

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: Warren Consolidated Schools

ISD/RESA: Macomb ISD

School Name: Hatherly Elementary School

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

Principal: Mr. Joseph Konal

Building Code: 05962

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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## **Introduction**

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

## School Information

School:	<b>Hatherly Elementary School</b>
District:	<b>Warren Consolidated Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5</b>
School Code Number:	<b>05962</b>
City:	<b>Sterling Heights</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

The Hatherly School Community is driven by one vision.

Kids First

We C.A.R.E. about each other

Lifelong Guidelines: (Personal Best, Trustworthiness, Active Listening, No Put Downs, Truthfulness)

Achievement for Every Child

Unified Family working toward Academic Excellence

\*Cooperation, Act Responsibly, Respect for yourself and others, Enjoy and encourage others

## Mission Statement

The Hatherly School Community is driven by one mission.

We, at Hatherly School, believe that all children can learn. We will work with our school community to create a positive environment in which all children will maximize their potential. We will facilitate the development of our children so that they will become lifelong learners and responsible, contributing citizens within our global community.

## Beliefs Statement

The Hatherly School Community Believes-

1. Working together, the Hatherly community is committed to all students meeting high achievement standards.
2. All students can learn.
3. Providing researched based activities promotes life long learning.
4. Involving all students differentiated learning opportunities fosters the Multiple Intelligences.

# Goals

Name	Development Status	Progress Status
Math Skills	Complete	Open
Reading	Complete	Open
Writing Process	Complete	Open

## Goal 1: Math Skills

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will improve their skill in math based on scores in math proficiency as assessed by the WCS directed pre/post Math Assessment and MEAP.

**Gap Statement:** According to 2010 MEAP data, 93% of Hatherly students scored at or above proficient in the area of math. However there are some gaps observed within the student groups.

**Cause for Gap:** - 100% of the Hatherly third grade students achieved proficiency on the 2010 MEAP.

Areas of Concern: measurement, geometry, data and problem solving

Strengths: number and operations

- 91% of the Hatherly fourth grade students achieved proficiency on the 2010 MEAP. However, only 85% of our English Language Learner fourth grade students achieved proficiency.

Areas of Concern: measurement, geometry, data and probability

Strengths for this grade: number and operations

- 88% of the Hatherly fifth grade students achieved proficiency on the 2010 MEAP. However, only 82% of our Economically Disadvantaged fifth grade students achieved proficiency. 36% of the English Language Learner fifth grade students did not achieve proficiency. Also noted is that only 79% of the 5th grade boys demonstrated proficiency.

Areas of Concern: number and operations, data and probability

Strengths: measurement and geometry

**Multiple measures/sources of data you used to identify this gap in student achievement:** K-5 District

Common Assessments

3-5 MEAP

K-5 teacher created 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?** Students in grades Kdg-5, who have not performed consistently at 70% accuracy or higher on the District Math Assessment, are considered at risk.

**Contact Name:** Joseph Konal

**List of Objectives:**

Name	Objective
Improve Problem Solving Skills	All Hatherly Students will improve their skills in Mathematics.
Improve the ability to understand data and graphs	The % of Hatherly Elementary K-5 students who are proficient in their understanding of Data and Graphs will improve.
Students will improving their understanding of Geometry and Measurement	The percentage of Hatherly Elementary K-5 students who are proficient in Geometry and Measurement will increase by 2%

## 1.1. Objective: Improve Problem Solving Skills

**Measurable Objective Statement to Support Goal:** All Hatherly Students will improve their skills in Mathematics.

**List of Strategies:**

Name	Strategy
Direct Instruction	Teachers in the General Education classrooms and Support Programs throughout the building will provide Direct Instruction of grade appropriate hierarchy of problem solving strategies.
Interactive Manipulative Tools	Teachers in the General Education classrooms and support programs throughout the building will incorporate the use of INTERACTIVE MANIPULATIVE TOOLS to support investigations that promote an understanding of solution paths to problem solving.
RTI	All general education classroom teachers, along with support staff, will incorporate RTI strategies for Math instruction in a variety of settings. Grade level teams will develop criteria to determine levels of need. Three tiers will be identified: Tier 1: primary instruction in the classroom setting Tier 2: academic support provided by differentiated instruction in the classroom, Title I support services, and ELL support Tier 3: academic support through Title I support services and Special Education services

### 1.1.1. Strategy: Direct Instruction

**Strategy Statement:** Teachers in the General Education classrooms and Support Programs throughout the building will provide Direct Instruction of grade appropriate hierarchy of problem solving strategies.

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their

learning

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

**Other Required Information for Strategy**

NCTM: National Council of Teachers of Mathematics.

"Guiding Principals for Mathematics Curriculum and Assessment"

June 2009

Curriculum must be taught and learned in a setting that ensures problem solving reasoning, connections, and conceptual understanding. Students must draw on their own knowledge and through this process develop new mathematical understandings.

Best Practice: New standards for Teaching and Learning in American Schools-Second Edition, Steve Zemelman, Harvey Daniels, Arthur Hyde, 1998: Pages 83-105

Recommendations for teaching Mathematics are identified specific to Problem Solving:

Word Problems with a variety of structures and solution paths

Everyday problem and applications

Problem Solving Strategies

Open Ended problem and extended projects

Investigations, formulating questions from problem situations

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Modeled Instruction	2011-09-06	2012-06-15	classroom teachers

**1.1.1.1. Activity: Modeled Instruction**

**Activity Description:** Teachers will model Problem Solving step instructions provided in the WCS math text. Activities will be differentiated to meet the needs of below level, on level and above level students

Description: Modeled Instruction

Responsible Person: Classroom teacher

Resources Needed: math text

Cost: \$0

Data Collection: teacher observation

Evaluation Criteria: Common Assessments

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

### 1.1.2. Strategy: Interactive Manipulative Tools

**Strategy Statement:** Teachers in the General Education classrooms and support programs throughout the building will incorporate the use of INTERACTIVE MANIPULATIVE TOOLS to support investigations that promote an understanding of solution paths to problem solving.

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

NCTM: National Council of Teachers of Mathematics.  
 "Guiding Principals for Mathematics Curriculum and Assessment"  
 June 2009

Curriculum must be taught and learned in a setting that ensures problem solving reasoning, connections, and conceptual understanding. Students must draw on their own knowledge and through this process develop new mathematical understandings.

Best Practice: New standards for Teaching and Learning in American Schools-Second Edition, Steve Zemelman, Harvey Daniels, Arthur Hyde, 1998: Pages 83-105

Recommendations for teaching Mathematics are identified specific to Problem Solving:

Word Problems with a variety of structures and solution paths

Everyday problem and applications

Problem Solving Strategies

Open Ended problem and extended projects

Investigations, formulating questions from problem situations

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Schoolwide 24 Number Game	2011-09-06	2012-06-15	Media Specialist, Classroom Teachers

**1.1.2.1. Activity: Schoolwide 24 Number Game**

**Activity Description:** Description: 24 Numbers Game: Whole School weekly Problem Solving Activity competition.

Responsible Person: Media / Tech

Resources Needed: Game, Video Technology

Cost:\$25.00 Paper/Game replacement as needed

Funding Source School Supply Fund

Data Collection: Daily Slips

Evaluation Criteria: Survey

**Planned staff responsible for implementing activity:** Media Specialist, Classroom Teachers

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

**1.1.3. Strategy: RTI**

**Strategy Statement:** All general education classroom teachers, along with support staff, will incorporate RTI strategies for Math instruction in a variety of settings. Grade level teams will develop criteria to determine levels of need. Three tiers will be identified:

Tier 1: primary instruction in the classroom setting

Tier 2: academic support provided by differentiated instruction in the classroom, Title I support services, and ELL support

Tier 3: academic support through Title I support services and Special Education services

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Implements interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

Beyond RTI pyramid by William N. Bender

Refining, Redesigning and Responding: Moving to the Next Level of RTI by Barbara J. Moore, Ed.D., CCC-SLP

"Supporting Struggling Readers and Writers, Strategies for Classroom Intervention 3-6" 2002, Dorothy S. Strickland, Kathy Ganske, Joanne K. Monroe, Stenhouse Publishers, Portland Maine

Differentiated Instruction is an instructional concept that maximizes learning for ALL students?regardless of skill level or background. It's based on the fact that in a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-09-06	2012-06-15	Classroom Teachers, Title I Support staff

**1.1.3.1. Activity: Differentiated Instruction**

**Activity Description:** Description: Teachers will Differentiate Instruction through guided math instruction and the resources available in the WCS Math text.

Responsible Person: Classroom Teachers

Resources Needed: Math Text, Manipulative Tools, Technology Applications

Cost: \$1000. Classroom Supplies

Funding Source: Title I , Classroom Supply Fund

Data Collection: Lesson Plans

Evaluation Criteria: Teacher Observation, Common Assessments

**Planned staff responsible for implementing activity:** Classroom Teachers, Title I Support staff

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Part A	0.00	0.00

## 1.2. Objective: Improve the ability to understand data and graphs

**Measurable Objective Statement to Support Goal:** The % of Hatherly Elementary K-5 students who are proficient in their understanding of Data and Graphs will improve.

**List of Strategies:**

Name	Strategy
Content Integration	Teachers in the general education classrooms and support programs throughout the building will provide CONTENT INTEGRATION with the use of Data Tally Tables and Graph Responses 4 times a year within their curriculum. Examples may include: Student transport in Sept, Lunch Choice in October, Recess Choices in November, Favorite Authors in March, Awards Received in June etc.

### 1.2.1. Strategy: Content Integration

**Strategy Statement:** Teachers in the general education classrooms and support programs throughout the building will provide CONTENT INTEGRATION with the use of Data Tally Tables and Graph Responses 4 times a year within their curriculum. Examples may include: Student transport in Sept, Lunch Choice in October, Recess Choices in November, Favorite Authors in March, Awards Received in June etc.

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice

**Other Required Information for Strategy**

NCTM: National Council of Teachers of Mathematics.

"Guiding Principals for Mathematics Curriculum and Assessment"

June 2009

Students need to have experience formulating questions, designing surveys, gathering, data and analyzing results.

Best Practice: New standards for Teaching and Learning in American Schools-Second Edition, Steve Zemelman, Harvey Daniels, Arthur Hyde, 1998: Pages 83-105

Recommendations for teaching Mathematics are identified specific to Data & Graphing

Connecting Mathematics to other subjects and the real world

Collecting and organizing data

Using methods to describe, analyze, evaluate and make decisions.

Researched-Based Strategies for Increasing Student Achievement:

Robert Marzano, Debra J Pickering, Jane E Pollock

Marzano identifies most effective strategies for achievement: Finding similarities/differences, generating hypotheses, summarizing and questioning.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Math Across Curriculum	2011-09-06	2012-06-15	classroom teachers
Run Club	2011-09-06	2012-06-15	Run Club Sponsor and classroom teachers

**1.2.1.1. Activity: Math Across Curriculum**

**Activity Description:** Data and Graphing concepts will be supported across curriculum in content subject areas.

Responsible Person: classroom teachers

Resources: Teacher resources/Web applications

Cost 0

Funding Source n/a

Data Collection Lesson Plans

Evaluation Criteria: common assessments

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

**Actual staff responsible for implementing activity:** classroom teachers

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title 1	Title I Schoolwide	0.00	0.00

**1.2.1.2. Activity: Run Club**

**Activity Description:** Students will use their knowledge of data and graphing in the real world context of tracking their progress in the Run Club activities.

**Planned staff responsible for implementing activity:** Run Club Sponsor and classroom teachers

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Run Club	Early Reading First	2,000.00	

**1.3. Objective: Students will improving their understanding of Geometry and Measurement**

**Measurable Objective Statement to Support Goal:** The percentage of Hatherly Elementary K-5 students who are proficient in Geometry and Measurement will increase by 2%

**List of Strategies:**

Name	Strategy
Teachers will incorporate Interactive Manipulative Tools	Teachers in the general education classrooms and support programs throughout the building will incorporate the use of INTERACTIVE MANIPULATIVE TOOLS to support math investigations specific to geometry and measurement that promote an understanding of the concept. Presented within the timeline specific to WCS Math Curriculum Calendar.

**1.3.1. Strategy: Teachers will incorporate Interactive Manipulative Tools**

**Strategy Statement:** Teachers in the general education classrooms and support programs throughout the building will incorporate the use of INTERACTIVE MANIPULATIVE TOOLS to support math investigations specific to geometry and measurement that promote an understanding of the concept. Presented within the timeline specific to WCS Math Curriculum Calendar.

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice

**Other Required Information for Strategy**

Best Practice: New standards for Teaching and Learning in American Schools"-Second Edition, Steve Zemelman, Harvey Daniels, Arthur Hyde, 1998: Pages 83-105

Recommendations for teaching Mathematics are identified specific to Geometry & Measurement:

Increase the use of manipulative materials

Content integration

Everyday problems and applications

Connecting math to other subjects and the real world

Developing Spatial Sense

Actual measuring

Using geometry in problem solving

NCTM: National Council of Teachers of Mathematics.

