

**Jefferson Elementary
Schoolwide Title I Plan
February 2010**



**Jefferson Elementary
37555 Carol
Sterling Heights, MI 48310
586.825.2680
Fax: 586.698.4361**

Vision Statement

The fundamental purpose of the Jefferson Elementary School is to ensure high levels of learning for all students.

Mission Statement

The Jefferson School Community is dedicated to the belief that all students can learn. We are committed to providing an atmosphere for learning that meets the changing needs of our students.

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1. Comprehensive Needs Assessment

Thomas Jefferson Elementary School in Sterling Heights, Michigan is a Blue Ribbon, family centered, multicultural learning community. Approximately 420 students attend Jefferson whose parents work in the auto industry, professional and skilled trades, or small businesses in suburban Detroit. Our school is a thriving, ethnically diverse community of which over 60% of our children come from homes where English is the second language. Over the past two years, several families have arrived to our community with Refugee status. Many of these families from Iraq lived in camps in Syria or Turkey for several years before obtaining a visa into the United States. Often, students from these families have experienced interrupted schooling and come with very little knowledge of a structured school experience.

Over the past 30 years, we have forged enduring bonds with families. Many former Jefferson students return to raise their children within the Jefferson community. As a family-centered, K-5 neighborhood school, we value each child as an individual and provide a warm, caring environment. The Jefferson Community values the success of each child by providing collaborative, multi-level, interdisciplinary instruction. This instruction is drawn from real life and is rich with experiential learning.

At the core of Jefferson's many successes are dedicated teachers and staff members who collaborate with parents in shaping confident, independent learners. Jefferson parents take pride in being a part of their child's education by providing their time, energy, and financial support for school programming. Approximately 95% of our parents take part in activities throughout the school year. Parents play an active role in our school improvement process, classroom activities, Title I program planning, and much more.

Through the efforts of our outstanding teaching staff, supportive community, and hardworking students, Jefferson has received prestigious awards. Jefferson has received Summary Accreditation through NCA and Michigan's Blue Ribbon for Exemplary Schools. Additionally, the students at Jefferson continue to meet or exceed District and State testing standards. The Jefferson Community continues to strive toward excellence by providing innovative programming which meets the needs of all students.

Comprehensive Needs Assessment Process

Jefferson Elementary has been involved with the NCA School Improvement Process for over 15 years. Therefore, School Improvement and the continuous process of implementing and evaluating programming is part of the fabric of the school culture. Under the direction of the School Improvement (SIP) Chairpersons, all stakeholders, who include staff, parents, and administration, took part in the Comprehensive Needs Assessment, which led to the design of the 2009-2010 Title I Plan.

Several meetings, beginning in March 2009, were held to collaborate on Jefferson's needs based on the achievement data (Michigan Education Assessment Program-MEAP, Michigan Literacy Progress Profile-MLPP, Dynamic Indicator of Basic Early Literacy Skills-DIBLES, Harcourt Math, District Writing, and Common Assessments), perceptual and demographic data gathered throughout the school year. In addition, Jefferson Elementary's Professional Learning Community process was reviewed by the HOPE Foundation to identify strengths and weaknesses of the learning community and school improvement processes. Finally, in April, Jefferson staff, parents, and administration participated in a Title I Audit, which provided another opportunity for reflection and evaluation.

At the end of the school year in May and June a Parent/Community online survey was available to help the SIP Team gather additional demographic and perceptual data that would contribute to the planning, development, monitoring and evaluation of the School Improvement Plan.

Finally, over the summer when the Comprehensive Needs Assessment document was being completed, the SIP team would regularly e-mail staff members to ask for information and/or suggestions as needed.

Measures of Data

School Achievement data is collected and analyzed throughout the school year during Professional Learning Community (PLC) Meetings. In March, the teams began the process by looking at current programs and strategies based on this data. The teams met in grade level and vertical teams to share data. This data included MEAP, MLPP, DIBLES, ELPA, Harcourt Math assessments, District Writing Prompts, and common grade-level assessments. MEAP data is disaggregated by gender, ethnicity, socio-economic status (SES), free and reduced lunch, and Special Education services.

In the spring of 2009, The SIP team created, implemented and analyzed a Parent/Community Survey which helped to determine the strengths and weaknesses of Jefferson's programming.

The results from the demographic, perceptual, and achievement data was shared with the staff during Professional Learning Community (PLC) meetings and parents during Parent Advisory Group (PAG) and Parent Teacher Organization

(PTO) meetings. The information was used to create the SIP/Title I plan for the 2009-2010 school year.

Conclusions:

Through the analysis of the data, it has been concluded that Reading and Writing are the curricular areas of need; while Math is an area that will be identified as a maintenance goal. Professional Development opportunities, programming, strategies, and materials will be planned and implemented based on this analysis.

Demographic Information

Year:	2004-05		2005-06		2006-07		2007-08		2008-09	
Grade	#	%	#	%	#	%	#	%	#	%
K	77	17%	66	15%	62	14%	63	14%	83	19%
1	70	15%	75	18%	72	17%	68	16%	62	15%
2	83	18%	66	15%	75	17%	69	16%	65	15%
3	79	17%	77	18%	72	16%	77	18%	72	17%
4	77	17%	71	16%	86	20%	76	17%	66	15%
5	76	16%	79	18%	70	16%	82	19%	80	19%
Total	462		434		437		435		428	

Jefferson’s enrollment has remained fairly steady over the past 5 years with equal distribution of students in each grade level. The largest increase in a grade level in the past two years is kindergarten. This is partly due to the implementation of a free All Day Kindergarten program. The Kindergarten enrollment projection for the 2009-2010 school year will remain high with 85 students.

Year:	2004-05		2005-06		2006-07		2007-08		2008-09	
Sub-Group	#	%	#	%	#	%	#	%	#	%
Female	216	47%	200	46%	213	49%	210	48%	212	49%
Male	246	53%	234	54%	224	51%	225	52%	216	51%
American Indian / Alaskan Native	<10		<10		<10		<10		<10	
Asian/Pacific Islander	26	6%	23	5%	27	6%	32	7%	37	8%
Black, Not Hispanic	12	3%	13	3%	17	4%	20	4%	18	4%
Hispanic	<10		<10		<10		<10		<10	
White, Not Hispanic	422	91%	391	90%	385	88%	379	87%	361	84%
Multiracial	<10		<10		<10		<10		<10	
Economically Disadvantaged	178	39%	167	38%	192	44%	217	50%	247	58%

Students with Disabilities	33	7%	25	6%	24	5%	17	4%	8	2%
Limited English Proficient	160	35%	168	39%	114	26%	190	44%	152	36%
Migrant	<10		<10		<10		<10		<10	
Homeless	<10		<10		<10		<10		<10	
School of Choice	5	1%	6	1%	5	1%	6	1%	5	1%
Open Enrollment	8	2%	11	3%	18	4%	21	5%	18	4%

Through the demographic data, it has been determined that our overall student enrollment has remained constant over the past five years. Currently, our lower elementary grades are larger than our upper grades. We believe this increase is due to the number of students entering our Full Day Kindergarten. The projected Kindergarten enrollment for the 2009-2010 will remain high with 85 students. Also, it needs to be noted that the number of students entering these programs who have not participated in a Pre-School program and who speak a language other than English in the home continues to increase.

Additionally, it has been determined that there has been a significant increase in both the number of Economically Disadvantaged (58%) and Limited English (36%) students. Although most of Jefferson's students were born in the United States, many of their parents are recent immigrants from Iraq who are unfamiliar with American School Culture. However, in the past two years, several families claiming refugee status have enrolled at Jefferson Elementary.

Conclusions:

Due to the increase in the number of students in the lower elementary and LEP population, grades K-2 will be targeted for additional interventions in Reading. In addition, all teachers will increase the focus on Reading and Writing strategies within the classrooms for all students. Interventions, in a tiered Response to Intervention (RtI), will be available at all grade levels for at-risk students.

With the arrival of families from all over the world, consistent school wide behavioral expectations can be a struggle. The discipline issues that occur tend to be perceived as a lack of respect, but, in reality, are due to inconsistent or unknown school expectations.

Daily Attendance

Jefferson Elementary students have maintained an average of 95.5% over the last three years. The attendance averages have remained steady each year.

Retention

Grade Level	Students Retained 2007-2008	Students Retained 2008-2009
K	1	1
1	1	2
2	1	1
3	1	0
4	0	0
5	0	0

The retention rate at Jefferson Elementary is traditionally very low with less than 1% of students retained over the last two years.

Special Education

Year:	2004-05		2005-06		2006-07		2007-08		2008-09	
Students with Disabilities	33	7%	25	6%	24	5%	17	4%	12	3%

The number of Students with Disabilities has remained under 10% of the overall student population over the past five years. Also, the number of Students receiving Special Education Support has dropped by 1% each year over past five years.

Achievement Data

Students in grades 3-5 take the Michigan Educational Assessment Program (MEAP) in October. This data provides a summary of student achievement based on the Michigan Grade Level Content Expectations in the areas of Reading, Writing, and Math. In addition, students in 5th grade take the Science portion of the MEAP test. Data for subgroups is included in which 10 or more students are present in the grade level.

