



SCHOOLWIDE IMPROVEMENT PLAN

2012 – 2013

Fordline Elementary School

14775 Fordline Street
Southgate, MI 48195
(734) 246-4640
Fax: (734) 246-7259

www.southgateschools.com

Renne' Chilson, Principal
chilsonr@sgate.k12.mi.us

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Glossary of Terms

AYP- Adequate Yearly Progress

DRA – Developmental Reading Assessment

CEU's – Continuing Education Credits

ED – Economically Disadvantaged

ELA – English Language Arts

F.A.S.T – a research-based literacy intervention program

IEP – Individualized Educational Plan

MEAP- Michigan Educational Assessment Program

MLPP – Michigan Literacy Progress Profile

Orton-Gillingham – A balanced approach to teaching reading, writing, and spelling across the curriculum

Powerschool Studio - is an online student information system. This system has an online exam creator, and an analysis to help teachers analyze student test data. Teachers are receiving ongoing training in both areas.

PTO – Parent Teacher Organization

RtI – Response to Intervention

SMART Goals –Specific, Measurable, Attainable, Realistic and Timely Goals

StoryTown – Basal Reading Series

SWD – Students With Disabilities

Introduction

Fordline Elementary School

Mission Statement: "Learning for Life"

Fordline Elementary School is located in a suburban community that is 6.8 square miles, and is one of six elementary schools in Southgate Community School District. Fordline is a neighborhood school. We have approximately 307 students in Kindergarten through fifth grade and approximately 66% of the population is economically disadvantaged students. Our population is 75% residents, and 25% non-residents.

There are currently 18 certified teachers, 2 Title I Interventionists as well as 10 support staff members. The district curriculum is aligned with the Michigan Curriculum Framework with the focus on the Grade Level Content Expectations. The students at Fordline are also given the opportunity to participate in the enrichment areas of art, computers, music and physical education.

Every Monday students start school 45 minutes later than the rest of the week. These delayed start Mondays allow for Southgate to offer Professional Development on most of these Mondays. Each month, except December teachers meet in grade level teams to review student data. The teams are K-1, 2-3, and 4-5. Each team has a data team leader. Each month the teams set a monthly academic goal for language arts and math. The team chooses strategies to help students achieve these goals. A mini-assessment is given to see if the students have reached the monthly goal/s.

Teachers use ongoing assessments to check for student achievement towards grade level expectations. The data from these assessments help determine which students need extra support. The data includes: MEAP reading, writing, math, social studies, science, Guided Reading Levels,

MLPP rubric scores, and skill area levels for all academic core areas, including science and social studies. Teachers officially turn in a list of students who need extra in September, January, and March. Students who are At-Risk receive extra support in a number of ways. Once identified students may receive extra help from an Interventionist and/or after-school tutoring.

Over the last two years, conditions in our community have changed dramatically. The economy has added an increase in unemployment, with many families losing their homes to foreclosure. This is evident in our trend of increased free and reduced lunch students over the past three years. As a result of the economy, many schools have lost students. Our student population has actually grown slightly over the last 5 years. Our overall mobility rate averages 6% over the last 3 years.

District and School Mission Statements

(PA 25 Requirement)

Fordline Elementary Mission Statement

Learning for Life

Fordline Elementary Vision Statement

*Fordline Elementary:
The best choice for students and parents.*

Component 1. Comprehensive Needs Assessment (CNA)

How the Comprehensive Needs Assessment was Conducted

The Comprehensive Needs Assessment was completed by the building principal and the entire certified staff. The administrative assistant (school secretary) aided the completion of the data portion. The parents of the School Development Team reviewed this data, agreed with the conclusions, and will support the goals. This is a dynamic document that will be updated and revised on an annual basis.

In order to determine our goals, strategies, and action plans the team looked at many sources of data. This data included both state and locally developed assessments. Fordline follows the "District Common Assessments Schedule/Deadlines" for data collection, found in Appendix B. Comparative Item Analysis data was analyzed to compare our individual grade level content expectations with our local district and the state of Michigan. This specific information can be found in the CNA pages 58 - 131. This information will be available for parents on our website.

Demographic Data

Fordline Elementary services students from Kindergarten through fifth grade with the current enrollment of 307. All our teachers are highly qualified. Our enrollment trend over the past three years has been fairly stable.

Southgate demographic information obtained from the U.S. Census Bureau includes that 34% of the households in our community are rented. Between 70 – 80% live in a household where both parents work. Nearly 30% of students live in a home that has only 1 parent. Only 24% of Southgate's population, age 25 or older have an associate/bachelor degree. Southgate has an aging population. Only 25% of the population has children under 18.

School Enrollment Over Time

		2007-08	2008-09	2009-10	2010-11	2011-12
Grades	K	38	52	48	57	52
	1 st	48	45	50	55	53
	2 nd	49	47	52	48	53
	3 rd	52	48	50	56	52
	4 th	50	52	49	50	54
	5 th	55	47	51	53	54
		291	291	300	319	318

Conclusion: Our school enrollment has grown by 27 students since 2007-08.

Staffing Levels Over Time

Staffing		2008-09	2009-10	2010-11	2011-12
	Teachers	12	12	12	12
	Paraprofessionals	5	5	5	5
	Administrators	1	1	1	1
	Administrative Assistants	1	1	1	1
	Social Workers	.33	.33	.5	.5
	Speech Teachers	1	1	1	1
	Special Education Teachers	1	1	1	1
	Other Staff	8	8	8	8

Conclusion: Our staffing levels have remained constant over the last 4 years.

Demographics Over Time

		2007-08	2008-09	2009-10	2010-11	2011-12
# of Students		291	291	300	319	318
	American Indian	3	5	5	0	0
	Asian	0	0	1	1	2
	African American/Black	11	15	21	15	18
	Hispanic	20	26	29	32	33
	Caucasian	257	245	242	271	265
	Economically Disadvantaged (Free/Reduced Lunch)	101	147	160	175	189
	Special Education Population	44	49	55	56	53
	ELL Students	3	4	9	6	6

Conclusion: Our Economically Disadvantaged students have increased by 24% since 2007-2008.