"Guiding Principals for Mathematics Curriculum and Assessment"

June 2009

Geometric ideas and the study of measurement are useful in application to all other mathematical concepts.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Computer Aided Applications	2011-09-06	2012-06-15	Classroom Teachers/Media Tech/RTI/Title I

**1.3.1.1. Activity: Computer Aided Applications**

**Activity Description:** Students will utilize computer applications to build skills related to measurement. Students can access computer programs through the adopted WCS Math Program provided through Hatherly as well as programs selected by Media tech/Classroom Teacher web pages.

**Planned staff responsible for implementing activity:** Classroom Teachers/Media Tech/RTI/Title I

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Study Island Subscription, Computers	Title I Part A	3,000.00	0.00

**Goal 2: Reading**

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All Hatherly students will improve their skills in reading.

**Gap Statement:** According to MEAP and MLPP data 79% of Hatherly students scored at or above proficient in the area of reading.

**Cause for Gap:** -80% of the Hatherly third grade students achieved proficiency on the 2010 MEAP. However,

only 60% of our English Language Learner third grade students achieved proficiency and 70% of our economically disadvantaged students demonstrated proficiency.

Areas of Concern: word study, narrative text, and comprehension, academic vocabulary

Strengths: informational text, ELL student achievement has improved over the past three years

-72% of the Hatherly fourth grade students achieved proficiency on the 2010 MEAP, which was a decline. In addition, only 52% of our English Language Learner fourth grade students achieved proficiency and 64% of our economically disadvantaged students demonstrated proficiency.

Areas of Concern: word study and comprehension, academic vocabulary

Strengths for this grade: narrative text, and informational text, ELL students achievement has improved over the past three years

-85% of the Hatherly fifth grade students achieved proficiency on the 2010 MEAP. However, only 79% of our Economically Disadvantaged fifth grade students achieved proficiency. Fifty percent of the English Language Learner fifth grade students did not achieve proficiency.

Areas of Concern: information and narrative texts, academic vocabulary

Strengths: word study and comprehension.

**Multiple measures/sources of data you used to identify this gap in student achievement:** We utilize a variety of assessments to identify and provide assistance to students in need of academic support.

Michigan Literacy Progress Profile (MLPP)

Kindergarten - Concepts of Print, Letter/Sound Identification

1st - Concepts of Print, Letter/Sound Identification, DR2 Level, Known Words, Hearing and Recording Sounds, Sight Word Decodable List, Oral Language, Retelling, Writing, Aims Web fluency assessment

2nd - DR2 Level, Known Words, Hearing and Recording Sounds, Sight Word Decodable List, Oral Language, Retelling, Writing, Aims web fluency assessment

3rd - DR2 Level, Oral Language, Retelling, Writing.

Michigan Education Assessment Program (MEAP) Grades 3 - 5

English Language Proficiency Assessment (ELPA)- Kindergarten - 5th

Houghton-Mifflin Curriculum Assessments - Kindergarten - 5th

Teacher made Common Assessments - Kindergarten - 5th

**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?** 1. (Reading) If not at these levels, student is considered at risk:

Kdg/1st: DRA: Beginning: DRA A; End of year: 18 First grade students who score below average on the Aims web fluency assessment are considered at risk.

2nd: Grade: Beginning: DRA 18; End of year: 28. Students who score below average on the Aims web fluency assessment are considered at risk.

3rd: Grade: Beginning: DRA 28; End of year: 38 Student who have not performed at a level 1 or 2 on the MEAP are considered at risk.

4th: Grade: Beginning: DRA: 38; End of year: testing ends at Level 44. Students who have not performed consistently at a level 1 or 2 on the MEAP are considered at risk.

5th: Students who have not performed consistently at a level 1 or 2 on the MEAP are considered at risk.

Contact Name: Joseph Konal

**List of Objectives:**

Name	Objective
Improve Comprehension Skills	The percentage of K-2 students who are proficient in reading comprehension will increase by 2% as assessed by the DR2 portion of the MLPP assessment by the end of 2012 school year. The percentage of 3-5 students who are proficient in reading comprehension will increase by 2% as assessed by the MEAP assessment by the end of the 2012 school year.
Improving Fluency	The percentage of K-2 students who are proficient in fluency will increase by 2% from Fall 2011 to achieve appropriate grade-level outcomes in Spring 2012 as assessed by DR2 as assessed by the DR2 portion of the MLPP assessment. The percentage of 3-5 students who are proficient in fluency will increase by 2% as assessed by the DR2 from Fall 2011 to achieve appropriate grade-level outcomes in Spring 2012 as assessed by DR2. 5th grade exiting DR2 score of 44.
Reading for Information	The percentage of K-2 students that are proficient in reading for information will increase by 2% in Spring 2012, as assessed by a school wide common assessment. The percentage of 3-5 grade students that are proficient in reading for information will increase by 2% as assessed by the MEAP assessment by the end of the 2012 school year.

## 2.1. Objective: Improve Comprehension Skills

**Measurable Objective Statement to Support Goal:** The percentage of K-2 students who are proficient in reading comprehension will increase by 2% as assessed by the DR2 portion of the MLPP assessment by the end of 2012 school year.

The percentage of 3-5 students who are proficient in reading comprehension will increase by 2% as assessed by the MEAP assessment by the end of the 2012 school year.

**List of Strategies:**

Name	Strategy
Graphic Organizers/Semantic Organizers	Teachers in general education classrooms and support programs throughout the building will incorporate Graphic Organizers that promotes improvement in Reading Comprehension
Guided Reading	Teachers in general education classrooms and support programs throughout the building will incorproate Guided Reading into Reading instruction providing learning opportunities that will promote student improvement in reading comprehension.
Response To Intervention (RTI)	All general education classroom teachers, along with support staff, will incorporate RTI strategies into reading instruction in a variety of settings. Grade level teams will develop criteria to determine levels of need. Three tiers will be identified: Tier 1: primary instruction in the classroom setting Tier 2: academic support provided by differentiated instruction in the classroom, Title I support services, and ELL support Tier 3: academic support through Title I support services and Special Education services

### 2.1.1. Strategy: Graphic Organizers/Semantic Organizers

**Strategy Statement:** Teachers in general education classrooms and support programs throughout the building will incorporate Graphic Organizers that promotes improvement in Reading Comprehension

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

"Best Practice: New Standards Teaching and Learning in America's Schools," Steven Zemelan, Harvey Daniels, Arthur Hyde  
 1998 Heinemann Portsmouth, New Hampshire

"Graphic Organizers: Visual Strategies for Active Learning," Karen Bromley, Linda Irwin-Devitis, Marcia Modlo 1995 Scholastic Professional Books, NY

Graphic Organizers make visually explicit the organizational patterns of text.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Compare & Contrast	2011-09-06	2012-06-15	Classroom Teachers
Graphic Organizing	2011-09-06	2012-06-15	Classroom Teachers, Title I Support Staff, Media Tech support

#### 2.1.1.1. Activity: Compare & Contrast

**Activity Description:** Teachers will present literature that will provide opportunities to compare and contrast.

Responsible: Classroom Teachers

Time Line: 09/06/2011 to 06/15/2012

Resources Needed: Teacher Resource Library

Cost: 200.00

Funding Source: Classroom Supply Funds, General Funds

Data Collection: Lesson Plans

Evaluation: Common Assessment

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Schoolwide	200.00	0.00

**2.1.1.2. Activity: Graphic Organizing**

**Activity Description:** Teachers in the general education classrooms and support programs throughout the building will incorporate graphic organizing within content area reading. This activity is leveled to meet the needs of all students to include those above grade level, at grade level, and at-risk. Those students having difficulty with this activity will be given Title I aide support and graded on a revised rubric.

Person Responsible: Classroom Teachers , Title I support Staff

Resources Needed: Computer Lab, License for Computer Programs, 6 Computers on Carts at each Grade Level

Cost: 7000.00

Funding: General Fund

Data Collection: Sign In Sheet

Evaluation: Common Assessment, Work Product

**Planned staff responsible for implementing activity:** Classroom Teachers, Title I Support Staff, Media Tech support

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Schoolwide	7,000.00	0.00

**2.1.2. Strategy: Guided Reading**

**Strategy Statement:** Teachers in general education classrooms and support programs throughout the building will incorporate Guided Reading into Reading instruction providing learning opportunities that will promote student improvement in reading comprehension.

**Selected Target Areas**

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.10 Implements an evaluation system that provides for the professional growth of all personnel
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
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
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.6 Allocates and protects instructional time to support student learning
3.8 Implements interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.7 Demonstrates verifiable growth in student performance
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
5.10 Provides appropriate support for students with special needs
5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment
6.1 Fosters collaboration with community stakeholders to support student learning
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student

performance (Plan); and documents and uses the results to inform what happens next (Results)
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement

**Other Required Information for Strategy**

The role of Guided Reading is to differentiate and support the individual needs of each student. This supports our ELL, Title I, Special Ed, and General Ed students.

The National Reading Panel Report: Practical Advice for Teachers by Timothy Shanahan (2006)  
On page 33 states strategy teaching is most effective when it takes a gradual release approach to guide students reading.

Best Practice New Standards for Teaching and Learning in America's Schools by Steven Zemelman, Harvery Daniels, and Arthur Hyde (1998)  
On page 54 recommendations on teaching reading is clearly stated.

Effectively Using GUIDED READING Help All Your Students Become Better Readers by Cindy Merrilees BER (Bureau of Education & Research)(2002)  
On page 15 states the Guided Reading Sequence-Before, During, and After reading instruction.

Classrooms That Work They Can All Read and Write by Patricia M. Cunningham and Richard L. Allington 3rd & 4th Edition (2003, 2007)  
On page 72 common comprehension strategies for all teachers to use are listed.  
Chapter 3 starting on page 26 helps teachers build the literacy foundation with activities.

Beating the Odds in Teaching All Children to Read by Barbara M. Taylor, P. David Peason, Kathleen F. Clark, and Sharon Walpole (1999)  
On page 5 states how research supporting guided reading states a balance of literature and skill should be a focus.

Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning by Mary Avalos, Alina Plasencia, Celina Chavez, Josefa Rascon. The Reading Teacher (2007)  
On page 320 compares Guided reading and Modified guided reading.

Mosaic of Thought by Ellin Oliver Keene and Susan Zimmermann (1997)  
Specific reference to metacongition and teaching students to reference their reading to self, text, and world.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Classroom Guided Reading	2010-09-06	2011-06-17	Classroom teachers
Professional Staff Development	2011-09-06	2012-06-15	WCS

**2.1.2.1. Activity: Classroom Guided Reading**

**Activity Description:** Teacher led, small group, level-based guided reading. This activity is leveled to meet the needs of all students to include those above grade level, at grade level, and at-risk. Those students having difficulty with this activity will be given Title I aide support and graded on a revised rubric.

Responsible: Classroom teachers

Resources Needed: Literacy Library, Curriculum Leveled Readers, Recorders, I- pods

Cost: 1000.00

Funding Source: none

Data Collection: DR2, teacher generated assessments

Evaluation criteria: DR2 levels, teacher generated assessments

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-06, End Date - 2011-06-17

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Schoolwide	1,000.00	0.00

**2.1.2.2. Activity: Professional Staff Development**

**Activity Description:** Professional Development and support will continue for Guided Reading in the 2011 - 2012 school year.

Responsible: WCS

Resources Needed: Literacy Library

Cost:\$0

Funding Resource: None

Data Collection: PLC

Evaluation: PLC

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

**2.1.3. Strategy: Response To Intervention (RTI)**

**Strategy Statement:** All general education classroom teachers, along with support staff, will incorporate RTI strategies into reading instruction in a variety of settings. Grade level teams will develop criteria to determine levels of need. Three tiers will be identified:

Tier 1: primary instruction in the classroom setting

Tier 2: academic support provided by differentiated instruction in the classroom, Title I support services, and ELL support

Tier 3: academic support through Title I support services and Special Education services

**Selected Target Areas**

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

**Other Required Information for Strategy**

Beyond RTI pyramid by William N. Bender

Refining, Redesigning and Responding: Moving to the Next Level of RTI by Barbara J. Moore, Ed.D., CCC-SLP

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Hatherly Reading Club (HRC)	2011-09-06	2012-06-15	Title I teacher, Title I support staff, classroom teachers

**2.1.3.1. Activity: Hatherly Reading Club (HRC)**

**Activity Description:** Students not proficient in reading are engaged in focus literacy activities, based on instructional need.