LEP students in grades K-5 take the English Language Proficiency Assessment (ELPA) annually.

MEAP: Grade: 3

Group	Reading			Writing			ELA		
	06/07	07/08	08/09	06/07	07/08	08/09	06/07	07/08	08/09
State	87%	86%	86%	52%	57%	61%	79%	81%	83%
District	91%	90%	88%	51%	63%	63%	80%	85%	85%
Building	88%	96%	89%	54%	65%	61%	81%	90%	85%
Male	86%	94%	86%	49%	59%	43%	78%	85%	81%
Female	90%	97%	91%	61%	71%	80%	84%	95%	83%
White, Not Hispanic	89%	97%	87%	56%	69%	61%	81%	93%	84%
Economically Disadvantaged (ED)	79%	93%	84%	48%	50%	45%	76%	87%	78%
Limited English Proficient (LEP)	77%	89%	74%	31%	56%	30%	69%	72%	68%
Formerly Limited English Proficient (FLEP)	100%	<10	93%	55%	<10	79%	100%	<10	86%

Jefferson's Third Graders have met or exceeded State and District standards in Reading and Writing over the past three years. Females have outperformed Males over the last three years. The largest gap in achievement exists between the overall third grade population and LEP students. This gap is most evident in the Writing portion of the MEAP. However, Formerly Limited English Proficient Students (FLEP) have met or exceeded the other subgroups.

Grade 3 MEAP

Group	Math		
	06/07	07/08	08/09
State	88%	90%	91%
District	91%	93%	93%
Building	85%	97%	94%
Male	92%	97%	92%
Female	77%	98%	97%
White, Not Hispanic	85%	98%	95%
Economically Disadvantaged (ED)	79%	97%	92%
Limited English Proficient (LEP)	62%	95%	89%
Formerly Limited English Proficient (FLEP)	91%	<10	100%

Jefferson Third Grade students have exceeded State and District Mathematics standards over the last three years. There has been a 10% increase in the achievement of Females over the last three years. Also, there has been a 13% increase in the performance of the Economically Disadvantaged Students (ED). The largest gap exists between the overall student population and LEP students. Interestingly, there has been a 27% increase in the overall achievement of this subgroup.

MEAP Grade: 4

Group	Reading			Writing			ELA		
	06/07	07/08	08/09	06/07	07/08	08/09	06/07	07/08	08/09
State	85%	84%	83%	45%	44%	44%	78%	76%	77%
District	86%	85%	84%	44%	46%	46%	80%	85%	78%
Building	82%	90%	90%	44%	59%	58%	74%	79%	84%
Male	84%	90%	91%	30%	53%	53%	70%	80%	84%
Female	79%	91%	89%	61%	67%	62%	79%	79%	84%
White, Not Hispanic	82%	92%	88%	42%	62%	58%	74%	82%	82%
Economically Disadvantaged (ED)	64%	86%	79%	33%	64%	50%	58%	78%	71%
Limited English Proficient (LEP)	33%	60%	64%	27%	10%	7%	40%	60%	43%
Formerly Limited English Proficient (FLEP)	94%	<10	<10	22%	<10	<10	72%	<10	<10

The Jefferson Fourth Graders have experienced a 10% increase in achievement in the overall English Language Arts (ELA) portion of the MEAP. The largest gap in achievement occurs between the overall student population and LEP students. This gap is most evident in the Writing portion of the MEAP.

Grade 4 MEAP

Group	Math		
	06/07	07/08	08/09
State	85%	86%	88%
District	86%	91%	90%
Building	76%	96%	94%
Male	80%	98%	91%
Female	71%	97%	97%
White, Not Hispanic	77%	95%	95%
Economically Disadvantaged (ED)	58%	94%	92%
Limited English Proficient (LEP)	33%	80%	81%
Formerly Limited English Proficient (FLEP)	67%	<10	<10

Jefferson's Fourth Graders have exceeded State and District standards over the last two years. These students have experienced an 18% increase in Math with Females outperforming Males by 6% in 2008. The largest gap exists between the overall Fourth Grade population and LEP students.

MEAP Grade: 5

Group	Reading			Writing			ELA		
	06/07	07/08	08/09	06/07	07/08	08/09	06/07	07/08	08/09
State	84%	82%	82%	78%	78%	63%	78%	78%	78%
District	86%	81%	83%	59%	60%	63%	82%	77%	79%
Building	84%	71%	81%	56%	49%	63%	78%	67%	77%
Male	77%	70%	83%	43%	48%	64%	67%	67%	78%
Female	89%	74%	78%	66%	50%	61%	87%	66%	76%
White, Not Hispanic	81%	69%	84%	54%	48%	65%	76%	65%	79%
Economically Disadvantaged (ED)	76%	62%	74%	45%	26%	51%	69%	54%	72%
Limited English Proficient (LEP)	<10	23%	50%	<10	0%	35%	<10	15%	42%
Formerly Limited English Proficient (FLEP)	91%	79%	<10	64%	57%	<10	82%	71%	<10

Overall, the Jefferson Fifth Graders have scored within a few percentage points of State and District standards. Males have experienced a 21% increase in Writing. Once again, the biggest gap within subgroups occurs between the overall Fifth Grade population and LEP students, especially in the area of Writing.

Grade 5 MEAP

Group	Math			Science		
	06/07	07/08	08/09	06/07	07/08	08/09
State	76%	74%	77%	83%	82%	83%
District	84%	80%	80%	86%	84%	82%
Building	82%	80%	86%	81%	67%	76%
Male	73%	80%	93%	73%	63%	76%
Female	89%	79%	78%	87%	71%	75%
White, Not Hispanic	81%	79%	85%	81%	65%	76%
Economically Disadvantaged (ED)	76%	69%	84%	69%	56%	67%
Limited English Proficient (LEP)	<10	23%	58%	<10	8%	33%
Formerly Limited English Proficient (FLEP)	100%	86%	<10	91%	71%	<10

Jefferson's Fifth Graders have exceeded State and District standards over the last three years in the area of Math. Males have experienced a 20% increase in Math. The largest gap in Math exists between the overall Fifth Grade population and LEP students.

The data also shows that the overall population of Jefferson Students has fallen below State and District standards in the area of Science over the last 3 years. Again, the largest gap exists between the overall population and the LEP students.

Grade 6 Social Studies MEAP

Group	Social Studies
	08/09
State	74%
District	70%
Building	66%
Male	75%
Female	64%
White, Not Hispanic	68%
Economically Disadvantaged (ED)	55%
Limited English Proficient (LEP)	14%
Formerly Limited English Proficient (FLEP)	90%

Jefferson Sixth Grade students have not met State and District Social Studies standards. The largest gap exists between the overall student population and LEP students. The content and materials for the Social Studies curriculum used with this group of students was out of date. An updated curriculum, which is aligned with the State Grade Level Expectations, has been adopted and implemented beginning September 2010. All new materials and Professional Development to support the new curriculum and materials, was in the fall introduced during 2009-2010 school year. Included with the new Social Studies materials are leveled readers which support the GLCEs. These readers will be used to provide support for background knowledge and Academic Vocabulary for ELL Students.

ELPA Grades K-5

ELPA Achievement Level	K	1	2	3	4	5	Total 116
Basic	4	1	0	0	0	0	5
Low Intermediate	11	3	2	1	1	2	20
High Intermediate	6	18	14	14	9	6	67
Proficient	6	0	1	2	2	4	15
Advanced Proficient	4	0	1	1	2	1	9

78% of the LEP students who took the ELPA test score in the High Intermediate, Proficient, and Advanced Proficient levels. Only students in grade K and 1 fell into the Basic range. The largest percentage of students, which is 58%, fall in the High Intermediate range. Students who fall in this range are often very proficient within the area of *social language*, however, lack the *academic language* to have high achievement in the areas of Writing and Science.

Conclusions:

Strengths

Overall MEAP Scores:

Jefferson students tend to outperform both State and District levels as indicated by the MEAP.

Students tend to continue to become more proficient in English the longer they attend school at Jefferson as indicated by the ELPA.

Challenges

Writing:

Two subgroups, LEP and ED, tend to perform significantly lower than the other subgroups in the area of Writing. Most of the students in the Economically Disadvantaged subgroup tend to overlap the LEP subgroup as indicated by the MEAP and District Writing Prompt. With 78% of Jefferson's LEP students scoring in the Proficient or above range as indicated by the ELPA, this subgroup needs to be performing at a much higher level.

Reading:

A decline in reading scores as indicated by the MEAP is evident from students in grades 3 to grade 5.

Science:

The students at Jefferson are outperformed by the State and District in the area of Science as indicated by the MEAP.

Social Studies:

The students at Jefferson are outperformed by the State and District in the area of Social Studies and Science as indicated by the MEAP.

