomb Units**
  - **Modeling**
- 

### ***Differentiation in Classroom***

- **Target needs/skills**
  - **Small groups**
  - **Team teaching visual, oral, tactile**
  - **Use of technology**
  - **EET**
  - **Picture first**
  - **Common terminology (Academic Vocabulary) between buildings**
  - **Graphic organizers**
  - **Modeling**
  - **Think Pair Share**
  - **Folder of resources for student to access**
  - **Word wall/dictionary (visual aides)**
  - **Multisensory Approach**
- 

### ***Core Interventions***

- **Small groups**
- **Team teaching adapted assignments/assessments/accommodations**
- **Intervention Tool Box with specific Interventions**
- **EET**



## ***Best Practice in Elementary Classroom- Math***

- **Small group**
  - **Manipulatives**
  - **Math program with cycle approach**
  - **Use of technology**
  - **Real-world applications**
  - **Cooperative learning**
  - **Direct Instruction**
  - **Daily Calendar**
- 

## ***Differentiation in Classroom***

- **Target needs/skills**
  - **Small groups**
  - **Team teaching**
  - **Multisensory Approach**
  - **Reteaching**
  - **Manipulatives**
- 

## ***Core Interventions***

- **Small group**
- **Team teaching adapted assignments/assessments/accommodations**

# Parnall Elementary Pyramid of Interventions 2012-13

## Academic Systems

### **TIER 3 SPECIALLY DESIGNED INSTRUCTION/LEARNING**

Targeted students participate:  
 -in Specialized programs:  
 Summer school, IEP, other  
 Special Education services  
 -with Specialists: Teacher  
 Consultant and other Special  
 Education services

Other Intensive Interventions:  
 Student Study Teams

### **TIER 2 NEEDS-BASED INSTRUCTION/ LEARNING**

Programming and instruction differs from  
 Tier 1 by:

- Uses established intervention programs
- Rigby/MLPP Assessments
- AIMSweb Progress Monitoring
- After-School program
- Pull-out targeted small groups w/literacy  
teacher/Title I aide
- Assignment modifications and adaptations
- ELA-Kindergarten Readiness and Writing  
Interventions
- Specific core content interventions

### **TIER 1 STANDARDS-BASED CLASSROOM INSTRUCTION/LEARNING**

All students participate:  
 -In Standards-Based Core curriculum  
 -Differentiated Instruction in classroom  
 documented interventions  
 -Best practice instruction  
 -Flexible Grouping-Reading and Writing  
 Workshops  
 -Guided by progress monitoring & common  
 assessments  
 -Parent-Teacher Conferences/Contact  
 -Fidelity of common curriculum: Everyday  
 Math, Writing Workshop, & Literacy by  
 Design

## Behavior Systems

### **TIER 3 INTENSIVE, INDIVIDUAL BEHAVIOR INTERVENTIONS**

Individual students may be  
 provided:  
 -a Behavior Contract /Plan  
 -a reduced day

### **TIER 2 TARGETED BEHAVIOR INTERVENTIONS**

Targeted students may be  
 provided:  
 -a Behavior Plan  
 -Counseling Groups: Divorce,  
 Friendship, or Grief  
 -Lunch Success Session  
 -Level 3 & 4 consequences on  
 the Aggressive and Non-  
 Aggressive Behavior Rubric (to  
 be handled in the office)

### **TIER 1 UNIVERSAL BEHAVIOR INTERVENTIONS**

All students will be provided:  
 -Nurtured Heart program: reset  
 -Classroom meeting  
 -Non-Aggressive Behavior  
 Rubric  
 - Level 1 & 2 consequences on  
 the Aggressive and Non-  
 Aggressive Behavior Rubric (to  
 be handled in the classroom)  
 -15 second interventions