Responsible: Title I teacher, Title I support staff, classroom teachers

Resources needed: Literacy Library, Reading A-Z, leveled support materials, educational games

Cost: est. \$160,000 (Title I support staff salaries)

Funding Source: Title I

Data collection: AIMS web, phonemic awareness test, teacher recommendation

Evaluation: progress monitoring every 10 wks

**Planned staff responsible for implementing activity:** Title I teacher, Title I support staff, classroom teachers

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I School Improvement (ISI)	160,000.00	0.00

**2.2. Objective: Improving Fluency**

**Measurable Objective Statement to Support Goal:** The percentage of K-2 students who are proficient in fluency will increase by 2% from Fall 2011 to achieve appropriate grade-level outcomes in Spring 2012 as assessed by DR2 as assessed by the DR2 portion of the MLPP assessment.

The percentage of 3-5 students who are proficient in fluency will increase by 2% as assessed by the DR2 from Fall 2011 to achieve appropriate grade-level outcomes in Spring 2012 as assessed by DR2.

5th grade exiting DR2 score of 44.

**List of Strategies:**

Name	Strategy
Guided Reading	Teachers in general education classrooms and support programs throughout the building will incorporate Guided Reading into Reading instruction providing learning opportunities that will promote student improvement in reading comprehension.
Independent Reading	Specific activities utilized to increase the time students spend independent reading.
RTI	All general education classroom teachers, along with support staff, will incorporate RTI strategies into reading instruction in a variety of settings. Grade level teams will develop criteria to determine levels of need. Three tiers will be identified: Tier 1: primary instruction in the classroom setting Tier 2: academic support provided by differentiated instruction in the classroom, Title I support services, and ELL support Tier 3: academic support through Title I support services and Special Education services

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### 2.2.1. Strategy: Guided Reading

**Strategy Statement:** Teachers in general education classrooms and support programs throughout the building will incorporate Guided Reading into Reading instruction providing learning opportunities that will promote student improvement in reading comprehension.

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.8 Implements interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

The role of Guided Reading is to differentiate and support the individual needs of each student. This supports our ELL, Title I, Special Ed, and General Ed students.

The National Reading Panel Report: Practical Advice for Teachers by Timothy Shanahan (2006)  
 On page 33 states strategy teaching is most effective when it takes a gradual release approach to guide students reading.

Best Practice New Standards for Teaching and Learning in America's Schools by Steven Zemelman, Harvery Daniels, and Arthur Hyde (1998)  
 On page 54 recommendations on teaching reading is clearly stated.

Effectively Using GUIDED READING Help All Your Students Become Better Readers by Cindy Merrilees BER (Bureau of Education & Research)(2002)  
 On page 15 states the Guided Reading Sequence-Before, During, and After reading instruction.

Classrooms That Work They Can All Read and Write by Patricia M. Cunningham and Richard L. Allington 3rd & 4th Edition (2003, 2007)  
 On page 72 common comprehension strategies for all teachers to use are listed.  
 Chapter 3 starting on page 26 helps teachers build the literacy foundation with activities.

Beating the Odds in Teaching All Children to Read by Barbara M. Taylor, P. David Peason, Kathleen F. Clark, and Sharon Walpole (1999)  
 On page 5 states how research supporting guided reading states a balance of literature and skill should be a focus.

Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning by Mary Avalos, Alina Plasencia, Celina Chavez, Josefa Rascon. The Reading Teacher (2007)  
 On page 320 compares Guided reading and Modified guided reading.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Classroom Guided Reading	2011-09-06	2012-06-15	Classroom teachers

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**2.2.1.1. Activity: Classroom Guided Reading**

**Activity Description:** Teacher led, small group, level-based guided reading. Responsible: Classroom teachers, Title I Support. Resources Needed: Literacy Library, Curriculum Leveled readers, Literature Book Classroom Sets Cost: 6000.00 Funding Source: Title I, School Supply Fund. Data collection: DR2, teacher generated assessments Evaluation criteria: DR2 levels, teacher generated assessments

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Schoolwide	6,000.00	0.00

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### 2.2.2. Strategy: Independent Reading

**Strategy Statement:** Specific activities utilized to increase the time students spend independent reading.

**Selected Target Areas**

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Supports instruction that is research-based and reflective of best practice

**Other Required Information for Strategy**

The Daily 5: Fostering Literacy Independence in The Elementary Grades, Gail Boushey and Joan Moser (2006)

Best Practice New Standards for Teaching and Learning in America's Schools by Steven Zemelman, Harvery Daniels, and Arthur Hyde (1998)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Listening Center	2011-09-06	2012-06-15	Teachers and Support Staff
Readers Theater	2011-09-06	2012-06-15	Teachers and Support Staff

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#### 2.2.2.1. Activity: Listening Center

**Activity Description:** Listening Center

Students K-5 will be given the opportunity to listen to stories on tape and CD at least once a week to experience the flow and expression of a fluent reader. Stories will be made available for repeat listening opportunity.

Responsible: Classroom Teachers  
 Resources: Listening Centers  
 Cost: Repair \$2000.00 annually  
 Funding Source: WCS  
 Data Collection: Lesson Plans  
 Evaluation Analysis of results, MEAP scores

**Planned staff responsible for implementing activity:** Teachers and Support Staff

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Building	Title I School Improvement (ISI)	2,000.00	0.00

**2.2.2.2. Activity: Readers Theater**

**Activity Description:** Readers Theater

Students will be provided Readers Theater pieces to read and present to the class quarterly. Books containing a variety of Readers Theater pieces are available in the Teacher Resource Library. A list of websites containing free scripts has been made available to the staff.

Responsible: Classroom Teacher, Title I Support Staff  
 Resources Needed: Teachers Resource Library  
 Cost: \$500.00  
 Funding Source: Building Supply Fund  
 Data Collection: Lesson Plans  
 Evaluation: Teacher Observation

**Planned staff responsible for implementing activity:** Teachers and Support Staff

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
WCS	General Funds	500.00	0.00

**2.2.3. Strategy: RTI**

**Strategy Statement:** All general education classroom teachers, along with support staff, will incorporate RTI strategies into reading instruction in a variety of settings. Grade level teams will develop criteria to determine levels of need. Three tiers will be identified:

- Tier 1: primary instruction in the classroom setting
- Tier 2: academic support provided by differentiated instruction in the classroom, Title I support services, and ELL support
- Tier 3: academic support through Title I support services and Special Education services

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
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
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.8 Implements interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

Beyond RTI Pyramid by William N. Bender

Refining, Redesigning and Responding: Moving to the Next Level of RTI by Barbara J. Moore, Ed.D.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Fluency Support	2011-09-06	2012-06-15	Title I teacher, Title I support staff, classroom teachers
Literacy Centers	2011-09-06	2012-06-15	Classroom Teachers/ Title I Support Staff
Word Study	2011-09-06	2012-06-15	Classroom Teachers, Title I Support Staff

### 2.2.3.1. Activity: Fluency Support

**Activity Description:** Students not proficient in fluency are engaged in focus literacy activities, based on instructional need.

Responsible: Title I teacher, Title I support staff, classroom teachers

Resources Needed: Literacy Library, Reading A-Z, leveled support materials, educational games

Cost: est. \$160,000 (Title I support staff salaries)

Funding Source: Title I Data collection: AIMS web, phonemic awareness test, teacher recommendation

Evaluation: progress monitoring every 10 weeks

**Planned staff responsible for implementing activity:** Title I teacher, Title I support staff, classroom teachers

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I School Improvement (ISI)	160,000.00	0.00

### 2.2.3.2. Activity: Literacy Centers

**Activity Description:** Literacy Centers are conducted as independent student groups. This activity is leveled to meet the needs of all students to include those above grade level, at grade level, and at-risk. Those students having difficulty with this activity will be given Title I aide support and graded on a revised rubric.

Responsible: Classroom Teacher/ Title I Support Staff

Time Line: 9/8/2010 - 6/17/2011

Resources needed: Teacher Resources, Reading Manipulatives, Teacher Made materials, Literacy Games

Cost: \$4,000.00

Data Collection: Teacher Observation

Evaluation: Student Evaluation

**Planned staff responsible for implementing activity:** Classroom Teachers/ Title I Support Staff

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Schoolwide	4,000.00	0.00

**2.2.3.3. Activity: Word Study**

**Activity Description:** Teacher led small group, skill based activities to include Words Their Way activities.

Responsible Person: Classroom Teacher, Title I Support Staff

Resources Needed: Teacher Text Words Their Way

Funds Needed: \$1000.00

Funding: Title I, Classroom Supply Funds

Data Collection: Student Observation

Evaluation: Teacher generated assessment, AIMS Web

**Planned staff responsible for implementing activity:** Classroom Teachers, Title I Support Staff

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Schoolwide	1,000.00	0.00

**2.3. Objective: Reading for Information**

**Measurable Objective Statement to Support Goal:** The percentage of K-2 students that are proficient in reading for information will increase by 2% in Spring 2012, as assessed by a school wide common assessment. The percentage of 3-5 grade students that are proficient in reading for information will increase by 2% as assessed by the MEAP assessment by the end of the 2012 school year.

**List of Strategies:**

Name	Strategy
Guided Reading	Teachers in general education classrooms and support programs throught the building will incorporate Guided Reading into Reading Instruction providing learning opportunities that will promote student improvement in reading for information.
Reading for	Teachers in general education classrooms and support programs throught the building

Information Across the Curriculum	will incorporate reading across the curriculum lessons into a variety of activities, on a weekly basis.
Technology	Teachers in general education classrooms and support programs throughout the building will use available technology resources, in a variety of capacities, to improve skills for reading for information.

### 2.3.1. Strategy: Guided Reading

**Strategy Statement:** Teachers in general education classrooms and support programs throughout the building will incorporate Guided Reading into Reading Instruction providing learning opportunities that will promote student improvement in reading for information.

#### Selected Target Areas

- 1.3 Identifies goals to advance the vision
- 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
- 2.10 Implements an evaluation system that provides for the professional growth of all personnel
- 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
- 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
- 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- 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
- 3.4 Supports instruction that is research-based and reflective of best practice
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
- 3.6 Allocates and protects instructional time to support student learning
- 3.8 Implements interventions to help students meet expectations for student learning
- 3.9 Maintains a system-wide climate that supports student learning
- 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
- 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
- 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- 4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
- 5.10 Provides appropriate support for students with special needs
- 5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants
- 6.1 Fosters collaboration with community stakeholders to support student learning
- 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school

effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement

### Other Required Information for Strategy

The role of Guided Reading is to differentiate and support the individual needs of each student. This supports our ELL, Title I, Special Ed, and General Ed students.

The National Reading Panel Report: Practical Advice for Teachers by Timothy Shanahan (2006)  
On page 33 states strategy teaching is most effective when it takes a gradual release approach to guide students reading.

Best Practice New Standards for Teaching and Learning in America's Schools by Steven Zemelman, Harvery Daniels, and Arthur Hyde (1998)  
On page 54 recommendations on teaching reading is clearly stated.

Effectively Using GUIDED READING Help All Your Students Become Better Readers by Cindy Merrilees BER (Bureau of Education & Research)(2002)  
On page 15 states the Guided Reading Sequence-Before, During, and After reading instruction.

Classrooms That Work They Can All Read and Write by Patricia M. Cunningham and Richard L. Allington 3rd & 4th Edition (2003, 2007)  
On page 72 common comprehension strategies for all teachers to use are listed.  
Chapter 3 starting on page 26 helps teachers build the literacy foundation with activities.

Beating the Odds in Teaching All Children to Read by Barbara M. Taylor, P. David Peason, Kathleen F. Clark, and Sharon Walpole (1999)  
On page 5 states how research supporting guided reading states a balance of literature and skill should be a focus.

Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning by Mary Avalos, Alina Plasencia, Celina Chavez, Josefa Rascon. The Reading Teacher (2007)  
On page 320 compares Guided reading and Modified guided reading.

Mosaic of Thought by Ellin Oliver Keene and Susan Zimmermann (1997)  
Specific reference to metacongition and teaching students to reference their reading to self, text, and world.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Classroom Guided Reading	2011-09-06	2012-06-15	Classroom Teacher

**2.3.1.1. Activity: Classroom Guided Reading**

**Activity Description:** Activity Description: Teacher led, small group, level-based guided reading. This activity is leveled to meet the needs of all students to include those above grade level, at grade level, and at-risk. Those students having difficulty with this activity will be given Title I aide support and graded on a revised rubric.

Responsible: Classroom Teacher, Title I support staff  
 Resources Needed: Literacy Library, Curriculum Leveled Readers  
 Cost: 100,000.00  
 Funding Source: None  
 Date Collection: DR2, teacher generated assessments  
 Evaluation Criteria: DR2 levels, teacher generated assessments

**Planned staff responsible for implementing activity:** Classroom Teacher

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Schoolwide	100,000.00	0.00

**2.3.2. Strategy: Reading for Information Across the Curriculum**

**Strategy Statement:** Teachers in general education classrooms and support programs throughout the building will incorporate reading across the curriculum lessons into a variety of activities, on a weekly basis.

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to

explore application of higher-order thinking skills and investigate new approaches to applying their learning

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

**Other Required Information for Strategy**

The role of Guided Reading is to differentiate and support the individual needs of each student. This supports our ELL, Title I, Special Ed, and General Ed students.