Discipline Data

Year: 2008-2009

Grade	Student Count	Student Write-ups	Suspensions		Expulsions	
			In*	Out*	In*	Out*
K	83	21	2	0	0	0
1	62	33	0	0	0	0
2	65	46	2	0	0	0
3	72	42	4	0	0	0
4	66	65	1	0	0	0
5	80	126	5	7	0	0

*in school / out of school

Discipline, in the traditional sense, is not necessarily a concern at Jefferson Elementary. Overall, students are respectful of each other and the staff. Each year, there are very few incidents which would require an out of school suspension. However, the number of Write-ups, which inform teachers, principal, counselor, and parents of issues in the classrooms, hallway, Café, playground, and bus have increased over the last several years. Also, there is an increase in Write-Ups as the students progress through the grades. Often, it is found that these discipline problems exist because of unclear or weak behavioral expectations or issues that are occurring at home. Additionally, with the blending of many different cultures within the school, at times, students and families are unfamiliar with the procedures and expectations of Jefferson or American schools in general. The lack of consistent expectations has an impact on the learning that occurs in the classroom. At Jefferson the plan is to teach the specific expected behaviors using the Positive Behavior Support Model (PBS).

Perception Data

Process and Implementation of the Parent Survey

Beginning in March 2009, the members of the School Improvement Team in collaboration with the Parent Advisory Group created a Parent/Community Survey which would be implemented later in the spring.

During the months of May and June an online survey was available through Survey Monkey and linked through the Jefferson Web Page. A computer in the Media Center was set up for parents and community members to complete the survey. Finally, the survey was passed out in a hard copy form to parents during arrival and dismissal. This survey was available to all school and community members. The survey focused on community demographics, programming, and overall satisfaction. Approximately, 75 parents filled out the survey with 65 choosing to fill out a paper copy.

Results and Analysis

The results of the survey were very positive. Sixty-three percent of the community is *Very Satisfied* with Jefferson; with 28% *Somewhat Satisfied* and only 9% *Not Satisfied*. Overall, parents are pleased with the programming and additional activities that are provided at Jefferson Elementary. When analyzing the comments that linked to the parents who were *Not Satisfied*, it was noted that these parents feel Jefferson Elementary does not provide enough programming for the Gifted and Talented student.

During the 2009-2010 school year, a revised survey will be available through the Jefferson Web Page. This survey will include additional questions which include teacher preparedness and Principal Effectiveness. Also, the School Improvement Team plans to work with the local Chaldean Church to further promote the completion of the survey by community members.

Parent Survey Conclusions

Based on the survey results, the SIP team was excited to find that parents wanted more workshops based on strategies to increase student achievement. Also, the committee was encouraged to find that 91% of the parents were *Very Satisfied or Somewhat Satisfied* with the overall school experience. This is encouraging since many of Jefferson's parents are new to the procedures of an American School. Finally, the survey did suggest that Jefferson Elementary needs to provide more enrichment programming for the advanced student.

Process and Implementation of the Staff Survey

Beginning in April 2009, the members of the School Improvement Team created a Staff Survey which was presented at a Staff Meeting in May 2009. Every staff member completed the Staff Survey at a Staff Meeting. The survey was collected and analyzed by the SIP Team which includes the Principal.

Staff Survey Conclusions

Based on the survey results, the highest number of responses with the Very Satisfied choice was in the areas of Collaborative Decision Making and Communication. The areas in which many staff members chose Not Satisfied were the areas of *Having enough time to complete tasks* and *All staff members contribute equally*.

All staff agreed that the area most in need of attention is Writing, especially for the LEP subgroup.

Student Survey Process

A student survey was created in May 2009, however, was not implemented. This survey will be revised with input from the Parent Advisory Group and distributed in January 2010.

School Programs and Process Data

Process

During weekly Professional Learning Community (PLC) meetings, teachers will create SMART goals, collect and analyze data based on SMART Goals, review goals and adjust curriculum, research strategies, and reevaluate data and performance in a continuous process.

Additional Support for at-risk students

All at-risk students will receive additional support in the classroom. Strategies such as small group instruction, differentiated instruction, peer tutoring, additional learning materials and alternate assignments will be used in all classrooms.

In addition, support staff such as the Title I Teacher, Bilingual Tutors, and Title I Tutors will be used in a tiered RtI model to address students who need direct, explicit, monitored support.

Extended Learning Opportunities

Grade 2:

Students at risk in Reading and/or Math were invited to a weekly hour long tutoring program hosted by the second grade teachers. National Honor Society Students from Sterling Heights High School worked with these students each week under the guidance of the students' teachers.

Grade 3:

Students at risk in Math were invited to biweekly morning tutoring sessions lead by the teachers. The sessions focused mainly on problem solving. English Language Learner students who were at risk in writing were invited to participate in a four week summer program that ran Monday-Thursday for 3 hours per day.

Grade 4:

Students at risk in Reading and/or Math were invited to a weekly hour long tutoring program hosted by a Fourth Grade Teacher. National Honor Society Students from Sterling Heights High School worked with these students under the direction of the students' teacher.

Grade 5:

Students at risk in Reading and/or Math were invited to a weekly hour long tutoring program hosted by a Fifth Grade Teacher. National Honor Society Students from Sterling Heights High School worked with these students under the direction of the students' teacher.

Students at risk in Math were invited to a biweekly tutoring program during lunch. These students used the New Century program to target weak skills identified by Harcourt testing and MEAP data.

Environmental Scan

Warren Consolidated Schools is a North Central Accredited (NCA) school district. Each year Jefferson Elementary school completes the NCA/AdvancED “SELF-ASSESSMENT” (SA) which identifies our strengths and weaknesses in seven key strands: Vision and Purpose, Governance and Leadership, Teaching and Learning, Documenting and Using Results, Resource and Support Systems, Stakeholder Communications and Relationships, and Commitment to Continuous Improvement. This Self-Assessment fulfills the Programs/Process data section of the Comprehensive Needs Assessment.

In 2009-10 our district will begin the “District-level Quality Assurance Review (QAR)” preparation for an on-site North Central Accreditation (NCA)Peer Review visit in spring, 2010.

Process for Self Assessment

During several PLC meetings, all staff members discussed and completed the SA strands and questions within their grade level or department teams. Also, the SA was completed by several parent leaders during School Improvement Meetings. When these assessments were completed, the staff came together to discuss each strand and the ratings. Finally, the SIP team averaged the ratings and completed the report online.

Jefferson Elementary scored Operational or Highly Functional in the following areas:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resources and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

Additional Information

In 2008-09 Warren Consolidated Schools underwent three on-site reviews to assess district programs and processes:

1. December, 2008: Solution Tree, Inc. conducted an on-site “Professional Learning Communities Audit” at each of our schools. Facilitators met with school staff to discuss a self-assessment based on a rubric. The results of the audit were presented to all stake holders through Parent Teacher Organization (PTO) meetings, Parent Advisory Group (PAG) and recommendations have been incorporated into our newly revised district improvement plan.

2. February, 2009: Michigan Department of Education Office of School Improvement conducted a Title I On-site review of Warren Consolidated School district and six of our Title I Schools. Jefferson was included in this

audit process. The results were presented to all stakeholders at an exit meeting and a final report was presented to the Board of Education. “Change Required” were identified and an action plan is currently being implemented.

3. May, 2009: Michigan Department of Education Office of School Improvement conducted a Title III on-site review of our district. One “change required” was identified: district-level parent involvement advisory committee to be developed and implemented.

Goals

The comprehensive data analysis suggests the following priority needs:

Student Achievement Goal	Need: Identified Gap
1. Reading: All students will improve in reading comprehension in all content areas.	There is a 20% gap between the number of LEP students in the proficient range and the overall building score as indicated by the MEAP. Also, there is an 18% decline in the number of students who score in the proficient range between LEP students in third grade to fifth grade.
2. Writing: All students will improve writing in all content areas.	There is a 36% gap between the number of LEP students scoring a 1 or a 2 on a Writing Prompt and the overall building score.
3. Math: All students will continue to achieve at or above District and State Standards in the area of Mathematics.	Math will be treated as a maintenance goal. Jefferson students traditionally achieve at or above District and State standards in this area.
4. Behavioral: All students will display appropriate behaviors in each identified areas of the school.	There were 333 Behavioral Write-ups in the 2008-2009 school year. There is a significant increase in the number of write-ups from grades K-5. Also, there has been an increase in families who have little or no experience with the behavioral expectations associated with American schools.

2. School wide Reform Strategies

Assurance Statement

The school wide plan is aligned with the Michigan State Framework, North Central Accreditation, and Public Act 25.