Student Achievement Data - Conclusions

Reading: Our MEAP scores in the fall of 2011 averaged 71% and 68% in the fall of 2012. The 3rd grade students were 61% proficient, 4th grade 75%, and 5th grade 78%. Males and females scored relatively the same with only a 3% difference on average. Economically Disadvantaged students in 3rd grade scored 13% lower, 4th grade 1% higher, and 5th grade 8% lower. Our scores are fairly consistent with the district average. Our 3rd grade students scored 2% lower than the district average, the same in 4th grade and 4% higher in 5th grade. We scored 7% above the state average in 4th grade, but below in both 3rd and 5th grades.

Math: Our MEAP scores in the fall of 2011 averaged 31% and 44% in 2010. Even considering the new cut scores, our scores declined 13%. We consistently score below the district and state proficiency levels, except for 5th grade students scoring 5% above the district proficiency levels. 5th grade MEAP scores in 2011 were 28% proficient, an increase of 7% from 2010 scores. 4th grade MEAP scores in 2011 were 34% proficient, a decline of 19% from 2010 scores. 3rd grade MEAP scores in 2011 were 32% proficient, a decline of 26% from 2010 scores. Economically Disadvantaged students in 3rd grade scored 15% lower, 4th grade 6% lower, and 5th grade 10% lower than all students in 5th grade.

Our local math benchmark assessment results for the spring of 2012 averaged 68%. This is down 5% from the spring of 2011. Our students in 3rd grade averaged 57%, 4th grade 25%, and 5th grade 59%.

Writing: Our students scored 48% proficient in writing on the 2011 4th grade writing MEAP. This represents a decline of 11% from the 2010 scores. Males scored 32% lower than the females on the 2011 4th grade writing MEAP. Our students scored 1% lower than the district average and 1% higher than the state average. Our local writing assessment average was 60%.

Science: The new cut scores in science were set at 83% proficient. That means the students must get 83 or higher to be considered proficient. This new high standard has negatively affected our scores. Only 2% of our students were considered proficient in science. This score represents a 13% decline from 2010. This score is 10% lower than the district average and 13% below the state average.

Perception Data

We are honored that students, parents and our staff are overall satisfied with the instruction that we provide at Fordline. The survey results demonstrate that our efforts to focus on student achievement have been noticed by most groups.

Students: We asked our 4th and 5th grade students to take our student survey. 87 students took the survey, 39 females and 48 males. 85% of the students agreed that Fordline students are provided with opportunities to learn important knowledge and skills in each subject. 83% of the students believe that teachers use a variety of strategies and learning activities to help them learn. 82% of our students believe that they and staff at our school are treated with respect, regardless of race, religion, or gender. The students were only 61% confident that bullying was NOT a problem in our school.

Parents: We had 3 parents take the survey. We do not consider these results a valid sample of our parent population. We have a plan in place to ensure that we have enough participation to be able to analyze the results for the 2012-13 school year.

Staff: We had 13 certified staff and 9 support staff, take the staff survey. 96% believe that the education offered to students at our school is of high quality. 92% believe that teachers use a variety of teaching strategies and learning activities to help students learn. 90% of teachers hold high expectations for student learning. 100% of the staff believe that our school has a clear mission and goals that provide our staff with a common purpose and sense of direction and are committed to continuous improvement focused on improving student learning.

Program and Process Data

We have completed our "NCA Standards Assessment Report". There are 7 areas where we are asked to rank ourselves. We ranked ourselves highly functional or operational in all areas. The purpose of this report is to assess and maintain alignment between these 7 essential areas. This is an assessment to help our building engage in a process of continuous improvement. We ranked ourselves highly functional or operational in all areas. This means that we have systems in place to make decisions about our instructional programs for students based on data. We systemically analyze instructional programs using student assessment data and perception data to make the necessary adjustments to ensure continuous student achievement.

Goals

We have developed 3 active goals. Our active goals are in the curricular area of reading, writing, and mathematics. For reading we will continue to look at the data to determine whether or not our subgroups are keeping up with the rest of our students. Data analysis will include diagnostic, formative, and summative assessments. This data will help tell what students need to learn, progress towards goals, and finally how well the students did at the end of a unit. We do not have any migrant students at this time. While these goals meet the needs of the whole school, special attention will be paid to our males in writing. The staff will also be monitoring all subgroups including, Economically Disadvantaged and Special Education students to see if any trend begins to develop.

Component 2. Schoolwide Reform Strategies

In accordance with the state improvement plan (PA 25), our 3 goals (writing, math, and reading) are based on improving the achievement of all students including sub-groups. The strategies include a process to continuously identify the needs of students throughout the year and develop strategies to address those needs. This would include students needing additional assistance as well as effective differentiated instruction to meet all students' needs.

In developing the strategies and action steps, we reviewed key research in the goal areas to plan effective instructional changes. The strategies include an ongoing process for reviewing and aligning curriculum. A process for reviewing data on student performance and identifying changes in instruction is built into the professional development section of the strategies. We will continue our comprehensive program, as the results are positive from our perception data, for our students, parents, and staff.

Goal #1 (Active) **Writing**

Rationale (Need)

- 48% proficient in writing on the 2011 4th Grade Writing MEAP
- 59% proficient in writing on the 2010 4th Grade Writing MEAP
- Males scored 32% lower than females on the 2011 4th Grade Writing MEAP
- Celebration: Females scored 12% higher than the State average for females.
- Celebration: Economically Disadvantaged scored 25% higher than the State average for Economically Disadvantaged.

Gap Statement

Specifically, the 4th grade males scored 32 points below the females on the 2011 - 4th Grade MEAP Writing Assessment.

SMART Goal – Measurable Objective Statement

By 2012 – 2013 school year, all students will improve in writing by increasing points on conventions. All 3rd and 4th grade students will be proficient in the MEAP rubric for conventions for the end-of-the-year by scoring a 2 or 3.