The National Reading Panel Report: Practical Advice for Teachers by Timothy Shanahan (2006)  
On page 33 states strategy teaching is most effective when it takes a gradual release approach to guide students reading.

Best Practice New Standards for Teaching and Learning in America's Schools by Steven Zemelman, Harvery Daniels, and Arthur Hyde (1998)  
On page 54 recommendations on teaching reading is clearly stated.

Classrooms That Work They Can All Read and Write by Patricia M. Cunningham and Richard L. Allington 3rd & 4th Edition (2003, 2007)  
On page 72 common comprehension strategies for all teachers to use are listed.  
Chapter 3 starting on page 26 helps teachers build the literacy foundation with activities.

Beating the Odds in Teaching All Children to Read by Barbara M. Taylor, P. David Peason, Kathleen F. Clark, and Sharon Walpole (1999)  
On page 5 states how research supporting guided reading states a balance of literature and skill should be a focus.

Mosaic of Thought by Ellin Oliver Keene and Susan Zimmermann (1997)  
Specific reference to metacongnition and teaching students to reference their reading to self, text, and world.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Literacy Library	2011-09-06	2012-06-15	Classroom teacher, Support Staff
Weekly Reader	2011-09-06	2012-06-15	Classroom Teacher

**2.3.2.1. Activity: Literacy Library**

**Activity Description:** Classroom teachers and Support staff guide student selection of informational text

from literacy library for guided reading and sustained silent reading. This activity is leveled to meet the needs of all students to include those above grade level, at grade level, and at-risk. Those students having difficulty with this activity will be given Title I aide support and graded on a revised rubric.

Professional Development and support will continue for the Literacy Library in the 2011- 2012 school year.

Responsible: Classroom teacher, Title I Support Staff

Resources Needed: Literacy Library books, Classroom Library Sets

Cost: 2500.00

Funding Source: District Funding

Data Collection: Teacher observation, teacher logs in lesson plans and teacher generated assessments.

Evaluation Criteria: DR2 level increases, improved MEAP scores

**Planned staff responsible for implementing activity:** Classroom teacher, Support Staff

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
WCS	General Funds	2,500.00	0.00

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**2.3.2.2. Activity: Weekly Reader**

**Activity Description:** Teacher led, whole group reading activity.

Responsible: Classroom teacher

Resources Weekly Reader Subscription

Cost: est \$6,300

Funding Source: Title 1

Data Collection: Teacher generated comprehension question assessment, teacher observation

Evaluation Criteria: Increased DR2 comprehension scores and improved MEAP scores.

**Planned staff responsible for implementing activity:** Classroom Teacher

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title 1	Title I Schoolwide	6,300.00	0.00

**2.3.3. Strategy: Technology**

**Strategy Statement:** Teachers in general education classrooms and support programs through the building will use available technology resources, in a variety of capacities, to improve skills for reading for information.

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

**Other Required Information for Strategy**

A Study of the Effectiveness of BrainPOP by SEG Research New Hope, Pennsylvania

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Technology Class	2011-09-06	2012-06-15	Media Teacher

**2.3.3.1. Activity: Technology Class**

**Activity Description:** Media Teacher led, whole class instruction, incorporating media to aid in: locating items in school library, research skills, fact fragments finding, accessing and evaluating information available to students.

Responsible: Media Teacher

Resources Needed: Computers, printers, online resources and catalogues

Cost: est \$40,000

Funding Resources: General Operating Fund

Data Collection: Grade level research projects, Student monitoring and observation  
 Evaluation Criteria: Increased MEAP scores, student evaluation

**Planned staff responsible for implementing activity:** Media Teacher

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Fund	General Funds	40,000.00	0.00

### Goal 3: Writing Process

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will improve their skills in written communication based on the MLPP and MEAP assessment.

**Gap Statement:** 40% of the fourth grade students demonstrated proficiency in writing as assessed by the 2010 MEAP. On the WCS district writing assessment, the students improved from 67% proficiency on the mid year assessment to 75% proficiency on the end of year assessment.

**Cause for Gap:** - 71% of the Hatherly third grade students achieved proficiency on the 2008 MEAP. However, only 25% of our English Language Learner third grade students and 54% of our Economically Disadvantaged third grade students achieved proficiency.

Areas of Concern: writing process

Strengths: personal style, grammar usage, spelling

- 40% of the Hatherly fourth grade students achieved proficiency on the 2010 MEAP. However, only 13% of our English Language Learner fourth grade students achieved proficiency and only 28% of our Economically Disadvantage students achieved proficiency. Areas of Concern: writing process

Strengths: grammar usage, spelling

- 69% of the Hatherly fifth grade students achieved proficiency on the 2008 MEAP. However, only 54% of our Economically Disadvantaged fifth grade students achieved proficiency. 88% of the English Language Learner fifth grade students did not achieve proficiency.

Areas of Concern: writing process and writing genres

Strengths: personal style, grammar usage, spelling

**Multiple measures/sources of data you used to identify this gap in student achievement:** K-3 MLPP

Gr. 3-5 MEAP writing assessment from 2008

R. 4 MEAP writing assessment from 2010

WCS mid year and end of year writing common assessment

**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 in Kdg, 1st, and 2nd grade, who have not performed consistently above a level 2 on the MLPP writing rubric, are considered at risk.

Students in 4th, & 5th grade, who have not performed consistently at a level 1 or 2 on the MEAP, are considered at risk.

Students in all grade levels who perform at the partially proficient or not proficient levels on the WCS mid year and end of year writing assessment are considered at risk.

**Contact Name:** Joseph Konal

**List of Objectives:**

Name	Objective
Content and Ideas	The percentage of K-2 students who are proficient writers in the area of content and ideas will incr
Writing :Revising/Editing	The percentage of Hatherly Students K-2 who are proficient in Writing will increase 2% from Fall 2010.
Writing Across the Curriculum	The percentage of K-2 students who are proficient in writing skills in science, social studies and m

### 3.1. Objective: Content and Ideas

**Measurable Objective Statement to Support Goal:** The percentage of K-2 students who are proficient writers in the area of content and ideas will incr

**List of Strategies:**

Name	Strategy
Graphic Organizers	Throughout the school year, students will be exposed to a variety of graphic organizers that will enable them to better prepare their ideas before they begin to write. Graphic Organizers will be utilized across grade levels and in all subject areas.
Writers Workshop	Students will participate in Writers Workshop. During this time students will recieve a mini lesson focusing in on content and ideas. Students will then be allowed to practice skill learned during the mini lesson at their seats with guidance from the teacher as needed.

#### 3.1.1. Strategy: Graphic Organizers

**Strategy Statement:** Throughout the school year, students will be exposed to a variety of graphic

organizers that will enable them to better prepare their ideas before they begin to write. Graphic Organizers will be utilized across grade levels and in all subject areas.

**Selected Target Areas**

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Implements interventions to help students meet expectations for student learning
3.8 Supports the implementation of interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

"Graphic Organizers: Visual Strategies for Active Learning," Karen Bromley, Linda Irwin-Devitis, Marcia Modlo 1995 Scholastic Professional Books, NY

Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6, Dorothy Strickland, Kathy Ganske  
Joanne Monroe (2002)

Best Practice New Standards for Teaching and Learning in America's Schools by Steven Zemelman, Harvery Daniels, and Arthur Hyde (1998)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
KWL	2011-09-06	2012-06-15	Classroom Teacher

**3.1.1.1. Activity: KWL**

**Activity Description:** Teachers will guide students through the KWL process throughout the school year as they read through important books across the curriculum. This will help students organize what it is they already know about a subject, think about what they would like to know and then document what they learn. The teacher and students will then work together to sort through important content from the KWL graphic organizer to determine what should be included in a final piece of writing.

- Responsible: Classroom Teachers
- Resources Needed: None
- Cost: \$0
- Funding Resource: None
- Data Collection: Teacher Observation
- Evaluation: Teacher Evaluation

**Planned staff responsible for implementing activity:** Classroom Teacher

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

### 3.1.2. Strategy: Writers Workshop

**Strategy Statement:** Students will participate in Writers Workshop. During this time students will receive a mini lesson focusing in on content and ideas. Students will then be allowed to practice skill learned during the mini lesson at their seats with guidance from the teacher as needed.

**Selected Target Areas**

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning
3.8 Supports the implementation of interventions to help students meet expectations for student learning
5.10 Provides appropriate support for students with special needs

**Other Required Information for Strategy**

The Nuts and Bolts of Teaching Writing by Lucy McCormick Calkins (Paperback - 2003)

Small Moments: Personal Narrative Writing (Units of Study for Primary Writing: A Yearlong Curriculum) by Lucy McCormick Calkins (Paperback - 2005)

Units of Study for Teaching Writing, Grades 3-5 by M. Colleen Cruz, Marjorie Martinelli, Mary Chiarella, Ted Kesler, Cory Gillette, Medea McEvoy Lucy Calkins (Paperback - 2007)

Units of Study for Primary Writing: A Yearlong Curriculum (Grades K-2) by Lucy Calkins & Colleagues (Paperback - 2007)

6 + 1 Traits of Writing: The Complete Guide (Grades 3 and Up) by Ruth Culham (Paperback - Jan. 2003)

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham (Paperback - June 1, 2005)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Small Moments	2011-09-06	2012-06-15	Classroom Teachers
Writers Workshop Conferencing	2011-09-06	2012-06-15	Classroom Teachers

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**3.1.2.1. Activity: Small Moments**

**Activity Description:** Teachers will model writing about small moments from the Lucy Caulkins books which all teachers have been trained. When a child writes about a small moment, they write a small personal narrative about a single event that happened to them. Mini lessons on small moments will be delivered during writers workshop time to help focus and guide students as they learn to improve their writing skills in the area of content and ideas. This activity helps students to determine what information is truly important to the content of their writing piece.

Responsible: Classroom Teachers

Resources Needed: None

Cost: \$0

Funding Resource: None

Data Collection: Teacher Observation

Evaluation: Teacher Evaluation

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

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**3.1.2.2. Activity: Writers Workshop Conferencing**

**Activity Description:** Teachers will meet with students on a rotational basis during writers workshop throughout the school year to provide students with guidance and support as they work to improve their writing skills in the area of content and ideas.

Responsible: Classroom Teachers  
 Resources Needed: None  
 Cost: \$0  
 Funding Resource: None  
 Data Collection: Teacher Observation  
 Evaluation: Teacher Evaluation

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Schoolwide	500.00	0.00

### 3.2. Objective: Writing :Revising/Editing

**Measurable Objective Statement to Support Goal:** The percentage of Hatherly Students K-2 who are proficient in Writing will increase 2% from Fall 2010.

**List of Strategies:**

Name	Strategy
Writer's Workshop	Students will participate in Writers Workshop. During this time students will receive a mini lesson focusing in revising and editing. Students will then be allowed to practice skill learned during the mini lesson at their seats with guidance from the teacher as needed.

#### 3.2.1. Strategy: Writer's Workshop

**Strategy Statement:** Students will participate in Writers Workshop. During this time students will receive a mini lesson focusing in revising and editing. Students will then be allowed to practice skill learned during the mini lesson at their seats with guidance from the teacher as needed.

**Selected Target Areas**

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice

**Other Required Information for Strategy**

The Nuts and Bolts of Teaching Writing by Lucy McCormick Calkins (Paperback - 2003)

Small Moments: Personal Narrative Writing (Units of Study for Primary Writing: A Yearlong Curriculum) by Lucy McCormick Calkins (Paperback - 2005)

Units of Study for Teaching Writing, Grades 3-5 by M. Colleen Cruz, Marjorie Martinelli, Mary Chiarella, Ted Kesler, Cory Gillette, Medea McEvoy Lucy Calkins (Paperback - 2007)

Units of Study for Primary Writing: A Yearlong Curriculum (Grades K-2) by Lucy Calkins & Colleagues (Paperback - 2007)

6 + 1 Traits of Writing: The Complete Guide (Grades 3 and Up) by Ruth Culham (Paperback - Jan. 2003)

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham (Paperback - June 1, 2005)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Peer Conferencing	2011-09-06	2012-06-15	Classroom Teacher
Quick-Word Dictionary	2011-09-06	2012-06-15	Classroom Teachers

**3.2.1.1. Activity: Peer Conferencing**

**Activity Description:** Students will be given a block of time, in class, to conference with a peer in order to revise and edit a current piece of writing. This activity is leveled to meet the needs of all students to include those above grade level, at grade level, and at-risk. Those students having difficulty with this activity will be given Title I aide support and graded on a revised rubric.