Goal Area: Reading	All students will improve in reading comprehension in all content areas.
Rationale (Need)	There is a 20% gap between the number of LEP students in the proficient range and the overall building score as indicated by the MEAP. Also, there is an 18% decline in the number of students who score in the proficient range between LEP students in Third Grade to Fifth Grade
Instructional Strategy: Guided Reading	<p>During Guided Reading, the teacher provides support to small groups of readers various reading strategies (context clues, letter and sound relationships, word structure, vocabulary development, etc) are explicitly taught. When the proper books are selected, students are able to read with approximately 90% accuracy. This enables the students to comprehend the selection because there is not an overwhelming amount of "road blocks" that interfere with comprehension. Students are able to focus on the meaning of the story with the application of various reading strategies to problem solve when student come to an unknown word. By providing small groups of students the opportunity to learn various reading strategies with guidance from the teacher, they gain the skills and knowledge required to read increasingly more difficult texts. Independent reading is the GOAL - Guided Reading provides the framework to ensure that students are able to apply strategies to make meaning from print.</p> <p>The teacher works with a small group of students who have similar skills and reading processes. The teacher selects and introduces new books and supports children reading the whole text independently, making teaching points during and after the reading.</p> <p>Fountas, Irene C. and Pinnell, Gay Su, <i>Guided reading: good first teaching for all children.</i> (1996) Heinemann.</p> <p>"The goal of guided reading is to assist new readers to move as quickly as possible through the developmental stages of reading so they become strategic, thoughtful, and independent fluent readers."</p> <p>Milner, Debbie. <i>Guided Reading, CRCJ, p21</i></p> <p>This strategy was selected because it supports all students at all reading levels. This strategy is especially useful with ELL students and vocabulary development within the core academic areas.</p>
Research	Fountas, Irene and Gay Su Pinnell. 1996. <i>Guided Reading: Good First Teaching for All Children.</i> Portsmouth, NH: Heinemann. laquinta, Anita. "Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction." <u>Early Childhood Education Journal</u> . 33.6 (2006): 413-418.
Professional Development	Grace Valchenski: MISD Support for Grades 4-5; WCS Supported Guided Reading Training; DRA Kit Training; <u>The Daily 5: Fostering</u>

	<u>Literacy Development in the Elementary Grades</u> by Gail Boushey and Joan Moser; DIBELS Training.
Parent Involvement	Highlighted Strategies in the monthly newsletter; Parent Lunch and Learn; Title I hosted Grade-Level Parent Night
At-Risk Support	Title I Aides; Bilingual Aides; KPALS; Leveled Readers
Evaluation	Increased student achievement as indicated by MLPP/DRA and DIBLEs (Grades K-5). Increased student achievement as indicated by the MEAP.
Instructional Strategy: Response to Intervention	<p>Response to Intervention (Rti) is a method of academic intervention designed to provide early, effective assistance to children who are having difficulty learning. Response to intervention was also designed as a process of diagnosing learning disabilities. This method can be used at the group and individual level. The RTI method has been developed by researchers as an alternative to identifying learning disabilities with the ability-achievement discrepancy model, which requires children to exhibit a severe discrepancy between their IQ and academic achievement as measured by standardized tests.</p> <p>The Rti process prevents academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for students who continue to have difficulty. Students who do not show a response to effective interventions are more likely to be in need of special education than students who do respond.</p> <p>The Rti programming provides support to students in all grade levels. However, the largest focus of the Rti programming at Jefferson is in grades K-2.</p> <p>This strategy was selected because the earlier students learn to read at a functional level, the higher the student achievement in all core academic areas. Also, the time and intervention needed to close the gap after 2nd grade increases.</p>
Research	<p><i>Responsiveness-to-Intervention: A Blueprint for Practitioners, Policymakers and Parents.</i> Douglas Fuchs and Lynn S. Fuchs. <u>Teaching Exceptional Children</u>. Sept/Oct. 2005. Pgs. 57-69.</p> <p><i>Centers for Implementing K-3 Behavior and Reading Intervention Models</i></p> <p><i>Preventing Reading Difficulties: A Three-Tiered Intervention Model.</i> Sharon Vaughn, Ph.D., and Jeanne Wanzek, Ph.D. University of Texas Center for Reading and Language Arts http://www.nrclid.org/rti_practices/research/k3.html</p>
Professional Development	Ongoing support through MISD Rti networking groups; strategy implementation for Title I and Bilingual Tutors; DIBLEs training
Parent Involvement	Parent meetings scheduled each quarter to share Rti purpose and process; meaningful two-way communication regarding student's progress; parenting workshops to teach specific strategies used during Rti sessions.
At-Risk Support	Title I Teacher and tutor support, specific and targeted small group assistance in the Tier II model; specific and targeted one-on-one assistance in the Tier III model; Child Study Team support for students who do not respond to interventions.
Evaluation	Increased achievement as indicated by DIBLES, MLPP/DRA, and MEAP

Goal Area: Writing	All students will improve in writing in all content areas.
Rationale (Need)	Less than 70% of the overall school population scores in the passing range of a 1 or a 2 as indicated by the MEAP. There is a 36% gap between the number of LEP students scoring a 1 or a 2 on a Writing Prompt and the overall building score.
Instructional Strategy: Writer's Workshop	<p>Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. It is a comprehensive approach to teaching primary students writing skills. The teacher utilizes a combination of whole group, small group, and individual instruction along with teacher and peer conferencing to develop all areas of writing. Students become successful writers because the teacher is able to differentiate instruction to meet their individual needs.</p> <p>In a Writer's Workshop, a topic may be assigned by the teacher or chosen by the student. Students work at their own pace, following the steps of the writing process, to create an authentic piece of writing. This process allows them to internalize effective writing strategies.</p> <p>This Strategy was chosen to support students at all levels of writing. Through the use of mini-lessons and Guided Writing Groups, all students, especially, ELL Students will get the individualized instruction necessary.</p>
Research	<p>Lucy Caulkins. <i>The Art of Teaching Writing</i>. Portsmouth, NH: Heinemann Publishing, 1994.</p> <p>Conroy, Michele, Merchand, Trisha and Webster Matt. <i>Motivating Primary Students to Write Using Writer's Workshop</i>. ERIC ED504817. 2009.</p>
Professional Development	<i>Being a Writer</i> workshop, Lucy Caulkins monthly Unit Focus; monthly topic focus based on need; WCS supported grade-level Writer's Workshop in service with Sandi Biondo; peer observation opportunities
Parent Involvement	Highlighted Strategies in the monthly newsletter; Parent Lunch and Learn; Title I hosted Grade-Level Parent Night
At-Risk Students' Support	One-on-one teacher support within Guided Writing Groups; Title I Teacher small group support using specific and targeted strategies; Use of computer programs and web sites; Title I and Bilingual Tutor support.
Evaluation	Increased achievement as indicated by the District Writing Assessment given 3 times per year.
Instructional Strategy: Differentiated Instruction	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. When a teacher differentiates instruction, he or she uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners.
Research:	<p>Reis. S. M., Kaplan, S. N, Tomlinson, C. A., Westbert, K.L, Callahan, C. M., & Cooper, C. R., (1998). How the brain learns, A response: Equal does not mean identical. <i>Educational Leadership</i>, 56, 3.</p> <p>Ellis, E. S. and Worthington, L. A. (1994). Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon: Technical Report No. 5 National Center to Improve the Tools of Educators.</p>

Professional Development:	MISD Supported Workshops on Differentiated Learning Strategies such as Mind Maps; Teacher Book Club beginning with <u>The Differentiated Classroom: Responding to the Needs of All Learners</u> by Carol Ann Tomlinson.
Parent Involvement	Highlighted Strategies in the monthly newsletter; Parent Lunch and Learn; Title I hosted Grade-Level Parent Night
At-Risk Student Support	Small Group instruction using specific strategies; enrichment activities which use various modes of learning such as Rock Wall Club, Running Club, technology, drama, art and music.
Evaluation	Increased achievement in District Writing Assessment, MEAP (ELA, Math, and Science); increased achievement I MLPP and DIBLES.
Goal Area: Behavioral	All students will display appropriate behaviors in each identified area of the school.
Rationale (Need)	333 Behavioral Write-ups were written in the 2008-2009 school year. There is a significant increase in the number of write-ups from grades K-5. Also, there has been an increase in families who have little or no experience with the behavioral expectations associated with American schools.
Instructional Strategy: PBS	Whole School Positive Behavioral Support is a systematic approach that establishes and reinforces clear behavioral expectations. It is a team-based system involving the entire school staff using a systems approach. PBS is an instructional approach that focuses on systematically teaching social behavior using effective instructional methodology. Systematically teaching and implementing behavioral interventions for the most difficult students is also a key component. The school staff must adopt a common approach to discipline that is proactive, instructional, and outcome-based. The data from various school areas is used to guide decision making. The school team looks at the entire school campus and the whole school day. The goal is to help educate all students, even students with challenging behaviors. There is an emphasis on continuous, data-based improvement, individualized to each school.
Research	Michigan Integrated Behavior Support (MiBLISI) http://www.cenmi.org Medley, Natasha S.; Little Steven G.; Akin-Little, Angelique. <i>Comparing Individual Behavior Plans from Schools with and without Schoolwide Positive Behavior Support: A Preliminary Study.</i> <u>Journal of Behavioral Education</u> , v17 n1 p93-110 Mar 2008.
Professional Development	Ongoing PBS strategy and networking support provided through the MiBLISI grant; monthly PBS strategy review during PLC meetings; PBS overview provided by MISD.
Parent Involvement	Monthly article in the school newsletter with information and strategies for parents on PBS; Fall meeting with parents to share purpose and process with parents; quarterly parenting workshops hosted by the Counselor and/or Social Worker to teach and practice PBS strategies.
At-Risk Students' Support	Small group and one-on-one support from the School Counselor and School Social Worker.
Evaluation	Decrease in student write-ups.

Maintenance Goal Area: Math	All students will display appropriate behaviors in each identified areas of the school.
Rationale (Need)	Math will be treated as a maintenance goal. Jefferson students traditionally achieve at or above District and State standards in this area.
Instructional Strategy: Differentiated Instruction	See Differentiated Instruction on page 20.
Research	See Differentiated Instruction on page 20.
Professional Development	See Differentiated Instruction on page 20.
Parent Involvement	See Differentiated Instruction on page 20.
At-Risk Students' Support	Small Group instruction using specific strategies; enrichment activities which use various modes of learning such as manipulatives, Rock Wall, Running Club, technology (New Century), drama, art and music.
Evaluation	Continued and/or increased achievement as indicated by the MEAP, District Math assessments, and common assessments.