Instructional Strategy	
Best Practices	Differentiated Instruction
The K-5 teachers will focus on conventions through homework and practice, cooperative learning, questions, cues, technology and advance organizers as instructional strategies in all four content areas.	The K-5 teachers will focus on student needs, learning centers, flexible grouping, and tiered activities, in all four core content areas.
Research & Materials	
<p>Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement & Classroom Management That Works: Research Based Strategies for Every Teacher by Robert J. Marzano.</p> <p>Both these books contain the research on the best strategies for raising student achievement through quality classroom instruction. These books are guides for educators for K-12 students. The focus is on 9 instructional strategies that will help to maximize student learning. These books also include guiding principles and classroom examples of model instructional practices for using the strategies.</p> <p>“Write Steps” by Suzanne Klein is a program inspired by the authors of Lucy Calkins and Ralph Fletcher. This program includes highly effective K-5 literacy and writing skills.</p>	<p>The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom by Carol Ann Tomlinson. These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students. Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.</p>
Professional Development	
Review: Personal Write Steps training with Suzanne Klein.	Review The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom by Carol Ann Tomlinson
Professional Development will focus on best practices. For example: assigning in-class and homework tasks that involve integrating grammar into writing through the “Write Steps” program.	Professional Development will focus on differentiated instruction. For example: using flexible grouping by creating temporary groups for particular instructional skills and/or interests.

Action Steps: Classroom

- Teachers will focus on using best practice strategies daily to help students become proficient writers.
- Teachers will differentiate instruction as needed to help all students accelerate learning writing grade level content expectations.
- Teachers will recognize that boys and girls learn differently and plan lessons regularly that help all learners become better writers.
- Teachers will focus on the GLCE's that students had difficulty, including: grammar
- ELA teachers will lead students to practice revising and editing student samples using the "Write Steps" especially those that focus on conventions.
- Non-ELA teachers will plan at least one writing activity per card marking with an assessment tool, which requires the use of conventions.

Action Steps: Data Team

- Teachers will review Curriculum Map/Pacing Guide to determine when to incorporate the GLCE's that students consistently had difficulty with over the last 4 years including: conventions.
- Teachers will actively practice and collaborate scoring students' samples as a warm-up exercise and discuss prompts at the Data Team meetings. Teachers will choose exemplar student papers for each rubric level to use as models.
- Teachers will share best practices at monthly Data Team/Grade Level meeting and collaboratively decide on which instructional strategy may have the greatest impact on student achievement.
- The specific goals and strategies will be chosen by each grade level/content teams will be placed on the monthly "Schoolwide/School Improvement Goals" The purpose of this monthly sheet is to help teachers focus on the schoolwide goals and strategies.
- Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroups.

Technology

- Teachers will utilize Mimio Interactive white boards and projectors to assist students in practicing, revising, and editing student samples.
- Teachers will use document cameras to demonstrate good student writing samples and to revise and edit student-writing samples in front of the students.
- Teachers will use Powerschool Studio (an online student information system that houses all student assessment data, and allows teachers to analyze this data) and Powerschool Teacher to record and analyze student-writing scores.

Parent Involvement

- Teachers will explain and discuss the writing expectations for each grade level at the Back to School Night, held during the first week of school.
- Attendance at the fall and spring parent-teacher conferences is expected.
- Teachers will train parents to access Powerschool, our web-based grade book system to monitor student progress for 3rd, 4th, and 5th grades.

At-Risk Student Support

- Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.
- Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to students.
- Monitor progress of at-risk students at repeated intervals. Document interventions.
- Involve and report student progress to parents.
- If additional support does not help the at-risk student/s they will be referred for additional services from the Tier #2 and Tier #3 staff and/or for after-school tutoring.

Evaluation

- At the monthly Data Team meetings staff will monitor student-writing progress using teacher created mini-assessments.
- The staff will give the writing prompt and score student writing 2x per year for kindergarten and 3x per year for students in 1st through 5th grade. These prompts will be scored using the MLPP rubric K-2, and the MEAP rubric for 3rd, 4th and 5th grade students.
- Data will be entered into Powerschool Studio and Powerschool Teacher to monitor progress.
- The school improvement team will use the data to evaluate the effectiveness of the professional development, and interventions.
- Results of the fall 2012 MEAP, and writing prompt scores will be used to determine whether we have met our SMART goal.

Monitoring

Staff will meet monthly to review student data at the monthly data team meetings, to set monthly goals, and choose strategies/interventions to help student achievement. The monthly data teams will also answer the question: "How do the results demonstrate progress towards our building goals?" Staff will receive a monthly "Schoolwide/School Improvement Goal" sheet to keep everyone focused on the goals and upcoming deadlines (See Appendix D).

Goal #2 (Active) Reading

All students will improve their comprehension skills across the curriculum.

Rationale (Need)

- 61% proficient in reading on the 3rd grade Reading MEAP
- 75% proficient in reading on the 4th grade Reading MEAP
- 78% proficient in reading on the 5th grade Reading MEAP
- Males and females scored relatively the same with only a 3% difference on average
- Economically Disadvantaged students scored 13% lower than all students in 3rd grade
- Economically Disadvantaged students scored 1% higher than all students in 4th grade
- Economically Disadvantaged students scored 8% lower than all students in 5th grade

Gap Statement

Specifically, the Economically Disadvantaged students scored 13% lower than all students in 3rd grade, and 8% lower than all students in 5th grade.

SMART Goal

75% of all students will score proficient on the fall 2012 MEAP reading assessment. 80% of all students will achieve grade level reading benchmarks as assessed by DRA for all grades in May 2012.

Best Practices	Differentiated Instruction
The K-5 teachers will focus on identifying similarities and differences, homework and practice, cooperative learning, questions, cues, and advance organizers as instructional strategies in all four core content areas.	The K-5 teachers will focus on student needs, learning centers, flexible grouping, tiered activities, and mentoring in all four core content areas.
Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement & Classroom Management That Works: Research Based Strategies for Every Teacher by Robert J. Marzano Both these books contain the research on the best strategies for raising student achievement through quality classroom	<u>The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom</u> by Carol Ann Tomlinson. These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students.