Responsible: Classroom Teachers

Resources Needed: None

Cost: \$0

Funding Resource: None  
 Data Collection: Teacher Observation  
 Evaluation: Student Evaluation

**Planned staff responsible for implementing activity:** Classroom Teacher

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Fund	No Funds Required	0.00	0.00

**3.2.1.2. Activity: Quick-Word Dictionary**

**Activity Description:** Students will use Quick-Word to aid with editing and dictionary skills.

Responsible: Classroom Teachers  
 Resources Needed: Quick-Word Dictionaries  
 Cost: \$250  
 Funding Resource: Title I  
 Data Collection: Teacher Observation  
 Evaluation: Student Evaluation

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Schoolwide	250.00	0.00

**3.3. Objective: Writing Across the Curriculum**

**Measurable Objective Statement to Support Goal:** The percentage of K-2 students who are proficient in writing skills in science, social studies and m

**List of Strategies:**

Name	Strategy
Note Taking	Classroom teachers in grades K-5 will incorporate note taking techniques during science, social studies and math instruction.

**3.3.1. Strategy: Note Taking**

**Strategy Statement:** Classroom teachers in grades K-5 will incorporate note taking techniques during science, social studies and math instruction.

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

**Other Required Information for Strategy**

Anderson, Thomas H., and Armbruster, Bonnie B. "The value of taking notes during lectures," Technical Report No. 374. Cambridge, Massachusetts: Bolt, Beranek and Newman and Center for the Study of Reading, Urbana, Illinois, 1986. 49pp. [ED 277 996]

Barnett, Jerrold E.; Di Vesta, Francis J.; and Rogozinski, James T. "What is learned in note taking?" Journal of Educational Psychology, 23(2), 1981, pp. 181-192.

McAndrew, Donald A. "Underlining and notetaking: Some suggestions from research," Journal of Reading, 27(2), November 1983, pp. 103-108.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Curriculum Tests	2011-09-06	2012-06-15	classroom teachers
Research Paper	2011-09-06	2012-06-15	classroom teachers

### 3.3.1.1. Activity: Curriculum Tests

**Activity Description:** Students will take curriculum tests in science and social studies using notes.

Responsible: classroom teachers

Resources Needed: Professional Development in note taking, note taking templates, paper Supplies

Cost: \$200.00

Data Collection: rubric score

Evaluation: student evaluation

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
WC	General Funds	200.00	0.00

### 3.3.1.2. Activity: Research Paper

**Activity Description:** Students will use note taking skills to produce an independent study research paper. This activity is leveled to meet the needs of all students to include those above grade level, at grade level, and at-risk. Those students having difficulty with this activity will be given Title I aide support and graded on a revised rubric.

Responsible: classroom teachers

Resources Needed: Professional Development in Cornell note taking, note taking templates

Cost: \$0

Data Collection: rubric score

Evaluation: student evaluation

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title I Part A	\$3,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
Early Reading First	\$2,000.00	\$0.00
Title I School Improvement (ISI)	\$322,000.00	\$0.00
Title I Schoolwide	\$126,250.00	\$0.00
General Funds	\$43,200.00	\$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?

*Hatherly has been involved with the NCA School Improvement Process for 15 years. The members of the school improvement team were involved in all aspects of the plan. School improvement meetings were held to provide opportunities for collaboration between staff, administration, and parents. The principal and grade level teacher representatives each took a portion of the plan to work on and gather data. Beginning in the spring of 2010, meetings were held to collaborate on building needs based on achievement data (Michigan Education Assessment Program-MEAP, Michigan Literacy Progress Profile-MLPP, District Writing, and Common Assessments), perceptual and demographic data gathered throughout the school year.*

*School Achievement data is collected and analyzed throughout the school year during Professional Learning Community (PLC)*

*The results from the demographic, perceptual, and achievement data was shared with the staff during Professional Learning Community (PLC).*

#### 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.

*Across all grade levels, consistently over 80% of Hatherly students met State Standards on the Reading and Math MEAP. On average our Economically Disadvantaged and ELL students scored slightly lower than our Non-Economically Disadvantaged students.*

*Professional Learning communities are a valuable tool through which the School Improvement Plan was developed. Grade level teams regularly analyzed student achievement data to determine areas of need, implement strategies for improvement, and monitor student process.*

*Professional Learning Communities facilitate collaborative decision making between grade levels and total school. School based professional development initiatives provide the opportunity for staff to collaborate and collectively analyze student achievement data and develop plans for improvement strategies.*

*The number of Limited English Proficiency students attending Hatherly fluctuated over the course of five*

years, but continues to remain stable.

The number of Open Enrollment students attending Htherly decreased between the school years of 2005/2006 and 2009/2010 from 11% to 0%. Due to recent economic trends in our area there has been an increase in need of assistance for many of our families in our school as evident by our economically disadvantaged data.

### Schoowide Reform Model

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

*Professional Learning communities are a valuable tool through which the School Improvement Plan was developed. Grade level teams regularly analyzed student achievement data to determine areas of need, implement strategies for improvement, and monitor student process.*

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

*Stakeholders are given a survey that generates perception data about the student's school experience.*

### 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 school wide plan is aligned with the Michigan State Framework, North Central Accreditation, and Public Act 25. Warren Consolidated Schools has a process for the review and revision of curriculum on a timely basis. The timeline is highlighted in our District Improvement Plan. Curriculum teams, which include the Chief Academic Officer, administrators and teachers, meet to review and revise curriculum in accordance with State and district timelines. A Curriculum Review multi-year planning calendar is on file in the Curriculum and Instruction Office and on the district website.*

*The WCS Technology Plan has been approved by the State and is located in MEGS and on our district webpage.*

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

*Decisions about curriculum, instruction, and assessments are made with the help of all stakeholders here at Hatherly Elementary School. The school improvement planning team in conjunction with the staff is involved in making decisions that help drive the direction of our school. The staff works together to analyze data during our Professional Learning Communities (PLC) meetings. Our district provides us with a late start Monday every week beginning in September and ending in May. All staff members and support staff utilize this 45 minute block to disaggregate and analyze data. All team members collaborate with their*

*grade level groups and well as cross grade level groups. Instruction is driven by the information gained during PLC's and based is on the Grade Level Content Expectations and district guidelines regarding curriculum.*

**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.

*Assurance Statement*

*All staff (teacher and paraprofessional) has met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resources Department monitors the personnel files for accuracy.*

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

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

*Turn over in the building has occurred because of retirements, teacher movement mandated by the district and teachers bidding into the building to fill posted positions.*

*We have 29 teachers in our building.*

*0-3 years of experience - 2 teacher*

*4-8 years of experience - 9 teachers*

*9-15 years of experience - 11 teachers*

*more than 15 years - 7 teachers*

*Years at Hatherly*

*0-3 years - 11 teacher*

*4-8 years - 9 teachers*

*9-15 years - 6 teachers*

*more than 15 - 3 teachers*

*Number of teacher paraprofessionals = 9*

*Years Experience*

*0-3 years of experience = 0*

*4-8 years of experience = 5*

*9-15 years of experience = 1*

*more than 15 years of experience = 3*

*Years at Hatherly*

*0-3 years = 3*

*4-8 years = 5*

*9-15 years = 0*

*more than 15 years = 1*

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.

*Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system which includes a Ventures Self-Assessment and Ventures Interview results. Candidates who meet the job qualifications are selected and building principals determine the candidates for interview. An interview team will make recommendation for hire to the Human Resources Dept. and the Superintendent. Warren Consolidated offers the following to attract prospective candidates.*

- 1. Sixteen Blue Ribbon Schools (2 National Blue Ribbon Schools)*
- 2. District Mentoring System*
- 3. New Teacher Academy provided by Macomb Intermediate School District (MISD)*
- 4. Curriculum Steering Committee and Professional Staff Development Funding for teachers*
- 5. Competitive Salary and Benefits package*
- 6. Curriculum Specialists to support classroom teachers*
- 7. Positive School Climate-shared decision-making through the Professional Learning Communities (PLC) Model of School Improvement*
- 8. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy at (MISD), Teacher Union leadership*
- 9. Media centers with full-time media specialists in each building; distance learning programs*
- 10. Full-time Instructional Technology department and tech support*
- 11. School Counselors at all levels*
- 12. District and School-level Professional Development opportunities*

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

*Hatherly's teacher turnover rate is realitively low. Over the past five years there have been four retirements and seven new teaching staff welcomed into our school. Due to the specific needs of our Special Education Programs which service the district and our ELL Program there has been movement of teaching staff to benefit student needs.*

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.

*1. Help parents understand the State Standards and assessments and how to monitor their child's progress*

*2. Provide materials and training to help parents work with their children*

*3. Train staff to build effective parent involvement*

*Joyce Epstein's "School Family Community Partnerships" Training in Sept-Oct.  
Counselor and Social Worker to provide training during PLC meetings*

*4. Collaborate with other programs to coordinate parent involvement*

*5. Provide information in a format and language that parents can understand*

*Warren Consolidated Schools provide information to parents in a variety of formats to meet the needs of our diverse population. In addition, interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the school year at parent meetings.*

*14. Provide other reasonable support for parent involvement as parents may request. To provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled with flexibility; including before and after-school, and during prep periods to accommodate parents schedules.*

*F. Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children. Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services.*

*All WCS buildings are handicapped-accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS Website*

*has the ability for information to be translated immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families have transportation resources upon request.*

*Following are different programs that have been created at various grade levels, to encourage the involvement of parents:*

*Kindergarten:*

**ORIENTATION**

*Parents and prospective kindergarteners are invited to meet the staff and partake in a kindergarten simulation. District mailings and the District web site keep parents informed of programs and important events.*

**MONTHLY NEWSLETTER:**

*A newsletter is sent each month to notify parents of various activities within the classroom and highlights successes of students.*

**SUNDAES FOR SUCCESS:**

*When they are ready, students bring in their list of sight words, read them to the teacher, and are rewarded with a paper scoop of ice cream. Ice cream cones are posted around the room. This program culminates with a Sundae Party at the end of the year.*

**BOOK BAGS:**

*Book bags are given to students every other week to take home. These bags focus on fluency and vocabulary development.*

**CLASSROOM HAPPENINGS:**

*Parents are asked to participate, selecting the Center they will operate during our Easter and Thanksgiving Happenings.*

**STUDENT OF THE WEEK:**

*Students have the opportunity to share important family facts that make them feel special. Parents assist the child in putting together their poster.*

*1st grade:*

**SCIENCE:**

*Parents are asked to assist in Science Experiments, working with their child at home, so the child can present in class.*

**MEET THE TEACHER NIGHT:**

*Held on the very first day of school, this evening gives the parents the opportunity to become completely aware of this year's expectations and responsibilities. It is on this evening that the teachers will make it clear they would like parental involvement in many ways, providing various opportunities for them to do so.*

*TITLE I MEETING: A meeting of parents of Title I students will be held in the fall and spring to discuss the Parent Involvement Policy and gather input from the parents on ways to improve the educational opportunities for our at risk students and foster a strong home - school connection.*

**GIZMO NIGHTS:**

*Gizmo's (an excellent, community Teacher Store) comes to the school, trains the teachers in various games,*

*and then teachers play the games with parents and children. Parents see how playing these games provides a wonderful opportunity for their child to review math and reading skills, while having family fun! Parents may then purchase the games if so desired.*

**CONFERENCES:**

*With current economic circumstances, it is necessary for both parents to work. Taking this into consideration, teachers are very accommodating, making sure to be as flexible as possible when scheduling conferences with parents. Conferences provide a one-on-one opportunity to ensure the parents know what is going on, and have the tools necessary to help their child.*

**HAPPENING:**

*Hatherly holds monthly school wide assemblies called the Happening, which allow the students, staff, and parents, a time to find out what is occurring in every classroom and to honor people in the Hatherly family for accomplishments within the school and community.*

**NOTICES FOR ESL FAMILIES:**

*Memos and notices are sent home in other languages when necessary, but usually the students themselves work with their parents to be sure that they are understood.*

**HATHERLY PARENT / TEACHER CLUB:**

*Our PTC sponsors successful fundraisers each year. This year we held our first, extremely successful, Fun Run! These fundraisers are used to help fund such things as field trips, playground equipment, additional school furnishings, school assemblies, books for classroom and many other items.*

**LATCHKEY:**

*Hatherly houses a before and after school Latch Key program for children of parents who work. There is also a preschool and nursery school program at Hatherly.*

**RED RIBBON WEEK:**

*During Red Ribbon Week (Say "No" to Drugs!), various events are planned to promote a Drug Free Lifestyle.*

**SKATE NIGHT:**

*Teachers, students and their families, enjoy a fun, relaxing evening together, strengthening the bond of our Hatherly family.*

**SCOUTING:**

*Brownies and Girls Scouts are a part of the Hatherly Family.*

**NEWSLETTER:**

*Each month the school sends out the Hatherly Newshawk, our school newspaper. Parents will find information on school events, important dates, student achievements, the lunch menu, a column by one of our counselors, and often articles on parenting skills.*

**ALL A'S:**

*Open to 3rd, 4th, and 5th graders, this ten week after school program focuses on Academics, Art, and Athletics. Each year a different theme is chosen and activities are based around that theme. A culminating activity is enjoyed by students, teachers, and parents at the end of the ten weeks.*