**3. Instruction by Highly Qualified Professional Staff
(Teachers and Paraprofessionals)**

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.

4. Strategies to Attract Highly Qualified Teachers to a High Needs School.

Assurance Statement

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. Classroom computer and email system for each staff member
7. Curriculum Specialists to support classroom teachers
8. Positive School Climate-shared decision-making through the Professional Learning Communities (PLC) Model of School Improvement
9. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy at (MISD), Teacher Union leadership
10. Media centers with full-time media specialists in each building; distance learning programs
11. Full-time Instructional Technology department and tech support
12. School Counselors at all levels
13. Newly renovated schools
14. District and School-level Professional Development opportunities

Jefferson Elementary Staff

Question	# Teachers	0-3 Years	4-8 Years	9-15 Years	>15 Years
Indicate how long teachers have been teaching.	22	1	8	12	1
Indicated the number of years, each of the teachers has been assigned to this school		4	9	8	1

The average number of years the Jefferson teachers have been teaching is 10 years. There is very little staff turn-over from year to year. Most staff openings have occurred because of a retirement. Nine of Jefferson's teachers have been at this school for 10 years or more. Seven of these teachers have spent their entire teaching career at Jefferson.

5. High-Quality and Ongoing Professional Development

The District Comprehensive Needs Assessment demonstrates that our schools need professional development in literacy, writing, math, social studies and science. Our subgroups are not meeting the state's target achievement goals. In the 2009-10 school year, Warren Consolidated Schools (WCS) will implement a new district curriculum model which targets the district and school improvement SMART goals. The goals will be reached based on extensive in-district professional development, on-line access to the curriculum guides, pacing charts and district-level common assessments. A new data management warehouse system, DATA DIRECTOR, will be implemented. School teams will receive extensive training in the new system and will train other staff to analyze longitudinal assessment data in order to inform instruction. Title I and Title III staff will receive specific district-level professional development in the areas of: Oral language development and assessment, English Language Arts and literacy skills, supplemental guided reading and writing fluency/form/function. School-level PD is based on our needs assessment and our SMART goals. We will implement the following PD for 2009-10:

Activity	Target Audience	Responsible Party	Timeline	Resources Needed	Funding Source	Evaluation Method
Guided Reading Support	Grades K-2	Brian Walmsely and Anthony Viviano	First Semester 2009	Time, Subs	Title I Arra; IIa,	Use of Guided Reading Strategies, Increase in MLPP, DIBLEs, and MEAP achievement
Guided Reading Support	Grade 3-5	Brian Walmsely and Anthony Viviano	Second Semester	Time, Subs	Title I Arra; IIa,	Use of Guided Reading Strategies, Increase in MEAP achievement
DRA (2) Instruction	Grades K-5	Brian Walmsely and Anthony Viviano	September-May	DRA Kits, Time, subs	Title I Arra; IIa,	Use of materials and survey
Supplemental Guided Reading Strategies	Title I and Bilingual Tutors	Diane Berg	November		Title I Arra, IIa	Use of strategies
Supplemental Guided Reading Strategies	Title I and Bilingual Tutors	Diane Berg	September		Title I Arra, IIa	Use of Strategies
Phonemic Awareness Workshop	Title I and Bilingual Tutors	Diane Berg	October		Title I Arra, IIa	Use of Strategies
K Pals Workshop	Kindergarten Teachers and Tutors	MISD	First Semester	Time, Subs	Title I	Use of K Pals program
Guided	Grades K-2	Title I Teacher	First Semester	Time, Subs	Title I	Use of the

Reading/Literacy Training	K-12 Tutors	Walmsley/Adragna	All year		Title IIa,d	Books purchased
						books , Increase in MLPP, DIBLEs, and MEAP achievement
Guided Reading/Literacy Library	Grades 3-5 and Tutors	Title I Teacher	Second Semester	Time, Subs	Title I	Use of newly purchased books, Increase in MEAP achievement
DIBLEs Training	Grades K-5	MISD	First Semester/Second Semester	Time, Subs, Materials	MiBlisi Grant	Use of the DIBLEs Assessment
Rtl	Grades K-5	MISD	First Semester/Second Semester	Time, Subs	MiBlisi Grant	Use of Tiered intervention model and Differentiated Instruction strategies
Writer's Workshop	Grades K-5 and Tutors	Jefferson SIP Team	November-April	Time, Subs, <i>Being a Writer</i> Materials, Lucy Caulkins' Unit of Study Bundles	Title I	Use of Materials and WWS Strategies, Increase in achievement on District Writing Assessment
Science	Grades K-5	WCS	September-May	Time, Subs	Title I ARRA, Title II	Use of new Science Kits and Strategies, Increase in MEAP achievement
Social Studies	Grades K-5	WCS	September-May	Time, Subs	Title I ARRA, Title II	Use of new Social Studies Materials
Differentiated Instruction	Grades K-5	SIP Team/Administrator	January-May	Time, Subs, books	Title I	Use of strategies within the regular classroom
Positive Behavior Support	All Staff	PBS Team/Administrator	September-May	Time, Subs, MISD Consultant	Title I	Use of PBS strategies, decrease in write-ups.
Positive Behavior Support	All Staff	PBS Team, MISD	September-May	Time, Subs	MiBlisi Grant	Use of PBS strategies, decrease in write-ups
PLC/SIP Leadership training	K-12	Hill/O'Kray	All year		Title I ARRA, IIa	Survey

In 2009-10, the district Professional Development plan includes staff training in the new data warehouse management system, DATA DIRECTOR. This training will allow teams of teachers to train other staff on how to create reports for data analysis and track student achievement longitudinally. Additional professional development will occur in training for K-6 staff on the DRA2 and new science and social studies curriculum which includes teacher-developed end-of-unit common assessments. Each session, facilitated by an outside consultant or our instructional specialists, will focus on how to use the data analysis to improve classroom instruction and increase student learning.

School Goals

Writing:

All students will improve writing in all content areas.

Reading:

All students will improve in reading comprehension in all content areas.

Math:

All students will continue to achieve at or above District and State standards in the area of Mathematics.

Behavioral:

All students will display appropriate behaviors in each identified area of the school.

Collective Commitments

We work collaboratively.

We model life skills.

We welcome diversity.

We support one another.

We consider all points of view and are open to new ideas.

We create a safe, organized, and nurturing environment.

We maintain high expectations.

We treat everyone with respect.

We explore and embrace innovative methods of teaching.

We give all students the opportunities needed to achieve.

We honor time commitments.

Supplemental Readings

Connecting Boys with Books 2 by Michael Sullivan

Checking for Understanding Douglas Fisher and Nancy Frey

Passport to Learning: Teaching Social Studies to ESL Students

by Barbara Cruz

The Daily 5: Fostering Literacy Independence by Gail Boushey, Joan Moser

The Differentiated Classroom: Responding to the Needs of All Learners by

Carol Ann Tomlinson.

What Works in Schools by Robert Marzano

Improving Parent Involvement by Gary Hornby

Periodicals

Educational Leadership

MACUL Journal

Principal

Workshops/Conferences/Professional Memberships

Teachers are encouraged to attend local and state conferences that are related to the SIP Goals. Monies dedicated to professional development through school and district channels are used to pay for these conferences and workshops.

Professional Learning Communities

All staff at Jefferson Elementary participates in weekly Professional Learning Communities. During the weekly 45 minute meetings, staff collaborates in grade-level and/or department teams to discuss topics relating to student achievement.

6. Strategies to Improve Parental Involvement

Parent Involvement in School wide Plan

Jefferson Elementary invites parents and community members to participate in the School Improvement process through both written and collaborative avenues. Each fall, a Title I survey is distributed to each student to take home. The survey asks for input on current programming and also encourages parents to offer any suggestions or new ideas. Each spring, an online survey is available through the school website which allows all community members to comment on school programming and initiatives (results/analysis in Perception Data, Page 16). These surveys are reviewed by our School Improvement Committee which includes members from the Parent Advisory Group. These results are shared with the staff and parents at staff meetings, Parent Advisory Group meetings, and PTO meetings.

Each month, during Parent Teacher Organization (PTO) meetings, the principal shares current data and school programming. At this time, attendees give input and suggestions to improve programming. The Parent Advisory Group (PAG) also meets monthly. This group consists of parents from all grade levels and subgroups. During these meetings, the principal and Title I teacher share the latest data, professional development information, SMART Goals, accomplishments and challenges. Using this information, the PAG helps to guide the Title I /SIP process from a parents' perspective.

Parents are encouraged to help the staff implement the SIP programming. Each day, parents are seen, during the school day, working with students on reading, writing, and math. Programs such as Bag-a-Book and Writer's Workshop run much smoother with parent participation. However, the parents' opportunities for involvement do not end with volunteering in the classrooms. During the school year parenting workshops which focus on fine motor skills, reading, writing and math strategies are offered by the Title I and classroom teachers. Also, the principal hosts several MEAP workshops for parents to give them ideas and strategies to use at home with their children.