<p>instruction. These books are guides for educators for K-12 students. The focus is on 9 instructional strategies that will help to maximize student learning. These books also include guiding principles and classroom examples of model instructional practices for using the strategies.</p>	<p>Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.</p>
<p>Professional Development</p>	
<p>Professional Development will focus on best practices. For example: assigning in-class and homework tasks that involve comparison and classification, using metaphors and analogies.</p>	<p>Professional Development will focus on differentiated instruction. For example: using flexible grouping by creating temporary groups for particular instructional skills and/or interests.</p>

Action Steps: Classroom

- Teachers will focus on using best practice strategies daily to help students become proficient in reading.
- Teachers will differentiate instruction as needed to help all students learn reading grade level content expectations.
- Teachers will recognize that Economically Disadvantaged students learn differently and plan lesson regularly that help all learners become better readers.
- Teachers will focus on the GLCE’s that students had difficulty.

Action Steps: Data Team

- Teachers will share best practices at monthly Data Team/Grade Level meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement.
- Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroups.

Technology

- Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice new vocabulary words.
- Teachers will utilize Mimio Interactive Whiteboards and projectors to assist students in good reading strategies.
- Teachers will use document cameras to demonstrate reading skills and comprehension strategies.
- Teachers will use Powerschool Studio to record and analyze student-reading scores.

Parent Involvement

- Teachers will explain and discuss reading expectations for each grade level at the Back to School Night, held during the first week of school.
- Encourage attendance at the fall and spring parent-teacher conferences.
- Teachers will train parents to access to Powerschool, our web-based grade book system to monitor student progress for 3rd, 4th, and 5th grades.

At-Risk Student Support

- Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroups, specifically students who are economically disadvantaged, and special education students.
- Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to all students.
- Monitor progress of at-risk students at repeated intervals. Document interventions.
- Involve and report student progress to parents.
- If additional support does not help the at-risk student/s they will be referred for additional services from the Tier #2 staff and/or for after-school tutoring.

Evaluation

- Results of the fall 2012 MEAP reading scores will be used to determine if the goal that all students met the AYP target.
- The staff will monitor student reading progress using monthly teacher created assessments.
- The staff will gather guided reading levels 2x per year for kindergarten and 3x per year for students in 1st through 5th grade.
- Data will be entered into Powerschool Studio to monitor progress.
- The school improvement team will use the data to evaluate the effectiveness of the professional development and interventions.

Monitoring

Staff will meet monthly to review student data, to set monthly goals, and choose strategies/interventions to help student achievement. Staff will receive a monthly "Schoolwide/School Improvement Goal" sheet to keep everyone focused on the goals and upcoming deadlines (See Appendix D).

Goal #3 (Active) Math

All students will improve their problem solving skills across the curriculum.

Rationale (Need)

- MEAP scores in the fall of 2011 averaged 31% and 44% in 2010.
- Even considering the new cut scores, our scores declined 13%.
- We consistently score below the district and state proficiency levels, except for 5th grade scoring 5% above the district proficiency levels.
- 5th grade MEAP Mathematics scores in 2011 were 28% proficient, an increase of 7% from 2010 scores.
- 4th grade MEAP Mathematics scores in 2011 were 34% proficient, a decline of 19% from 2010 scores.
- 3rd grade MEAP Mathematics scores in 2011 were 32% proficient, a decline of 26% from 2010 scores.
- Economically Disadvantaged students scored 15% lower than all students in 3rd grade.
- Economically Disadvantaged students scored 6% lower than all students in 4th grade.
- Economically Disadvantaged students scored 10% lower than all students in 5th grade.

Gap Statement

Specifically, Economically Disadvantaged students scored on average 10% lower than all students on the 2011 MEAP Mathematics assessment.

SMART Goal

Students in 3rd, 4th and 5th grade will score an average of 50% proficient on the math MEAP assessment in the fall of 2012. Students in kindergarten, 1st, and 2nd grade will score 70% proficient on the locally developed "Math Benchmark Assessment".

Best Practices	Differentiated Instruction
<p>The K-5 teachers will focus on identifying similarities and differences, homework and practice, cooperative learning, questions, cues, and advance organizers as instructional strategies in all four core content areas.</p>	<p>The K-5 teachers will focus on student needs, learning centers, flexible grouping, tiered activities, and mentoring in all four core content areas.</p>
<p>Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement & Classroom Management That Works: Research Based Strategies for Every Teacher by Robert J. Marzano</p> <p>Both these books contain the research on the best strategies for raising student achievement through quality classroom instruction. These books are guides for educators for K-12 students. The focus is on 9 instructional strategies that will help to maximize student learning. These books also include guiding principles and classroom examples of model instructional practices for using the strategies.</p>	<p>The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom by Carol Ann Tomlinson. These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students. Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.</p>
<p>Review "What Works in Schools Translating Research into Action" by Robert Marzano.</p>	<p>Review The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom by Carol Ann Tomlinson</p>
Professional Development	
<p>Professional Development will focus on best practices. For example: assigning in-class and homework tasks that involve comparison and classification, using metaphors and analogies.</p>	<p>Professional Development will focus on differentiated instruction. For example: using flexible grouping by creating temporary groups for particular instructional skills and/or interests.</p>

Action Steps: Classroom

- Teachers will focus on using best practice strategies daily to help students become proficient in math.
- Teachers will differentiate instruction as needed to help all students learn math grade level content expectations.
- Teachers will focus on the GLCE's that students had difficulty-

demonstrating including: Understanding fractions in 4th and 5th grades, Properties of Geometry, and Understanding Area & Perimeter. In 3rd grade the students need to become more proficient in the area of Geometry. Students in 2nd grades struggle with adding 2 numbers fluently, estimating, adding missing values in open sentences, and modeling using symbols. Students in the 4th and 5th grades are challenged by multiplication, division, fractions, decimals, and factors/multiples.

- Teachers will help students to make connections between problem solving, and computations skills by doing a Problem of the Day, 6 to 12 times per month.
- Students will work on operation fluency using XtraMath.com

Action Steps: Data Team

- Teachers will share best practices at monthly Data Team/Grade Level meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month.
- Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.

Technology

- Teachers will utilize Mimio Interactive white boards and projectors to assist students in demonstrating steps of mathematical problems and reviewing of mathematical written problems.
- Teachers will use document cameras to demonstrate steps of mathematical problems and reviewing of mathematical written problems.
- Teachers will use Powerschool Studio (an online student information system that houses all student assessment data, and allows teachers to analyze this data) to record and analyze student-writing scores.