**STUDENT COUNCIL:**

*Representatives from each grade level participate in this student government, which helps guide our school on promoting monthly life skills, facilitates a recycling program and organizes various fund raising activities to help the needy.*

*Hatherly Elementary will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:*

*Whenever possible, translations into appropriate languages will be completed in order that informational fliers can be understood by all parents. Our bi-lingual aides will assist with this responsibility whenever possible.*

*Title I funds will be set aside to cover expenses occurred when translations of documents are deemed necessary for the involvement and understanding of our parent community. Ms. Mary Ward and Sonila Shkempi are often available as an interpreter.*

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

2a. Design

*Hatherly Elementary will take the following actions to involve parents in the joint development of its parental involvement plan.*

*Parents are invited to a meeting, held in the fall to discuss the Title I services, successes, failures, or concerns in regard to their involvement at Hatherly. This meeting and a follow up meeting in the spring will be held annually.*

*Teachers will continue to take every opportunity to ask parents for feedback involving parent involvement at Hatherly.*

*Hatherly Elementary will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:*

*Lines of communication will continue to be open between administration, parents and teacher. The SIP Committee includes the entire staff and is led by a steering core group made up of the principal, teachers, a parent and a secretary. SIP data has been gathered from surveys given to parents, teachers, students, graduates, and members of the local business community. The staff has used this data to help develop our school improvement goals and to address concerns and needs.*

*Teachers, the principal and parent volunteers serve on the School Improvement Committee, Curriculum Committees, and the Crisis Response Committee. School Improvement self assessment tools are used to help the staff improve productivity.*

*Our PTC continues to be the voice of both parents and teachers. The principal and teacher representatives attend the monthly meetings. Past goals are reviewed and updates of objectives are done on a yearly basis.*

*Both internal and external stakeholders are engaged in formulating Hatherly's priorities and goals.*

*Teachers will include the topic of Parental Involvement on their agenda for Conferences, being sure to invite parents to participate in school, and asking for their suggestions on how we could make it easier for them to be involved.*

*1. Help parents understand the State Standards and assessments and how to monitor their child's progress: The Parent Involvement Policy clearly shows how the staff assists our parents in understanding the state's content standards and assessments and how to monitor their child's progress. At Meet the Teacher Night, a copy of the statewide standards booklet, as well as a copy of our report card, is handed out and explained, encouraging parents to monitor their child's progress. In the fall, a Title I Meeting was held to explain the standards to our parent of at risk and English Language Learner students and to explain the Parent Involvement Policy. An explanation of the report card was also given, helping parents understand how they can monitor their child's progress. Spring MEAP training is schedule for parents.*

*2. Provide materials and training to help parents work with their children:*

*Summer workbooks will be given to Title I students, and there will be a special session held to answer any questions parents may have about these workbooks. Science, math, reading, and writing homework bags, containing materials and directions on how parents can help, are used on a regular basis throughout the school year.*

*3. Train staff to build effective parent involvement:*

*Strategies to increase parent involvement are discussed in monthly staff meetings and Professional Learning Communities.*

*4. Collaborate with other programs to coordinate parent involvement:*

*There is a concentrated effort to collaborate with other programs to coordinate parent involvement. Detailed information is sent home regarding the Warren Education Associations' Poster Contest Program, encouraging parents and students to get involved and attend the Contest Winners' Celebration. Parents are consistently encouraged to promote writing throughout the year and attend the Warren Consolidated Schools' celebration in the spring. Classroom teachers promote the after school All A's Program, encouraging parent and student involvement. Hatherly collaborates with the local store, Gizmo's, to coordinate a fun and educational parent/child game night. Parents then have the opportunity to purchase these educational games.*

*5. Provide information in a format and language that parents can understand:*

*In an effort to ensure that information is sent to parents in a format they can understand, written communication is translated into various languages when possible. A new phone system, Language Line Services, has been installed, which provides traslators to assist teachers and parents.*

*14. Provide other reasonable support for parent involvement as parents may request:*

*Hatherly's teachers display a willingness to accommodate other parent requests with such actions as after hour phone calls and meetings, adjusting conference times, communicated via email, and compiling special homework packets for prolonged vacations.*

*F. Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children:*

*Over fifty percent of our student body consists of English Language Learners. During fall conferences, our administrator provides a survey for parents, asking for their ideas on how we can better meet the needs of their child. An ELL parent meeting is held in the fall to ensure a clear understanding of the Title I program.*

*Our Parent Involvement Policy is a fluid document. We appreciate that various components change, so we strive to continually evaluate the success of this policy. Our policy is on-line, on the school's website, making it easily accessible for parents to gain view. A hard copy will also be available upon request. A Title I parent meeting is held in the fall to review our Parent Involvement Policy. Prior to our fall Parent/Teacher Conferences, a Parent Involvement Policy Survey will be sent with report cards. This survey is available for parents to take on-line or can be completed at conferences. Results of our survey will be sent with spring report cards, presented at the spring Parent Involvement Policy meeting, and at the PTC monthly meeting.*

## 2b. Implementation

*Hatherly Elementary will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:*

*Technology classes will be offered to parents, showing them how to keep in touch with school, how to stay aware of what is going on in school, what websites are available and secure, and how they can use the internet to support their child.*

*For two-parent working families, teachers will provide flexible scheduling of conferences and other meetings.*

*Notification of classes offered or meetings scheduled will be sent in a language appropriate for our population.*

*Bi-lingual aides are utilized to translate, and make contact by phone to ensure understanding of the information offered.*

*Title I Funds will be used to pay for babysitting at our Latchkey Facility, so that parents will be able to attend the training classes offered.*

## 2c. Evaluation

*Upon completion of each activity, we collect formal and informal feedback from parents and students. Data on participation rates is also collected.*

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

*Meet the Teacher Night: Each year, our school year begins with Meet the Teacher Night. At this first meeting, teachers clearly outline expectations and processes that will be integrated during the year. Parents are shown how they can help their child achieve the outlined expectations. A copy of the report card is given and reviewed in total, so that parents will know how their child will be evaluated. Parents are given the opportunity to ask any questions they might have, so that family and school are on the same page.*

*A booklet of Grade Level Content Expectations for the State of Michigan for the particular grade level will be presented to the parents at Meet the Teacher night.*

*Warren Consolidated's handbook, included within Hatherly's student Agenda, outlines all expectations and will be reviewed.*

*MEAP reports are discussed at spring conferences with and interpreter if needed. Common assessments are reported in Progress Notes and Report Cards.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*Assurance Statement:*

*The parent-school compact is discussed annually in November at the parent teacher conferences with the parents, signed and then placed in the CA60. Ideas found in the compact are reviewed throughout the year with parents, students and staff as needed.*

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

*Annually the teaching staff reviews the parent involvement component of the schoolwide plan and adjusts for maximum parental involvement.*

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

*Teaching staff recognize the importance of parent involvement. The demands on families in today's society limit the amount of time parents have to physically be in the building. Teachers strive to provide diverse opportunities to reach out to the parents who are unable to participate in school functions.*

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.

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".

*Head Start, Great Start Reading Program (known as "World of Fours") and Pre-school programs operate in thirteen of our fifteen elementary schools. Teachers participate in program planning during weekly PLC meetings with Kindergarten teachers. Parents of pre-schoolers are invited to school events and meetings. A district-level informational meeting is held on two evenings. Parents are invited through district mailings and through pre-school programs. Building level Kindergarten round-up events occur each spring after the informational meeting. All kindergarten registration information is available on the district webpage and in elementary school offices. Registration is available daily and scheduled evening dates at our Administration Building. Interpreters are available to assist non-English speaking families.*

*Our district offers literacy and oral language training to pre-school parents during the summer ELL pre-school and Kindergarten Jumpstart program and yearlong programs at various elementary school sites. The workshops are facilitated by two Speech and Language therapists. Instruction and support in oral language development, literacy development and strategies, and parenting strategies are offered. Parents receive additional materials such as story books, audio tapes of nursery rhymes and songs to work with their children at home.*

*Within our school we provide the following transition opportunities:*

- 1. Parents are invited to an informational meeting about kindergarten curriculum and are given multiple activities and materials to use with their child.*
- 2. Future kindergarten students utilize the media center and playground areas along with gym and cafeteria to better acquaint them with the building.*

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

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

*WCS leadership has given the school administration and teachers the authority to have input into the decisions regarding the use of school-based academic assessments. Through the PLC process, approved by the district five years ago, building staff are given time to meet to discuss and make decisions at weekly PLC meetings. All teams meet every Monday for 45 minutes to focus on increasing student achievement.*

*Other opportunities for teacher participation in making assessment decisions come through the WCS Curriculum Steering Committee and Curriculum Development Committees. Teachers representing multiple grades from different buildings are given opportunities to align state and district curriculum and develop/create common end-of-unit assessments in science, social studies, and math.*

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

*All teachers are part of a team that meet every Monday for 45 minutes to focus on student achievement data and how to improve academic achievement of all students. Data Director training for School Improvement team members was available during the summer of 2009 at the Macomb ISD to assist in analyzing and disseminating student data. Special Education teachers determine appropriate assessments to administer to students that are brought up for child study. School assistance programs include After School Tutoring, Summer School Program, literacy library, focused parent meetings, highschool honor student tutoring, Title I teacher & four aides, ELL Tutor, teacher consultant, and .5 resource room teacher.*

### **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.

*Professional Learning communities are a valuable tool through which the School Improvement Plan was developed. Grade level teams regularly analyzed student achievement data to determine areas of need, implement strategies for improvement, and monitor student process.*

### **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.

*Students identified by the MEAP as having difficulty mastering state academic achievement standards are engaged in interventions that have been put into place within the building to give support in the at risk areas. Teachers continually discuss the effectiveness of these interventions and make adjustments or provide additional support when needed. Information from these interventions and data is collected and reviewed. If additional support is still required, students are recommended to our Child Study Team.*

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

*Through our PLC's, staff analyze data from the MEAP to determine which students are eligible for intervention in the building. At risk students receive direct support from our Title I staff through interventions such as one on one title one aide support in the classroom and reading and word study support through our reading club HRC. Within the classroom, teachers are provided with leveled materials so students are able to receive support at their instructional level. All classroom teachers differentiate instruction to better meet the needs of the students in their care. Interventions are implemented within the classroom as well to provide additional support to those students in need. These interventions or strategies include Home Study bags, Guided Reading, and Differentiated Instructions.*

### **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.

*Title I support will be utilized to promote our School Improvement Plan.*

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

*Over the years, Warren Consolidated Schools was not a recipient of Section 31a funding due to its "hold harmless/20J status". However, as of December, 2009, our district, is now eligible and are awaiting final approval of the application from the State*

*All programs and resources are coordinated and integrated towards the achievement of the school-wide goals. The plan describes how Warren Consolidated Schools use Federal, State and district resources and programs to implement the Title I Schoolwide components.*

*Warren Consolidated Schools employs an Administrator of State and Federal Programs to oversee all aspects.*

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

*Hatherly Elementary utilizes Title I funds to support our goals embedded in the School Improvement plan. Title I funds provide for: 1 Title I teacher, 4 Title I Aides, materials and trainings to support activities and strategies found in our SIP plan, supplemental materials and support programs for at-risk students.*

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.