Assurance of School-Level Involvement Policy

The School Improvement Team in collaboration with the Parent Advisory Group created a School-Level Parent Involvement Policy. This policy is distributed annually to all families in the Jefferson Community. Appendix B, page 46.

Parent Participation

Jefferson solicits participation from parents on many levels. Through the PTO, parents can attend the monthly meetings to stay informed of social activities and important school information. Through the PTO, parents are encouraged to volunteer at the many family-based activities offered throughout the year. Some of these events include Pizza Bingo Night, Trunk-or-Treat, and Family Swim Night. Also, parents are always welcome to volunteer in the classrooms and Media Center. After school clubs such as Running Club, Family Book Club, and Puzzle Club encourage parent participation which promotes academic and physical well-being. Throughout the year, workshops are designed and

implemented by the Jefferson staff which focus on areas such as fine motor skills, reading, writing, math, MEAP, and grade-level transition. Also, each year, Jefferson hosts a six-week Love and Logic Parenting Course free for the Community.

This year, Jefferson began hosting a group called “Mom’s Lunch Out.” Over the past several years the Chaldean population at Jefferson has increased, however, participation of this population in decision-making groups such as PTO and School Improvement meetings has remained low even when a personal invitation has been extended. The group is organized by the Principal and a parent liaison from the Chaldean Community with a goal to create a comfortable setting to share ideas, ask questions, and get acquainted with the school setting. Lunch is provided along with an open forum and Chaldean and/or Arabic translation. After one meeting, several Chaldean moms attended the next PTO meeting! Finally, parents are invited to conferences in both the fall and the spring to discuss the achievement for each individual student. Translators are made available as needed.

Each year, parents have many opportunities to participate in events and workshops which support student achievement. Each fall and spring, parents are invited to discuss the academic achievement of each student. Also, in the fall, before the students take the MEAP, parents are invited to a meeting intended to give parents a clear idea of what is expected of students on the MEAP. Each spring, another meeting is held which focuses on the MEAP results. The principal gives an overview of the school results and explains how to read the individual parent reports. At this time, each parent has the opportunity to ask questions and review their student’s individual report with the principal. Throughout the year, Academic Parenting Workshops are held, both during the day and evening, which focus on areas such as Fine Motor Skills, Phonemic Awareness, Reading, Writing, and Math Strategies. Parents are invited to attend a six-week Love and Logic parenting course hosted at Jefferson Elementary at no cost for Jefferson Parents. Other family-based opportunities have been made available such as Family Book Club. Finally, we have begun offering Parent Field Trips to locations such as the Sterling Heights Public Library.

Parent involvement Policy activities include:

<p>1. Help parents understand the State Standards and assessments and how to monitor their child's progress</p>	<p>Jefferson Elementary provides a minimum of three times a year, workshops on MEAP readiness and interpretation of MEAP data results. Additionally, grade level teachers provide information on State Standards in learning during conferences and offer parent workshops on effective learning strategies that parents can use at home. This information is also put on Jefferson's web-site.</p>
<p>2. Provide materials and training to help parents work with their children</p>	<p>The Title I teacher, classroom teachers and bilingual aids work with parents on topics like phonemic awareness, fine motor skills, writing and mathematics skills, and State/District assessments.</p>
<p>3. Train staff to build effective parent involvement</p>	<p>Staff receives guidance at the following trainings: -PLC meetings-discuss parent involvement strategies -Resources from USDE - http://www.ncpie.org/ -<i>What Works in Schools</i> by Robert Marzano -<i>Improving Parent Involvement</i> by Gary Hornby Principal and Title I Teacher received training in Joyce Epstein's 6 types of Parent Involvement (Nov-Dec, 2009)</p>
<p>4. Collaborate with other programs to coordinate parent involvement</p>	<p>Bringing real-world experiences into the classroom is an integral part of the curriculum. Teachers and other staff utilize community programs such as the Sterling Heights Police Dept. and Sterling Heights Fire Dept., Sterling Heights Public Library, local churches and businesses to encourage parental and community involvement in the school. Programs include: DARE, World in Motion, Mom's Field Trip to Library, Lil' Hoser, etc. The WCS ELL Program offers informal parent workshops throughout the District.</p>
<p>5. Provide information in a format and language that parents can understand</p>	<p>Host a minimum two times/year to provide MEAP information based on MEAP/GLCEs and Parent MEAP report; Provide parents copies of the Grade Level MEAP companion booklets at Open House and Parent/Teacher Conferences; An automated calling system, which is capable of relaying information in various languages as based upon need is used, regularly, to provide important and timely information; Translation of newsletters and other important school documents is available, and bilingual tutors call parents and translate during conferences.</p>

<p>14. Provide other reasonable support for parent involvement as parents may request.</p>	<p>Jefferson Elementary has offered, and will continue to offer, numerous extended learning opportunities for students and parents including planned trips to the local public library, where transportation from school is included at not cost. Jefferson Elem. has also offered classes in the Love and Logic model of parenting strategies for parents.</p>
<p>F. Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.</p>	<p>Jefferson provides translators at all events on a formal and informal basis. Translators are available for parent support during registration and all school-related business. Additionally, our bilingual tutors have been provided an Arabic keyboard to ease translation efforts on written school communications.</p>
<p><u>G. Provide ways to overcome barriers which may limit participation for those who are economically disadvantaged, disabled, have limited literacy, have limited English proficiency or are of any racial/ethnic minority background.</u></p>	<p>Jefferson Elementary will continue to offer services on a formal and informal basis such as Arabic/Albanian translators; Interpreters are available for hearing-impaired families; individual assistance with school-related paperwork; assistance with community programming such as Angel Food Network, Health Council; Adopt-a-Family and Community Mental Health. Jefferson also, regularly, provides Title I sponsored nights which highlight curriculum and parent involvement and free parenting classes such as Love and Logic. Other services, such as free babysitting, are offered during some school functions. All WCS buildings are handicapped-accessible.</p>

Evaluation of Parent Involvement

In March 2010, the SIP team in collaboration with the PAG will revise and implement an online survey which will evaluate the parent involvement component of the school wide plan. The kickoff for the survey will be a meeting in which all parents are invited to introduce the purpose of the survey. The results of this online survey will be analyzed by the SIP and PAG teams. The conclusions will be shared with the general population through the school newsletter and PTO meeting.

The results will be used by the school and parent groups to revise and improve the school wide plan. The updated plan will be shared at a Title I and PTO meeting in September 2010.

Development of the School-Parent Compact

The School Improvement Team, in collaboration with the Parent Advisory Group, revised Jefferson's existing School-Parent Compact. This compact is distributed annually to all families in the Jefferson Community. The compact requires the signatures of the student, parents, teachers, and administrator. This compact will be used during both Fall and Spring Parent-Teacher Conferences. Appendix C, page 79.

Distribution of Information

The 2009-2010 Title I School Wide Plan will be shared at a meeting to be held in September 2009. All parents will be invited to this meeting and translation will be available during the meeting. At this time, the content and purpose of the School-Parent Compact and the Parent Involvement Policy will be shared to help both parents and students understand school expectations.

School and student information and academic achievement progress will be shared formally and informally throughout the school year. Information will be shared, formally through:

quarterly report cards; Annual Report; monthly newsletters Fall Curriculum Night; Parent/Teacher Conferences; classroom newsletters; Parent Advisory Meetings; and weekly "Red" folders.

Information will be shared informally through:

PTO meetings; blogs; e-mail; auto calling system; web pages; phone calls; parent meetings; and Spring Open House.

Newsletters, parent letters, and other important information will be available in both English and Arabic. Also, translation is readily available during all parent meetings and conferences.

Conclusions:

The staff and parent community have created a positive and rich school culture for the students at Jefferson Elementary. Formal participation opportunities such as Open House, Meet-the-Teacher Night, Parent Teacher Conferences, and PTO meetings give parents an avenue to visit the school in a more traditional setting throughout the year. Participation at these events is always high. Parents and students of all grade levels and sub groups are well-represented at each event. However, due to the cultural diversity at Jefferson, smaller and more achievement-focused opportunities are well-received. Three years ago, the staff at Jefferson began offering workshops for parents that are based on the schools' academic needs. Workshops such as Meet the MEAP, MEAPBalls, Munchies and Measurement, Time for Tea, and Write-Right are offered to parents. Additional activities will be planned by the PAG, SIP and other decision making groups. These workshops are partially intended to guide parents through American school culture since many of our families are new to the United States. Also, the teachers implementing the workshops share current student data with the parents and teach strategies used in the classroom that can also be used at home.

More social or family-based events hosted by the staff or PTO are also available and well-attended throughout the school year. Events such as Family Book Club, Running Club, and Family Game Night, Talent Show, and the School Play are hosted by the staff as academic or health related family events. Other events such as Trunk-or-Treat, Pizza Bingo Night, Muffins with Mom, Donuts with Dad, and Family Swim Night are hosted by Jefferson's Parent Group and give the families an avenue in which to build the community.