Parent Involvement

- Teachers will explain and discuss the math expectations for each grade level at the Back to School Success Night, held during the first week of school.
- Encourage attendance at the fall and spring parent-teacher conferences.
- Teachers will train parents to access to Powerschool, our web-based grade book system to monitor student progress for 3rd, 4th, and 5th grades.

At-Risk Student Support

- Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.

- Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.
- Monitor progress of at-risk students at repeated intervals. Document interventions.
- Involve and report student progress to parents.
- If additional support does not help the at-risk student/s they will be referred for additional services from the Tier #2 staff and/or for after-school tutoring.

Evaluation

- Results of the Fall 2012 MEAP math scores will be used to determine if the goal that the students averaged 50%.
- K-5 grade students will average 70% on the end-of-the-year math benchmark assessments.
- The staff will monitor student math progress monthly with teacher created assessments.
- Data will be entered into Powerschool Studio to monitor progress.
- The school improvement team will use the data to evaluate the effectiveness of the professional development, and interventions.

Monitoring

Staff will meet monthly to review student data, to set monthly goals, and choose strategies/interventions to help student achievement. Staff will receive a monthly "Schoolwide/School Improvement Goal" sheet to keep everyone focused on the goals and upcoming deadlines (See Appendix D).

Component 3: Instruction by Highly Qualified Professional Staff

Fordline Elementary instructional staff meets all state and federal requirements prior to hiring for “highly qualified” status. The Southgate Schools Human Resource Department conducts ongoing monitoring of teacher certification. Staff updates their credentials by submitting required information to the Human Resources Department. Information is available in both electronic and hard copy forms. It is reported on the state Registry of Educational Personnel (REP) report.

All instructional paraprofessionals have met the No Child Left Behind (NCLB) requirements.

Staff qualifications are available to parents at the district board office.

Component 4: Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools

The Southgate Schools Human Resource Department recruits highly qualified teaching staff through college and university placement offices throughout the state, and places postings on the district and county websites.

The interview process begins by only selecting candidates who meet the certification and highly qualified status for the open position. Interviewing process involves representatives at the building and district levels. At the district level the Curriculum/Federal Programs Director and HR Coordinator is present. At the building level there is a minimum of one administrator, 2-3 teachers, and other support staff. When the candidate field is narrowed, there is, whenever possible, a practicum during which the finalists teach a lesson to students. At that point, students are also involved in the selection process. They fill out evaluations and select the person they feel is best qualified from their perspective. All stakeholder input is considered before there is a final offer.

The district website promotes our district and seeks to attract potential candidates. Initial applications can be submitted online.

Southgate retains highly qualified staff by offering competitive salary and benefits, technology innovations and support for teaching and administration, and extensive professional development opportunities. The teacher contract includes extra compensation for degrees earned as well as steps for years of experience. Historically,

teacher turnover rates have not been an issue. Typically, teacher displacements, when they occur are due to demographic shifts.

The teaching staff at Fordline Elementary is highly qualified. 40% of the Fordline staff has been assigned to Fordline less than 3 years, while 35% have been assigned 9 or more years. The teaching staff is not new. All teachers have achieved tenure status and 80% have been teaching more than 20 years.

	# of Teachers	0 – 3 years	4 – 8 years	9 -15 years	> 15 years
Length of time teachers have been teaching	20	0	4	12	4
Number of years teachers have been assigned Fordline	20	8	5	6	1

Based on the data above, there is longevity with the certified staff, which encourages long-lasting collegiality.

The staff at Fordline has developed procedures to enhance student and staff performance while attracting high quality teachers:

- Progressive, research-based learning/teaching environment.
- Southgate Community School District abides by No Child Left Behind Legislation when hiring staff.
- Professional development opportunities are built into our annual calendar. Four and half-hours a month are spent for building professional development.
- New teacher orientation programs are in place.
- Staff is involved in curriculum decision-making through committees.
- Surveys are given to staff as an opportunity for them to provide feedback.
- The use of Data Teams promotes collaboration and teamwork among staff members.
- Fordline has competitive MEAP scores with surrounding school districts.
- Fordline is a clean, warm, welcoming, community-oriented, learning environment.

Formal support is provided in the form of Individual Development Plans (IDP's) as part of the evaluation process for probationary teachers. Building administrators have all been

trained in “Walk Throughs” where they look for teacher instruction in specific, staff identified, building focus areas. The administrator meets within 24 hours to discuss what was observed with the teacher. Walk Throughs invite dialogue and ongoing monitoring that goes beyond the contractual formal evaluation process.

The district offers a mentoring program for non-tenure teachers. Teachers are assigned a mentor from building staff for three years to offer support and guidance. Mentor teachers are paid a stipend as per contract for the first two years of the three-year commitment.

The district passed a bond in 1999 that renovated buildings and upgraded technology. There is a safe and pleasant work environment throughout the district.

Teachers are respected and are included in making decisions regarding the district curriculum and develop common assessments. Committees work together to align teaching to the state standards at regularly scheduled grade-level and subject specific meetings. They have created district grade level expectations and common assessments. They also work with teachers at Gerisch Middle School to ensure smooth student transition from grade 5 to 6 in both orientation activities and curricular content.

Component 5: High Quality and Ongoing Professional Development

Southgate is committed to regular ongoing sustained professional development that is aligned with our Comprehensive Needs Assessment and the goals of our school improvement plan. Every Monday students start school 45 minutes later than the rest of the week. These delayed start Mondays allow for Southgate to offer Professional Development on most of these Mondays. The contents are decided upon with input from staff and through the school improvement process that involves parents. They are based on building needs ascertained through data analysis and surveys. Typically, one day a month is personal professional development, one district level, and two building level. Building level professional development is submitted to the Curriculum/Federal Programs Director in June for the next calendar year.

Other ongoing professional development currently includes; Literacy Leaders, SELCT training and Powerschool Studio. Literacy Leaders is ongoing professional development based on the grade level content expectations for students in kindergarten through 5th grade. The focus is helping teachers identify reading, and writing issues, and provide strategies to help students overcome these issues. SELCT training is done for our special education teachers. The focus is on helping students comprehend what they are reading. Powerschool Studio is an online student information system. This system has an online

exam creator, and an analysis to help teachers analyze student test data. Teachers are receiving ongoing training in both areas.