*Students who are eligible for support through Title I funds that would benefit from programs outside the school are recommend to a Child Study Team. This team reviews with the regular education teacher the areas in which the eligible students could use additional support. The school psychologist, social worker, special education teachers, counselor, speech pathologist, teacher consultant, regular education teacher and principal work together to provide services through programs that would best meet the needs of this child within the school and community. Title I students also experience programs provided by the local fire and police department through DARE and fire prevention. Along with Hearing and Vision testing, students also have the opportunity to visit the mobile dentist. Other programs include the district WCS Career Prep Center, free and reduced breakfast and lunch program, music therapy, WCS Health Council, and Safety Bear.*

*School wide  
Component Funding  
Source  
Services/Programs Provided*

*1. Comprehensive Needs Assessment*

*General Fund*

*Title Ia/ARRA - Professional Learning Community; School Improvement Program;*

*- Schoolwide Component Planning*

*2. School-wide Reform Strategies General Fund*

*Title Ia - Professional Learning Communities model of school improvement (based on the work of Richard DuFour)*

*3. Highly Qualified (HQ) Teachers*

*General Fund*

*- All staff (teacher and aide/paraprofessional) has met the criteria for Highly Qualified.*

*4. Strategies to Attract HQ Teachers*

*General Fund*

*- District/School level Mentoring System*

*- New Teacher Academy provided by Macomb Intermediate School District (MISD)*

*- Curriculum Steering Committee and Professional Staff Development Funding for teachers*

*- Competitive Salary and Benefits package*

*- Classroom computer and email system for each staff member*

*- Curriculum Specialists to support classroom teachers*

*- Positive School Climate-shared decision-making through the Professional Learning Communities (PLC)*

*Model of School Improvement*

*- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District*

*Curriculum committees, PBS Committee, Teacher Leader Academy at (MISD)*

*- Media centers with full time media specialists in each building; distance learning capability, wireless capability*

*- Full time Instructional Technology department and tech support*

*- Elementary School Counselors*

*5. High Quality & Ongoing Professional Development*

*Gen. Fund; Title IIa*

*Title Ia/ARRA*

*Title IIa*

*Title III*

*General Fund*

*- District level professional development in core academic areas, fine arts; ex. Writers workshop, guided reading, reading apprentice, DRA (2) use, PBS, RtI, science, and social studies, Data Director*

*- Prof. Development for Title I Staff: Oral Language Assessment and Dev.; Literacy Supplemental Strategies; Writing Fluency, RtI, Data Director;*

*- PLC Leadership and School Improvement Training;*

*- Differentiated instruction for English Language Learners; ELL Staff training--oral language assessment and*

*development, Writing fluency, Literacy supplemental strategies;*

*- District provides a yearly budget for curriculum steering committee workshops and professional staff development;*

*6. Strategies to increase parent involvement*

*Title Ia*

*Title III*

*General Fund*

*Volunteer/Community Service*

- *Fall Title I Meeting and Parent-School Compact;*
- *Spring Annual Title I Evaluation Meeting;*
- *Parent Survey/focus group;*
- *Epstein's Model of Parent Involvement professional development*
- *District webpage with parent education sites; translation available in major languages*
- *ELL Tutor/translators available for parent meetings/communication*
- *ELL Parent Advisory Committee (meet 3x/year)*
- *ELL Parent Involvement Meetings (6-8x/year at different schools)*
- *ESL Classes through Community Services*
- *Spring and Fall Parent-Teacher Conferences*
- *Powerschool Program: online progress reports, lesson plans and grade book, email to staff (in development;*  
*expected implementation Spring, 2009)*
- *Automated Phone Fan-out system;*
- *Parent participation in School Improvement Process and Title I Evaluation;*
- *IEP meetings for Special Education students*
- *Classroom/media center volunteers/field trip/camp supervision;*
- *PTO/Boosters membership (school and district level)*
- *District American Education Week Poster Contest;*
- *Warren Consolidated Schools Health Council, Health Advisory Committee and District PTO Leadership;*  
*District School Improvement Team; ELL Parent Advisory Committee*

*7. Preschool Transition Strategies*

*Title Ia/General Fund*

*Title III*

- *PLC meetings with Kindergarten and Pre-school, GSRP and ECSE (early childhood special education) teachers; Kindergarten Orientation Meeting;*
- *Speech and Language Therapists work with Preschool/GSRP teachers and kindergarten teachers to support language acquisition needs of ELL students;*

*8. Teacher Participation in Making Assessment Decisions*

*Title II d*

*Title II a*

*General Fund*

*IDEA/*

*General Fund*

*Title Ia*

- *Data Director: data warehouse management training;*
- *PLC Leadership and School Improvement Training for building leadership team;*
- *PLC weekly team meetings-develop grade level/content area common assessments; analyze assessment*
- *Teacher teams align district curriculum and create common end-of-unit assessments in Science, Social Studies, Music, Art, Math;*
- *Special Education Teacher and Itinerants determine appropriate assessments for special education students to determine eligibility and academic achievement levels and needs;*
- *Title I schools annually evaluate the Title I Program and make program; decisions/modifications for the*

*following year*

- *Grant/Report writing Teams for Title I, AdvanceEd, and QAR.*

*9. Timely and Additional Assistance to Students having Difficulty Mastering the Standards*

*Title Ia/ARRA*

*General Fund*

*Title III/Sec. 41*

*IDEA/*

*General Fund*

*Title VII*

*Work Study Grant-MISD*

*General Fund State Grants*

- *Title I Teachers*
- *Title I Aides;*
- *Intervention Specialist;*
- *Before/After-school Tutoring/Extended Programs*
- *Credit Recovery Program: E2020, Genesee ISD Program*
- *Summer School Program*
- *ELL Tutors*
- *ELL Supplemental Instructional Materials - (Leveled Readers)*
- *Resource Room Teacher;*
- *Teacher Consultant Supplemental Literacy/Academic Support;*
- *Speech Therapist Instructional Support;*
- *After-school tutoring and cultural awareness activities for qualified Native American Students;*
- *Mentoring Support at High Schools for at-risk students*
- *Alternative Education High School and Middle School Programs for At-risk students*
- *GED Program, ESL Programs*

*10. Coordination and Integration of Federal, State and Local Resources Title I*

*General Funds - Coordination of Funds is completed by the Administrator of State and Federal Programs in*

*cooperation with building staff and Central Office administrators.*

*Other Title I*

*General Fund*

*Fruit/Vegetable Grant;*

*Federal Subsidy*

*Safe and Drug Free Schools*

*Community Service - Winning Futures (mentoring program at Flynn MS, Grissom MS, Beer MS)*

- *DARE*
- *Safety Bear (2nd gr. Child abuse intervention program)*
- *Red Ribbon Week/SADD Clubs*
- *Police Liaisons*
- *Free and Reduced Breakfast and Lunch Program*
- *School Nurses (2)*
- *CARE of Michigan Programs--Anger Management, Substance Abuse Programs*
- *WCS Health Council.*
- *WCS "Just 4 Kids" Program*

*Evaluation:*

*We will annually evaluate the implementation of the school wide plan and programs through the school improvement process. The staff will use data to determine if progress is being made on the school goals. Students with the greatest need will be identified and their progress will be monitored to determine increase in achievement.*

*Our school improvement process is a continuous cycle. The team meets throughout the year to review and revise the plan as needed to ensure student improvement. The entire staff, in collaboration with members of the Parent-Teacher Organization, is involved in the analysis of the data as it becomes available. These reports will also be made available to the WCS Executive Director of School Improvement each quarter. This analysis is the basis for any adjustments made to the school improvement plan. The plan will be reviewed and revised each spring. The review results will become the planning guide for the following year's school improvement plan.*

### **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.

*There has been an increase in conversation during Professional Learning Communities and staff meetings for the increased need in updated technology. Each year older, outdated computers are replaced with newer models to enhance learning.*

### **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.

*Professional Learning Communities are a valuable tool through which the School Improvement Plan was developed. Grade level teams regularly analyzed student achievement data to determine areas of need, implement strategies for improvement, and monitor student process. Data collected from the MEAP and Common Assessments is utilized to measure the effectiveness of our School Improvement Plan.*

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.

*Adjustments to the School Improvement Plan are made annually to accommodate student achievement.*

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.

*Adjustments to the School Improvement Plan are made annually to accommodate student achievement.*

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

that they can understand.

*In an effort to ensure that information is communicated to parents in a format they can understand, written communication is translated into various languages when possible. A new phone system, Language Line Services, provides translators to assist parents.*

**Building Level Decision-Making**

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*All team members are involved in the planning, design, implementation, and evaluation of the school improvement plan.*

## Assurances

### EdYES!

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

### Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments:

### Health and Safety (HSAT)

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

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

Response: *Written Policy, but not fully implemented*

Comments:

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

Response: *No*

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: *No*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments:

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

Response: *No, do not use a health education curriculum*

Comments:

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

Response: *No*

Comments:

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

Response: *No action taken*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

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

Response: *Yes*

Comments:

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

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

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

Response: *No action taken*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes, but we do not 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, but not 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: *No action taken*

Comments:

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

Response: *No*

Comments:

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

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

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: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *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 some indoor facilities*

Comments:

## Stakeholders

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

<b>Title</b>	<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>E-mail</b>
Mr.	Joseph	Konal	Principal	jkonal@wskids.net
Mrs.	Julie	Walters	Teacher	jwalter@wskids.net
Mrs.	Susan	Iodice	Teacher	siodice@wskids.net
Ms.	Deborah	Bradshaw-Loop	Teacher	dloop@wskids.net
Mrs.	Gina	Urban	Teacher	gurban@wskids.net
Mrs.	Mary Ann	Bielski	Teacher	mbielski@wskids.net
Ms.	Cathy	Butterfield	Teacher	cbutterfield@wskids.net
Mrs.	Sheri	Sosnowski	Parent	sherisosnowski@yahoo.com
Ms.	Mary	Przybyl	Teacher	przybylm@wskids.net

# 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:	Dr. Diane Szalka/Chief Human Resources Officer
Address:	31300 Anita, Warren Mi 48093
Telephone Number:	586-825-2400

## 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

HATHERLY ELEMENTARY SCHOOL  
35201 Davison Street  
Sterling Heights, MI 48310  
586-825-2880

## **PARENT INVOLVEMENT POLICY**

### **GENERAL EXPECTATIONS**

Hatherly Elementary agrees to implement the following statutory requirements:

- Hatherly Elementary will put into operation programs, activities and procedures for the involvement of parents (in with) Title 1 programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with Section 1118, Hatherly Elementary will work to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Hatherly Elementary will incorporate this school parental involvement policy into its school improvement plan developed under Section 1112 of the ESEA.
- In carrying out the Title 1 parental involvement requirements, to the extent practicable, Hatherly Elementary will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the school improvement plan for Title 1, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, Hatherly Elementary will submit any parent comments with the plan when the school submits the plan to the State Department of Education.
- Hatherly Elementary will be governed by the following statutory definition of parental involvement and will carry out programs, activities, and procedures in accordance with this definition.

*Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, ensuring –*

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in Section 1118 of the ESEA.

### **DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. Hatherly Elementary will take the following actions to involve parents in the joint development of its parental involvement plan under Section 1112 of the ESEA:
  - Parents were invited to a meeting, held in the fall to discuss the Title I services, successes, failures, or concerns in regard to their involvement at Hatherly. This meeting and a follow up meeting in the spring will be held annually.
  - Teachers will continue to take every opportunity to ask parents for feedback involving parent involvement at Hatherly.
2. Hatherly Elementary will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
  - Lines of communication will continue to be open between administration, parents and teacher. The SIP Committee includes the entire staff and is led by a steering core group made up of the principal, teachers, a parent and a secretary. SIP data has been gathered from surveys given to parents, teachers, students, graduates, and members of the local business community. The staff has used this data to help develop our school improvement goals and to address concerns and needs.
  - Teachers, the principal and parent volunteers serve on the District School Improvement Committee, Curriculum Committees, District Heritage Committee, and the Crisis Response Committee. School Improvement self assessment tools also help the staff to see how Hatherly fits into the "big picture".

- Our PTC continues to be the voice of both parents and teachers; working together to ensure Hatherly is the best that it can be! The principal and teacher representatives attend the monthly meetings. Past goals are reviewed and updates of objectives are done on a yearly basis. Both internal and external stakeholders are engaged in formulating Hatherly's priorities and goals.
  - Teachers will include the topic of Parental Involvement on their agenda for Conferences, being sure to invite parents to participate in school, and asking for their suggestions on how we could make it easier for them to be involved.
3. Hatherly Elementary will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- With respect to our two-parent working families, flexible scheduling of conferences and other meetings will prevail, whenever possible.
  - Notification of classes offered or meetings scheduled will, if possible, be sent in a language appropriate for our population.
  - The district has provided staff members with the Language Line Services in order to assist in translating updates on student progress, key information regarding student activities at school, etc.
  - Title I Funds will be used to pay for babysitting at our Latchkey Facility, so that parents will be able to attend the training classes offered.
4. Hatherly Elementary will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1 School. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Hatherly Elementary will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. Hatherly Elementary will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

*Hatherly Elementary will, with the assistance of its Title 1, funds, provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described below.*

- the State's academic content standards,
  - the State's academic achievement standards,
  - the State and local academic assessments including alternate assessments,
  - the requirements of Title I,
  - how to monitor their child's progress, and
  - how to work with educators:
- MEET THE TEACHER NIGHT:
- Each year, our school year begins with Meet the Teacher Night. At this first meeting, teachers clearly outline expectations and processes that will be integrated during the year.
  - Parents are shown how they can help their child achieve the outlined expectations.
  - A copy of the report card is given and reviewed in total, so that parents will know how their child will be evaluated.
  - Parents are given the opportunity to ask any questions they might have, so that family and school are on the same page.
  - Teachers will let the parents know they are eager to work with them, to help their child become the best that he/she can be.
  - Teachers will explain that they can be contacted through phone messages, or e-mails, and teachers make it clear that they will be happy to meet with parents if ever the teacher or the parent feels there is a need.
  - A booklet of Grade Level Content Expectations for the State of Michigan for the particular grade level will be presented to the parents.
- WCS PARENT HANDBOOK:
- Warren Consolidated's handbook, which will be distributed in the beginning of the school year, outlines all expectations and will be reviewed.
- BABYSITTING:
- Title I funds will be used to cover babysitting costs at our latchkey, during meetings set up to teach and explain various academic assessments used during the year.