7. Transition Strategies

Our district offers training to preschool parents and/or preschool teachers on the skills students will need when entering kindergarten through the following programs:

1. A workshop program held during summer and yearlong programs which is facilitated by two Speech and Language therapists is available for parents. These workshops provide multiple trainings for parents on how to help their children with: oral language development, literacy strategies, and parenting strategies. Parents receive additional materials such as story books, audio tapes of nursery rhymes and songs to work with their children.
2. The Speech Therapists provide professional development for preschool teachers in oral language development and literacy strategies. This professional development includes direct modeling.
3. A second professional development opportunity has been implemented this past year for kindergarten teachers. The therapists have worked with teachers to help them provide additional strategies for English Language Learner (ELL) kindergartners who were in the ELL preschool the previous summer. A system for monitoring progress of ELL students is in development.

Within our school we provide the following transition opportunities:

1. Jefferson's pre-school classrooms are invited to attend all school activities (assemblies, events, media center time, book buddies, PTO meetings and events).
2. Jefferson's pre-school teachers participate in PLC Mondays and work with the kindergarten team.
3. During Kindergarten Orientation, pre-school students are invited to spend time in our kindergarten classrooms listening to stories and participating in activities and projects. Parents who attend kindergarten round-up are informed about kindergarten curriculum and meet with the school Speech and Language therapist, district nurse, district bus drivers, and members of the school PTO.
4. In August, new kindergarten students are invited to a Kindergarten Picnic where they meet their new teacher, visit their classroom, and eat lunch in the school café with their parents and teachers.

8. Teacher Participation in Making Assessment Decisions

Assurance

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, Jefferson staff are given time to meet to discuss and make decisions. PLC teams meet every Monday for 45 minutes to focus on increasing student achievement. In addition, Jefferson has a school improvement team that is responsible for monitoring the plan on a regular basis. In 2009-10, each school will report to the district school improvement team a quarterly evaluation status report.

Jefferson Elementary has designed and implemented a series of common assessments to be used to measure and monitor student achievement. Staff analyzes the results of the common assessments to determine if students are on track for meeting the SMART goals developed by grade-level PLC teams. This information drives the instructional focus for Jefferson Teachers. If students are not achieving at an acceptable rate, then re-teaching strategies and interventions, based on the three tiered model are implemented.

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

Process for Identification

Jefferson Elementary uses a specific set of criteria to identify those students who are at risk of not meeting state or district standards.

Reading:

Students who fall at least one year below grade level:

Grades K-3:

MLPP-Ongoing/monthly

DIBLES-Monthly

MEAP

Grades 4-5:

DRA-Quarterly

MEAP

Writing:

Students who score in the 3 or 4 level as indicated by scores on the District Writing Rubric

Grades K-5:

District Writing Assessment, minimally, 3 times per year

Math, Science, and Social Studies:

Students who score below 70% on end-of-unit Common Assessments.

Also, teacher observation, parent input, attendance and behavioral issues are used as part of the criteria to identify at-risk students.

Process for Timely and Additional Assistance

Ongoing assistance is conducted in a data-driven, tiered intervention model. We utilize a three tiered approach:

Tier I

Tier 1 applies to ALL students. The curriculum/content is presented in a variety of ways based on differentiated instructional strategies. Strategies such as center-based literacy blocks, guided reading groups, guided writing groups, flexible groupings, independent studies, peer tutoring, active learning activities using the Rock Wall, modified assignments, multi-sensory activities, Reading Buddies, and Orton-Gillingham, Social Studies concepts linked to Core Democratic Values and life skills, center-based activities, thematic activities, and inquiry-based science program. behavior expectations based on PBS model.

In the fall of 2009-2010 Warren Consolidated Schools adopted and implemented a new curriculum and materials the areas of Social Studies and Science in grades K-8. To ensure the success of these adoptions, teachers are provided with Professional Development for each new unit. Also, students are given a pre and post test for every unit in both subject areas. This information is being entered into a Data Warehouse, Data

Director, and used to monitor student achievement in Science and Social Studies K-8.

The materials and District Curriculum, for these subject areas, was an unknown when the original draft of this grant was submitted.

Tier II (Supplemental Services)

Tier II applies to students who fall into the at-risk category using the indicators listed above and do not make gains with Tier I classroom-based interventions.

Tier II interventions occur in small groups with intense, targeted and research-based strategies aimed at specific deficit areas at the students' instructional level. Interventions such as "double-dipping" for Guided Reading blocks, K PALS, Rainbow Readers, and New Century are facilitated by the classroom teacher. The Title I teacher, Title I Tutors, ELL Tutors, and trained parent volunteers all help to facilitate these interventions under the direction of the classroom teacher.

Throughout the 2009-2010 school year, the school has acquired an extensive collection of leveled readers that tie directly into the new curriculums in Social Studies and Science. Much of the difficulty LEP students have with these subjects is due to lack of Academic Vocabulary. At Jefferson, the focus of interventions for at-risk students, especially in the Upper Elementary, is through a guided literacy format with an emphasis on building vocabulary and comprehension strategies.

Tier III

Tier III applies to students who do not make gains with Tier I or II interventions. Tier III consists of one-on-one interventions with the Title I tutor, special education staff or other intervention personnel. These staff members utilize intense, research-based, and targeted strategies at the students' instructional level. Tier III students will also be evaluated by Jefferson's Child Study Team which consists of regular and Special Education staff.

Extended Learning Opportunities

During the 2008-2009 school year, several extended learning Opportunities were available for students. These opportunities will continue to be offered in the 2009-2010 school year.

Grade 2:

Students, at-risk in Reading and/or Math, were invited to a weekly hour long tutoring program hosted by the second grade teachers. National Honor Society Students from Sterling Heights High School worked with these students each week under the guidance of the classroom teachers.

Grade 3:

Students, at risk in Math, were invited to biweekly morning tutoring sessions lead by the teachers. The sessions focused mainly on problem solving. English Language Learner students who were at risk in writing were invited to participate in a four week summer program that ran Monday-Thursday for 3 hours per day.

Grade 4:

Students, at-risk in Reading and/or Math, were invited to weekly hour long tutoring program hosted by a Fourth Grade Teacher. National Honor Society Students from Sterling Heights High School worked with these students under the direction of the classroom teacher.

Grade 5:

Students, at-risk in Reading and/or Math, were invited to weekly hour long tutoring program hosted by a Fifth Grade Teacher. National Honor Society Students from Sterling Heights High School worked with these students under the direction of their teacher.

Students, at-risk in Math, were invited to a biweekly tutoring program during lunch. These students used the New Century program to target weak skills identified by Harcourt testing and MEAP data.

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

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 School wide components.

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

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. The application has been completed and we are awaiting final approval.

School wide Component	Funding Source	Services/Programs Provided
1. Comprehensive Needs Assessment	General Fund Title Ia/ARRA	<ul style="list-style-type: none"> Professional Learning Community; School Improvement Program; Schoolwide Component Planning
2. School-wide Reform Strategies	General Fund Title Ia	<ul style="list-style-type: none"> Professional Learning Communities model of school improvement (based on the work of Richard DuFour) Specific strategies for Title I buildings are supported with Title I Funds
3. Highly Qualified (HQ) Teachers	General Fund	<ul style="list-style-type: none"> All staff (teacher and aide/paraprofessional) has met the criteria for Highly Qualified.
4. Strategies to Attract HQ Teachers	General Fund	<ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> • 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	<p>Gen. Fund; Title IIa</p> <p>Title Ia/ARRA</p> <p>Title IIa</p> <p>Title III</p> <p>General Fund</p>	<ul style="list-style-type: none"> • District level professional development in core academic areas, fine arts; ex. Writers workshop, guided reading, reading apprentice, DRA (2) use, PBS, Rtl, science, and social studies, Data Director • ; • Prof. Development for Title I Staff: Oral Language Assessment and Dev.; Literacy Supplemental Strategies; Writing Fluency, Rtl, 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	<p>Title Ia</p> <p>Title III General Fund</p>	<ul style="list-style-type: none"> • 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)

	Volunteer/ Community Service	<ul style="list-style-type: none"> • 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	<p>Title Ia/General Fund</p> <p>Title III</p> <p><u>GSRP</u></p>	<ul style="list-style-type: none"> • 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; • <u>“World of Fours”—pre-school program for at-risk students</u>
8. Teacher Participation in Making Assessment Decisions	<p>Title IId</p> <p>Title IIa</p> <p>General Fund</p>	<ul style="list-style-type: none"> • <i>Data Director</i>: 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 data; • Teacher teams align district curriculum and

	IDEA/ General Fund Title Ia	<p>create common end-of-unit assessments in Science, Social Studies, Music, Art, Math;</p> <ul style="list-style-type: none"> • 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, AdvancEd, and QAR.
9. Timely and Additional Assistance to Students having Difficulty Mastering the Standards	<p>Title Ia/ARRA General Fund Title III/Sec. 41 IDEA/ General Fund</p> <p>Title VII</p> <p><u>Work Study Grant-MISD</u></p> <p><u>General Fund Sec. 107/WIA Core Grants</u></p>	<ul style="list-style-type: none"> • 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; • <u>Mentoring Support at High Schools for at-risk students</u> • <u>Alternative Education High School and Middle School Programs for At-risk students</u> • <u>GED Program, ESL Programs</u>
10. Coordination and Integration of Federal, State and	Title I General Funds	<ul style="list-style-type: none"> • Coordination of Funds is completed by the Administrator of State and Federal Programs in cooperation with building staff and Central