Attendance for all professional development includes paperwork that identifies the specific event and approval signatures at the building and district levels. Additionally, a second rationale page requires the participant to address which goals- building, district or personal - the training addresses and the methods that will be instituted to share the information with others.

Each teacher is required to log professional development hours in the Wayne RESA database. Additionally, the district is a designated site for offering Continuing Education Units (CEU's). The Curriculum/Federal Programs Director's office issues CEU's according to established protocol.

Fordline Staff Development 2012 – 2013

Date	Topic	Presenter
9-10	Technology – "iCurio"	Clark C., Piestrak
9-17	Health Update: AED & location, Epi Pens, and Seizures Individual Evaluation Goals	Pam Atanosian Chilson
9-24	CCSS (Common Core State Standards)	All certified staff
10-15*	Strategies/Activities – Related to SIP Goals Review Data Goals	Clark G., Plocharczyk
10-22	Technology	Clark C., Piestrak
10-29	Data Team/Grade or Subject Area	Mazur, Miles, Clark G.
11-5	CCSS (Common Core State Standards)	All certified staff
11-12	Technology	Clark C., Piestrak
11-19	Data Team/Grade or Subject Area	Mazur, Miles, Clark G.
1-14*	Strategies/Activities – Related to SIP Goals	Clark G., Plocharczyk
1-21	Data Team/Grade or Subject Area	Mazur, Miles, Clark G.
2-11	CCSS	All certified staff
2-25	Data Team/Grade or Subject Area	Mazur, Miles, Clark G.

3-4	Strategies/Activities – Related to SIP Goals	Clark G., Plocharczyk
3-18*	MEAP Analysis/CCSS	Chilson
3-25	Data Team/Grade or Subject Area	Mazur, Miles, Clark G.
4-22	SIP Plan Review for 2013/2014	Clark G., Plocharczyk
4-29	Data Team/Grade or Subject Area	Mazur, Miles, Clark G. Mazur, Miles, Clark G.
5-6	Technology	Clark C., Piestak
5-13	PD plan for 2013/14	Chilson
5-20	Data Team/Grade or Subject Area	

Component 6. Strategies to Increase Parental Involvement

The number one factor in a student’s success in school is parental involvement. Parents must take an active role in their children’s education and encourage them to do their best. Programs with strong parental involvement and schools that relate well to their communities have students who do well. To help increase involvement, all correspondence is written in a parent-friendly language. Fordline also supports special education, migrant, and English Language Learners as needed. Parents are involved in the planning of activity nights in part at our Annual Title I Meeting. At this annual meeting, parents are offered a flexible number of meetings, they review the teacher-student parent compact. All parents are also asked during the fall parent-teacher conferences to sign our Teacher-Student-Parent Compact in Appendix A. The compact is used to help parents understand that home and school must be well connected in order to promote student achievement. A copy of this compact is sent home for reference, following parent teacher conferences. The following parent involvement strategies apply to the entire school population and support our school wide goals.

- Parents are invited and encouraged to participate in the building School

Improvement process. Parents and staff are encouraged to subscribe to the website to be informed of meeting agendas, and the meetings appear on bi-weekly Principal's News. The committee meets regularly before or after school and is comprised of parents and staff. These parents are also asked to review the parental involvement policy yearly.

- Parents are provided with parent-friendly timely information on their child's progress. This includes progress reports, tutoring progress updates, regular parent phone calls or conferences, student planners for students in 2nd through 5th grade, daily home/school folders for K-1 students, Friday Folders, and our "Back to School Success Night".
- At "Back to School Success Night" teachers explain and discuss the curriculum used at Fordline.
- Our building has an active parent group PTO (Parent Teacher Organization) that meets monthly to discuss and plan school wide events. Parents are able to openly suggest activities for the building.
- Our building's parents are encouraged to complete evaluation sheets as a means of providing feedback on the effectiveness of a program or activity along with suggestions for improvement. The Fordline families are emailed the survey link to encourage more participation.
- Our building's parents are encouraged to complete an annual Parent Survey. These surveys will include parent involvement questions. Although we do this survey annually we ask parents to email or call anytime with any suggestions, issues, or questions.
 - See CNA for Parent Survey
- The School Development Team and the staff will review the annual parent and staff survey results in order to make any necessary changes to the schoolwide program in order to help impact student achievement.
- Our building has a Parent Involvement Policy that meets the NCLB requirements of Section 1118.
- The plan includes a school-parent compact that addresses all parents, students, and teachers and describes a true partnership for learning between the home and school. This compact was jointly developed by parents and staff. This compact is reviewed annually at our fall Title I Parents Meeting.
 - See Appendix C
- This compact is explained and discussed during the fall Parent-Teacher Conferences held in November of each school year.
- Fordline Elementary School provides all parents with the following, all written in a language parents can understand.
 - School Calendar
 - School Website
 - Classroom Volunteer Opportunities
 - Classroom Observation Opportunities
 - Bi-weekly Principal's News
 - Results of local assessments

- Progress Reports
- Report Cards
- MEAP Parent Reports
- ELPA (English Language Proficiency Assessment) Results
- K-5 Curriculum Guides
- We will make any necessary efforts to assist parents in understanding any of the above materials or reports, including but not limited to:
 - Oral explanation
 - Using an interpreter
 - Providing in Braille or large print
- Parents of students in grades 3rd through 5th are trained how to log on to our online grading system, Powerschool, to check on student grades, and progress at the fall "Back to School Success Night".
- Integrate parental involvement programs with the Southgate GSRP (Great Start Readiness Program) program.
- Provide Professional Development to teachers in October of each year to improve the effectiveness of parent involvement in school. Parents may be invited to assist with this training.
- Provide other reasonable support for parental involvement activities as parents may request, in order to further help their children.
- Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- In the spring there will be a Title I Parent Evaluation Meeting to review all services for students and to review the Parent Involvement Component.
- The parents of Special Education students also receive:
 - A copy of IEP
 - IEP Progress Reports
 - Three-year re-evaluation of academic achievement results