□ PARENT TRAINING AND COMMUNICATION:

- Hatherly Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - School Support Staff held a Parent Training Session for parents on how to effectively help students with homework and promote student/school success.
  - Hatherly Elementary will, with the assistance of its parents, educate its teachers, pupil services personnel, principal, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school by:
    - The staff will continue to listen to their co-partners (the parents) and refer any recommendations they have, to the principal. If there is a major area of concern, a speaker, an expert in the particular area, will be invited to our Staff Training Days, to help us understand and be better equipped to implement and coordinate parent programs.
  - Hatherly Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents, and conduct other activities, such as parent resource centers, which was developed to provide parents the opportunity find books that will help them be the best possible parents. These books are for parents to borrow at any time.
  - At Conferences, all parents are asked to sign a Parent-Teacher-Student Compact. This Compact is between the student, the teacher, and the parents. The responsibilities of all are outlined clearly on this Compact, and all three parties must read and sign their part. This clearly commands a commitment on the part of the student, the teacher, and the parent, and a promise to be very involved and to work together as a team, to help the child become the best that he/she can be.
  - At Meet the Teacher Night, teachers outline the many different opportunities available within the school to parents who want to be involved in their child's education. The teacher makes it clear that parents are more than welcome at Hatherly. We ask for Library Volunteers, Computer Volunteers, Field Trip Chaperones, Camp Chaperones, Lunch Moms, and Classroom helpers.

- Following are different programs that have been created at various grade levels, to encourage the involvement of parents:

*Kindergarten:*

**\*KINDERGARTEN ORIENTATION:**

September 7, 2010. Parents attended the first day of Kindergarten with their child. Parents and students participated in an introduction of our morning routine, completed a project with their child, and enjoyed a snack in the café to review lunchtime procedures. Parents then separated from their child for presentations by Mr. Konal, the Hatherly PTC, the school Nurse and our Hatherly support staff.

**\*MONTHLY NEWSLETTERS:**

Monthly newsletters are sent home by each teacher updating parents on what is being taught in the classroom as well as any other happenings going on in Kindergarten. They also receive a monthly calendar for each classroom.

**\*BOOK IT READING PROGRAM:**

Book It Reading Program by Pizza Hut. The Kindergarten classes participate in this reading program encouraging parents to read daily with their child.

**\*AT-HOME IDEAS:**

At the completion of the first card marking parents were supplied with a letter of at-home ideas of literacy and math activities to complete with their child, flash cards of letters and numbers, and a skill practice book.

**\*SCOOPS FOR SUCCESS:**

Beginning in the third card marking students are supplied with flashcards and lists of sight words for students to learn. As each list is mastered, students are rewarded with scoops of paper ice cream to be added to their paper cones in the classroom. Upon completion of program students are rewarded with an ice cream party. Parent involvement is vital to the students learning these words. Students and parents in Mrs. Agini's class have been given flashcard rings to practice their sight words weekly.

**\*WEEKLY READING BAGS:**

At the beginning of the third card marking the students will be bringing home weekly reading bags to be read with a parent. Parents are given a list of ideas of how to help their child as they learn how to read.

*1<sup>st</sup> grade:*

**\*HOME INVOLVEMENT BAGS:**

- MATH SACK - This sack contains games good for support of Math skills, as well as decks of cards.
- WRITING SACK - This bag contains a Journal, a camera, and small rubber toys to encourage creativity in story writing.
- READING SACK - In this bag, the family will find CDs of various books, a CD player/listening center for all family members to listen together.
- PHONICS SACK - This bag contains cut out letters of consonants and vowels, and examples of words are included as a guide for the parents. Students are to form new words.

**\*READ-AT-HOME JOURNALS:**

Journals go home every Monday, and must be brought back the following Monday. Parents are to write the names of the books read, and the amount of time read each day. 20 minutes daily is expected. Parents must sign each week. The *Book-It* program from Pizza Hut rewards children for achieving goals set by the class.

**\*ACTIVITIES:**

Parents are encouraged to support 1<sup>st</sup> grade teacher throughout the year. Parents are invited to handle/conduct different academic centers, help with tie-dying of class shirts, and join in/teach different games.

**\*PARENT NIGHT:**

First Grade is creating a Parent Night with center-based activities for Reading and Math.

*2<sup>nd</sup> grade:*

**\*READ AT HOME BOOKS:**

Consist of students reading 7 nights a week, keeping a log of minutes read and title of the books. Parents sign at the end of week. Students receive Book-It free Pizza Hut pizza for four weeks of reading.

**\*INTERACTIVE HOMEWORK BAGS:**

Bags are sent home Mondays, returned Thursdays. Bags are then rotated, so each child has a bag every night. Bags include: Book Reports (with instructions), Science Bag; Games (Math skills), Listening, and many others. Parents received a note regarding these bags and are required to sign a form showing that they understood the importance of these activities.

**\*AGENDAS:**

Students utilize Agendas to keep their school day organized and to increase parent communication/involvement.

**\*MONTHLY NEWSLETTER:**

Students utilize Agendas to keep their school day organized and to increase parent

*3<sup>rd</sup> Grade:*

**\*HOME INVOLVEMENT BAGS:**

Parents are required to sign a form, indicating what activity they did with their child. Some activities are: Reading Book Bag Program; Take Home Game Bag; Interactive Subject (remedial) bags; Social Studies/Science projects; Book Reports to be completed with a family member.

**\*STUDENT AGENDAS:**

Parents and teachers read and sign daily.

**\*BOOK-IT:**

Student incentive for reading.

**\*STUDY SKILLS/PARENT INVOLVEMENT TRAINING**

Meeting will be held in the Spring of 2011.

*4<sup>th</sup> Grade:*

**\*NEWSLETTERS:**

Monthly Newsletters are sent home to parents and [www.schoolnotes.com](http://www.schoolnotes.com) is used to communicate with updates and activities.

**\*AGENDAS:**

Daily agendas are signed by parents.

**\*WEBSITES:**

Communication is encouraged through classroom websites.

**\*BOOK-IT:**

Students incentive for reading.

**\*READ-AT-HOME BAGS:**

Read at Home bags are given to at-risk students.

*5<sup>th</sup> grade:*

**\*AGENDAS:**

Daily agendas are signed by parents.

**\*WEBSITES:**

Communication is encouraged through classroom websites.

**\*TAKE-HOME MATH BAGS**

Math Bags have been created as a tool to reinforce skills and involve families as partners in education.

**\*OUTDOOR EDUCATION AT CAMP MICHINDOH:**

This outdoor education experience unites students, camp counselors, teacher, and parent chaperones with a common goal: to provide meaningful, rich academic and lifeskill opportunities in a novel setting.

**\*D.A.R.E.**

D.A.R.E. (Drug Abuse Resistance Education), is highly acclaimed program that gives kids the skills they need to avoid involvement in drugs, gangs, and violence. This program is offered to us by the Sterling Heights Police Department. A Parent Informational Night and Student Graduation ceremony is held for parents and students.

**\*PARENT INVOLVEMENT PAGES**

Parent Involvement Pages are presented at the beginning of each new concept of math, reading, social studies, and science.

**\*PEARSON SUCCESS / STUDY ISLAND**

Parents and students are given information and training on how to access 5<sup>th</sup> grade content, practice, informational videos and interactive, online copies of the textbooks through [www.pearsonsuccess.net](http://www.pearsonsuccess.net) and [www.studyisland.com](http://www.studyisland.com). Students and parents are both given copies of the usernames and passwords to access the systems.

*TOTAL SCHOOL:*

**\*MEET THE TEACHER NIGHT:**

Held on the very first day of school, this evening gives the parents the opportunity to become completely aware of this year's expectations and responsibilities. It is on this evening that the teachers will make it clear they would like parental involvement in many ways, providing various opportunities for them to do so.

**\*TITLE I MEETING:** A meeting of parents of Title I students will be held in the fall and spring to discuss the Parent Involvement Policy and gather input from the parents on ways to improve the educational opportunities for our at risk students and foster a strong home – school connection.

**\*GIZMO NIGHTS:**

Gizmo's (an excellent, community Teacher Store) comes to the school, trains the teachers in various games, and then teachers play the games with parents and children. Parents see how playing these games provides a wonderful opportunity for their child to review math and reading skills, while having family fun! Parents may then purchase the games if so desired.

**\*CONFERENCES:**

With current economic circumstances, it is necessary for both parents to work. Taking this into consideration, teachers are very accommodating, making sure to be as flexible as possible when scheduling conferences with parents. Conferences provide a one-on-one opportunity to ensure the parents know what is going on, and have the tools necessary to help their child.

**\*TALENT SHOW:**

Hatherly's parents enthusiastically pushed for this activity. A few parents have taken responsibility for it, and teachers work with them to promote and encourage participation. The entire student body, as well as the parent community, looks forward to this production each year!

**\*HAPPENING:**

Hatherly holds monthly school wide assemblies called the Happening, which allow the students, staff, and parents, a time to find out what is occurring in every classroom and to honor people in the Hatherly family for accomplishments within the school and community.

**\*NOTICES FOR ESL FAMILIES:**

Memos and notices are sent home in other languages when necessary, but usually the students themselves work with their parents to be sure that they are understood.

**\*HATHELRY PARENT / TEACHER CLUB:**

Our PTC sponsors successful fundraisers each year. This year we held our second, extremely successful, Fun Run! These fundraisers are used to help fund such things as field trips, playground equipment, additional school furnishings, school assemblies, books for classroom and many other items.

**\*LATCHKEY;**

Hatherly houses a before and after school Latch Key program for children of parents who work. There is also a preschool and nursery school program at Hatherly.

**\*RED RIBBON WEEK:**

During Red Ribbon Week (Say "No" to Drugs!), various events are planned to promote a Drug Free Lifestyle.

**\*WINTER FESTIVAL:**

Teachers, students and their families, enjoy a fun, relaxing evening together, strengthening the bond of our Hatherly family.

**\*SCOUTING:**

Brownies and Girls Scouts are a part of the Hatherly Family.

**\*NEWSLETTER;**

Each month the school sends out the Hatherly Newshawk, our school newspaper. Parents will find information on school events, important dates, student achievements, the lunch menu, a column by one of our counselors, and often articles on parenting skills.

**\*STUDENT COUNCIL:**

Representatives from each grade level participate in this student government, which helps guide our school on promoting monthly life skills, facilitates a recycling program and organizes various fund raising activities to help the needy.

Hatherly Elementary will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

\*Whenever possible, translations into appropriate languages will be completed in order that informational fliers can be understood by all parents. The language line is utilized and in some instances, the assistance of the Google translate program.

\*Title one funds will be set aside to cover expenses occurred when translations of documents are deemed necessary for the involvement and understanding of our parent community. Miss Mary Ward and Sonila Shkempi are often available as an interpreter for us.

Hatherly Elementary's Parental Involvement Policy has been developed jointly with input from teaching staff and parents, with particular emphasis on parents of Title 1 students.

This policy was adopted by Hatherly Elementary during the school year of 2010-2011 and will be in effect for the period of that year, as well as next. Hatherly Elementary will distribute this policy to all parents of participating Title 1, Part A children during the winter of 2011.

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Joseph Konal, Principal

# PARENT-STUDENT-TEACHER COMPACT

## A Promise of Commitment

### The Hatherly School Mission

We at Hatherly School believe all children can learn. We will work with our community to create a positive environment in which all children will maximize their potential. We will facilitate the development of our children so that they will become lifelong learners and responsible, contributing citizens within our global community.

#### Parent/Guardian Agreement

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

- \_\_\_\_\_ Make sure my child is at school on time.
- \_\_\_\_\_ Read to and with my child.
- \_\_\_\_\_ Encourage my child to begin a time management routine to include chores, meals, homework, bedtime and other activities in which they participate.
- \_\_\_\_\_ Participate with my child in conversations and listen to what they have to say.
- \_\_\_\_\_ Stay in touch with the school. Keep informed about my child's progress in subjects/classes.
- \_\_\_\_\_ Take advantage of volunteer opportunities.
- \_\_\_\_\_ Establish a time and place for homework and check it regularly.
- \_\_\_\_\_ Support the school staff and respect the diverse cultures of the school.
- \_\_\_\_\_ Limit and monitor my child's TV and movie viewing.

Parent Signature \_\_\_\_\_

#### Student Agreement

It is important that I do the best that I can. Therefore, I will do the following:

- Come to school each day and be in class on time.
- Have my homework completed and turned in on time.
- Have the supplies that I need.
- Always try to work to the best of my ability.
- Show respect for myself, my school and other students.
- Follow the rules at my school and home.
- Believe that I can learn and I will learn.

Student Signature \_\_\_\_\_

#### Teacher Agreement

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

- Provide an environment conducive to learning.
- Have high expectation for myself and my students by using methods and techniques that work for my classroom.
- Maintain open lines of effective communication with my students and their Parents in order to support student learning.
- Seek ways to involve parents in classroom activities.
- Respect the students, their parents and the diverse culture of the school.

Teacher Signature \_\_\_\_\_