Local Resources		Office administrators.
Other	<p data-bbox="537 222 618 254">Title I</p> <p data-bbox="537 331 654 405"><u>General Fund</u></p> <p data-bbox="537 590 699 730"><u>Fruit/Vegetable Grant; Federal Subsidy</u></p> <p data-bbox="537 810 683 915"><u>Safe and Drug Free Schools</u></p> <p data-bbox="537 993 699 1056">Community Service</p>	<ul data-bbox="776 222 1471 1083" style="list-style-type: none"> <li data-bbox="776 222 1471 296">• Winning Futures (mentoring program at Flynn MS, Grissom MS, Beer MS) <li data-bbox="776 338 911 369">• <u>DARE</u> <li data-bbox="776 373 1450 447">• <u>Safety Bear (2nd gr. Child abuse intervention program)</u> <li data-bbox="776 451 1271 483">• <u>Red Ribbon Week/SADD Clubs</u> <li data-bbox="776 487 1065 518">• <u>3 Police Liaisons</u> <li data-bbox="776 522 1081 554">• <u>School Nurses (2)</u> <li data-bbox="776 642 1390 716">• <u>Free and Reduced Breakfast and Lunch Program</u> <li data-bbox="776 825 1349 898">• <u>CARE of Michigan Programs—Anger (secondary level)</u> <li data-bbox="776 903 1425 976">• <u>Management, Substance Abuse Programs (secondary level)</u> <li data-bbox="776 1014 1122 1045">• WCS Health Council. <li data-bbox="776 1050 1214 1081">• WCS “Just 4 Kids” Program

Evaluation

The staff at Jefferson Elementary will annually evaluate the implementation of the school wide plan and programs through the school improvement process. The staff will use data from the MEAP, District Writing Assessment, common assessments, MLPP, DIBLES, PBS write-ups, and the SA Comprehensive Needs Assessment 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.

Jefferson's 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 Advisory Group, 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.

APPENDIX A

PA 25 REQUIREMENTS (Sec. 380.1277 of School Code)

1. Stakeholder Involvement

List the names and positions of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were invited and allowed to voluntarily participate in the development, review and evaluation of this plan. The chart will expand as you tab through to add additional rows.

School Improvement Planning Team Members

Name	Signature	Position	E-mail
Jennifer Davis		Principal	jdavis@wcskids.net
Jennifer Knapp		Teacher	jknapp@wcskids.net
Jay Holtvluwer		Teacher	jholtvlu@wcskidsnet
Michelle Gablowski		Title I Teacher	mgablow@wcskids.net
Lisa Karasinski		Parent	lpkdwk@wideopenwest.com

2. Mission Statement: located on page Front Page
3. Building-level decision-making (Component 8): located on page 34
4. Goals based on student academic objectives for all students: located on pages 17
5. Strategies to accomplish goals (Component 2): located on pages 18-21
6. Curriculum aligned corresponding to goals: located on page 18
7. Methods for effective use of technology as a way of improving learning and delivery of services and for integration of evolving technology in the curriculum (Component 2): located on pages 18-21
8. Staff Development (Component 5): located on pages 24-27
9. Development and utilization of community resources and volunteers:
 - a. Describe the development and utilization of community resources and volunteers in the school's plan: located on pages 30-31
 - b. Describe the role of adult and community education, libraries, and community colleges in the learning community:

Warren Consolidated Schools operates a community education program whereby adults may earn their GED and participate in English Language

Acquisition classes. Enrichment activities and pre-school programs are also offered through Community Education. Public libraries are located throughout the community and schools often participate in cooperative activities. Dual enrollment opportunities are available to high school students who would like to earn college credit.

c. Describe the opportunities for structured, on-the-job learning (apprenticeships, internships, etc.) combined with classroom instruction are made available:

Warren Consolidated offers: co-op students opportunities to work and attend classes at our Career Prep Center or through Business/Computer/Auto Tech./Radio and TV classes in the high schools; The Metro Credit Union operates student-run branches in many of our schools; our Cognitively Impaired H.S. Program offers Community Based Instruction where students work in various businesses (Meijers, Big Boy, Nursing Homes, etc) to acquire job experience under the direct supervision of a certified teacher.

10. Evaluation of the plan: located on pages 42

11. Discrimination Statement:

The school complies with all federal laws and regulations prohibiting discrimination with all requirements and regulations of the U.S. Department of Education. It is the policy of the 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.

Title of School/District Contact:

Dr. Diane Szalka, Human Resources
Address: 31300 Anita, Warren, MI 48093
Telephone Number: 586-825-2400

References: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.

Jefferson Elementary Parent Involvement Policy 2009-2010

The goal of Jefferson Elementary is to provide a high quality education to meet the challenging standard of serving ALL children. The purpose of the Jefferson Elementary Title 1 Program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in meeting challenging State academic achievement standards and state academic assessments.

We value the role parents play as their children's first teacher and the influences of their continued support to promote higher student academic achievement and school performance.

Jefferson Elementary envisions quality education for all by maintaining a positive, nurturing, and self-motivating environment. Jefferson promotes life-long learning to prepare its community to become contributing members of our ever-changing society.

The following outline is in compliance with the legal requirements of the No Child Left Behind Act of 2001 (PL 107-110, Section 1118). The document represents joint development with parents, teachers, and principal. The policy will be available to all parents at Jefferson Elementary.

1. Parents will have an opportunity to assist in developing the building plan, review the program and make suggestions. To accomplish this:

- All parents will be invited to an annual meeting offered at a variety of times before October 15 to maximize the opportunity for parents to participate to inform the following: Title 1 Objectives; instructional methods; school wide objectives and instructional methods; the student selection process; test scores and how schools are identified for school improvement; and that they, the parents, have the right to request to know the qualifications of teachers and paraprofessionals in their school (section 1119).

2. Support will be provided to parents and teachers as they plan and implement effective parent involvement by:

- Providing parent and parent/child workshops and activities based on the

assessed needs and interests. The parent group with the Parent Coordinator/Facilitator's leadership will plan and conduct 4 workshops per year.

- Developing a Parent/Teacher/Student Compact in cooperation with both parents and teachers and promoting its use for the betterment of the students.
- Providing current, reputable parent literature/materials in a format that is understandable to parents.

3. In order to promote the school's and parents' capacity to form a strong partnership and work toward higher student academic achievement, will:

- Assist parents in such areas as the State's academic content standards, State student academic achievement standards, State and local assessments, the requirements of this part and how to monitor a child's progress and work with educators to improve the academic achievement of their children as well as provide information on how parents can participate in decisions regarding the education of their children.
- Encourage parents to visit their children's classroom during the school day.
- Inform parents of school activities through newsletters, phone calls, web sites, e-mail and other media.
- Encourage staff to have regular two-way meaningful communication with parents through parent teacher conferences, progress reports, classroom newsletters, school web site and providing opportunities for observation of classroom activities.
- Develop partnerships with community based organizations and business sponsored programs, workshops and training, and having representation at school functions.
- Make information available, in a format and, to the extent possible, in the language parents can understand.
- Provide materials and training to help parents work with their children to improve their children's academic achievement. Such training would include literacy training and using technology, as appropriate, to foster parental

involvement.

5. Parents will participate in the annual evaluation of the content and effect of the school parental involvement policy and practice. They will also consider:

- Increasing parent involvement

- Ways to overcome barriers which may limit participation for those who are economically disadvantaged, disabled, have limited literacy, have limited English proficiency or are of any racial/ethnic minority background.

The annual evaluation will be used to revise and/or design parent policy practices to better parental involvement and parental input.

TITLE I STUDENT-PARENT-SCHOOL COMPACT

Jefferson Elementary

Our school believes that families and school staff should work in partnership to help each student reach his/her highest potential. As partners we agree to the following:

As the principal, I agree to:

- Create a welcoming environment for parents and students
- Maintain and foster high standards of academic achievement and behavior
- Provide information on how to maintain two way communication between the home and school
- Conduct annual Title 1 meeting at various times
- Maintain a positive and safe learning environment
- Provide appropriate in-service and training opportunities for teachers and parents on how they can build partnerships to support student achievement
- Conduct at least two annual parent/ teacher conference to discussion compact
- Communicate the school's mission and goals to students and parents

As teachers and Title I staff, we agree to:

- Explain expectations, curriculum, assessments, and state standards to parents and students
- Create a support learning environment in which families are welcome partners and students can be successful
- Welcome parents as volunteers or when visiting my classroom
- Be available to explain or answer questions
- Regularly provide materials and suggestions to parent on how they can support their child's learning
- Remain competent and current in subjects taught and in instructional methods and strategies
- Communicate frequently with parents regarding student's progress
- Provide motivating and interesting learning experiences in my classroom

As the parent, we agree to:

- Encourage my child to read (recipes, news, comics, etc.)
- Limit TV time to 1 hour per day
- Regularly eat a meal together
- Let my child's teacher know when my child is struggling
- Attend school functions
- Get my child to school every day & on time
- Practice reading/math skills for a minimum of 30 minutes/day.
- Provide a quiet place for child to study & make sure homework is done.