Family and Community Involvement Activities

DATE	ACTIVITY	PARTICIPANTS	EVALUATIONS
June 2011	Welcome letter sent to all new students	All new families	Questions
September 2011	-Kindergarten Open House -K-5 Back to School Success Night -Annual Title I Parent Meeting	Students, Parents, Teachers, Principal	Parent and Student Attendance
October 2011	-PTO Halloween Party -Food Drive for local food bank -Family Fun Night	Students, Parents, Teachers, Principal	Parent and Student Attendance Sign-in Sheets Program Evaluation

November 2011	-After-school Tutoring Begins (continues through May) K-5 Parent Teacher Conferences (Sign the Student-Teacher-Parent compacts)	Students, Parents, Teachers, Principal	Parent and Student Attendance
December 2011	-Secret Santa Shop - K-2 Winter Concert -Gift/Food Holiday Drive for local families	Students, Parents, Teachers, Principal	Parent and Student Attendance
March 2012	-K-5 Parent Teacher Conferences -BINGO for books Family Fun Evening	Students, Parents, Teachers, Principal	Parent and Student Attendance
April 2012	-Title I Evaluation Meeting -Spring Concert 3-5	Parents, Teachers, Principal	Parent Attendance
May 2012	-Kindergarten Orientation Meeting -International Night -Talent Show, grades 3-5 -School Carnival	Students, Parents, Teachers, Principal	Parent and Student Attendance Program Evaluation
June 2012	-Field Day (K-5) -5 th Grade Banquet	Students, Parents, Teachers, Principal	Parent and Student Attendance

Component 7: Preschool Transition Strategies

Southgate Community School District Preschool Programs:

Head Start

GSRP (Great Start Readiness Program)

Tuition-based preschool

Southgate Adult and Community Education (SACE) Preschool.

ECDD (Early Childhood Developmentally Delayed Preschool)

District Community Collaboration and Outreach

Wayne RESA (Regional Education Service Agency) Early Childhood Initiative

Advisory Board

Wayne RESA Early Childhood Collaborative

Great Parents, Great Start Collaborative
The Guidance Center Head Start and GSRP Collaboration
Individual Building Initiatives (*see below*)

Narrative Detail:

The district refers students eligible for Head Start to The Guidance Center, a community health care provider in Southgate.

The GSRP program is a state funded program for four-year-olds who meet eligibility criteria based on a state created list of 24 risk factors. These are children who do not meet the Head Start income requirements as well as others with risk factors other than income. We are licensed for 18 slots and the class is held at Shelters School. Children who “graduate” from the GSRP program are followed for two years. The GSRP teacher interacts with K-1 teachers to monitor progress. Ms. Stoltz regularly attends training in order to keep updated on the current trends that affect classroom instruction. Ms. Stoltz visits kindergarten classrooms and kindergarten teachers visit the preschool classroom.

The tuition-based, not-for-profit program has 18 slots for three and four-year-olds. It meets at Shelters School as well.

SACE offers infant care and preschool for children of parents who are attending the adult or alternative education credit programs. It is housed at Asher School.

The GSRP/Tuition-based teacher and associate teacher are members of the Wayne RESA Early Childhood collaborative. Quarterly meetings bring childcare providers from the county together to network and share professional development and collaborate in other ways as mandated by state and federal law.

Additionally, the district is a member of the Wayne RESA ECI (Early Childhood Initiative) grant and collaborative member of Great Parents, Great Start. The primary focus of the group is parent outreach. The program coordinates with Early On, Head Start, GSRP and other early education providers and caregivers. There are free home visits to families who qualify; free new baby home visits for any new parent and monthly – September through May – free Start Early Finish Strong parent newsletters.

Great Parents, Great Start sponsors an annual Family Expo funded and run by a consortium of communities. It celebrates families by offering full day workshops, childcare, and community resources. Judy Cock, SACE Director is district liaison.

The ECI grant provides district outreach to any parent, grandparent or caregiver to children birth to age 5 not yet in school. Outreach includes education programs that involve parent child interactions in literacy, math and school readiness.

The district's Special Services Department provides comprehensive services for students who are eligible for special services through TOTES, ECDD preschool or who have been referred for speech and language delays.

During late winter, parents of currently enrolled students are sent home a survey that gathers information about returning students and younger kindergarten siblings. Communication of information regarding kindergarten registration is sent home with currently enrolled students, mailed to preschool children, advertised on the local cable station, the district website, and the school marquee. Packets of information are available for pick up or sent home to the incoming kindergarten students. Parents are provided resources in the kindergarten packet, which outlines the kindergarten curriculum, suggestions on how to help prepare their child for entering kindergarten, and helpful school information.

After enrollment information is gathered, in May of each year, Fordline holds a kindergarten orientation. During round up, parents meet with their child's prospective teacher. They receive additional information regarding kindergarten academic and social expectations as well as schedule and classroom information. This time provides the opportunity to see how our kindergarten classroom operates and begins the process of building a relationship with parents. Parents are invited into the school. Parents may also come during the school day to have a tour of the building and may observe any kindergarten classroom if they wish.

Prior to the start of the school year, teachers send home a welcome letter with open house, school success night, and a classroom supply list. All students and families are encouraged to attend open house prior to the beginning of the first day of school. During this time, students meet their teacher, see their classroom, find their desk, tour the building, meet other staff, and drop off their supplies. Back to School Success Night is held during the first week of school. Teachers prepare a 30-minute presentation about important issues for their particular grade level. These presentations include: curriculum, parent volunteer opportunities, classroom routines, building procedures, field trips, and assistance for struggling students.

A Back to School Success meeting is held during the first week of school for all students. Parents are encouraged to attend to meet the teacher and principal and discuss pertinent classroom, building, and district information. During this time, parents are encouraged to ask questions that will help ease the transition for the new school year. At the kindergarten level, parents come to school with their child to comfort nerves. They help transition them into the classroom and then attend the meeting with the principal and teacher.

Component 8: Teacher Participation in Making Assessment Decisions

The Fordline Elementary staff has input in the decisions regarding the use of school-based academic assessments. Southgate Community School District provides an opportunity for our staff to meet each Monday morning for Professional Development. This time is used for planning and discussing which assessments will be used. All teachers are involved in this process and are currently using common assessments in Reading, Writing and Mathematics. Teachers have input into the decisions regarding the use of school-based academic assessments. We are using the Developmental Reading Assessment (DRA2) kit to assess all students in grades K-5. Teachers from each of the schools, including Fordline Elementary, developed Universal Screenings at the district level. These screenings assess: phonemic awareness in kindergarten/first grade, fluency in second grade and comprehension in third/fourth grades. Writing assessments are comprised of writing prompts. Teachers at grade-level meetings develop the writing prompts. Teachers at each grade level, based on Michigan's Grade Level Content Expectations, developed a Math Benchmark test. For the 2012-2013 school year, teachers will be required to assess and record scores in Reading and Writing during the school year.

Teachers are involved in student achievement data analysis to improve the academic achievement of all students. Teachers receive ongoing and sustained professional development on how to analyze achievement data and to use it to inform instruction. The Fordline Staff is actively involved in the analysis of MEAP data at Professional Development meetings. These meetings are utilized to discuss student weaknesses on assessments and to set goals in necessary areas for improvement. Teachers are given monthly meeting times with their grade level teams in order to review the local data and determine which students are below the 80% proficiency level in particular curricula areas. They are encouraged to discuss what strategies they use in their classrooms in order to help struggling students.

Fordline also has a committee for planning and monitoring interventions for at-risk students. During the monthly meetings of this committee, assessment scores of at-risk students are discussed and analyzed.

Component 9. Additional Assistance to Students Having Difficulty

Fordline staff is committed to student learning by differentiating instruction in the classroom to meet the needs of all students. For example students who are not meeting expectations are given extra time, different strategies, and/or interventions to help them meet grade level expectations. The staff collaborates to plan and implement this learning. Teachers work together during various units of study in order to use cross-curricular activities. Students are actively engaged in instruction using all learning styles. Using a blend of state, federal, and local funds struggling students will receive assistance as needed to help them become successful.

If differentiated instruction has not been successful in the classroom, Fordline has a process in place to identify and provide assistance to students experiencing difficulty on local and standardized assessments.

In September, academic screenings are conducted for all students in the goal areas. Data from the screenings are entered into Powerschool Studio. This data is analyzed to determine goals, the necessary action steps. The action steps will include making an intervention plan for further differentiation for all struggling students.

Beginning in kindergarten, through the fifth grade, Fordline teachers participate in content area teaching. Content area teaching consists of a pair of teachers dividing up the curriculum. This means that two teachers share all of the students at these grade levels.

The benefits to this approach to teaching are that it is curriculum specialized. Teachers can differentiate instruction to meet the needs of individual students because they have more time. Teachers are teaching in the areas they have the most strength.

Same grade content area teachers have the same preparatory time, which leads to collaboration between teachers concerning the student's strengths and weakness and problem solving. This type of teaching provides more opportunities for student movement.

Our objective is to provide services whenever we can fit it in during the school day. However, students needing immediate academic assistance can bypass this process to receive services, after-school programs, and summer school. Students may be recommended for our after-school tutoring program. This program is run by our Title I Interventionists who are certified teachers. After-school tutors collaborate regularly with classroom teachers in order to help students become successful. These sessions are limited to 10 students and begin with a focus lesson, followed by a practice session. These interventionists keep "Title I Documentation of Efforts". This particular data

collection includes both the process focus intervention and next teaching steps. A sample of this can be found in appendix F.

Summer school is a district offered program that includes 60 hours of literacy and 20 hours of math instruction. There is a 1 to 15 student teacher ratio. Flexible grouping and differentiated instruction are used daily. There are 3 to 5 graduate students from local universities that work daily in the program. Music and art are incorporated into the literacy lessons.

During the school year there are three annual monitoring checkpoints, so teachers may monitor which students have been receiving interventions. In September, January, and March teachers are asked to complete an Eligibility sheet for student who are at-risk of not meeting grade level goals. This Eligibility sheet collects data in reading, writing, math, science, and social studies. This Eligibility sheet can be found in Appendix E. In all of interventions students may come in/out of services in order to receive immediate and ongoing assistance in all four content areas.

After 8 to 12 weeks of teacher interventions if the student is not making progress towards grade levels goals in reading, math, science, and/or social studies, then the student will be referred for Tier #2 interventions. A team meeting will be held to determine whether the student is eligible for Tier #2 interventions. This team consists of: the building administrator, the Reading Recovery teacher, the special education teacher, the speech therapist, a general education teacher, and the referring teacher. If the team determines that the student is not responding to the interventions then the team recommends Tier #2 services. This means that the student will meet with a certified teacher, a Title I Interventionist 3 to 4 times a week for 20 to 30 minutes to focus on the child's weakest area. Interventionists will focus on integrating visual, auditory, kinesthetic, and/or tactile learning in order to accelerate learning. This interventionist will be working under the supervision of the Reading Recovery Teacher in the building. If the student qualifies for Tier #2 services the classroom teacher continues with classroom interventions. The student receives double service in an attempt to accelerate their learning. Teachers will continuously follow a cycle of classroom instruction, interventions, and progress monitoring in order to provide timely and flexible support.

At Tier #2 the reading interventions include some type of word-work, like making and breaking words, or sorting according to words commonalities. The lessons include guided reading and guided writing. The specific reading strategies include: using the Leveled Literacy Interventions kit prompts for fluency. Each new text includes a rich introduction to help students become successful the first time they read a new book. Students are taught using magnetic letters to break words into syllables and/or chunks to help them decode unknown words. The guided writing lessons often start with a discussion. Since these students often have difficulty coming up with writing ideas.

Once the idea is talked out, it's repeated as it was said, and then the students repeat it a few times. Once the idea is in their head they begin to write. When students struggle writing words analogies are often used. For example if a student is trying to write battle and knows it begin with bat, they will be reminded that the ending is like "little".

Most students are referred for literacy interventions. However, students may be referred for math, science, and/or social studies. Interventions are based on student needs and are designed to help each student reach grade level content goals. Interventionists keep track of student progress by documenting the effort monthly. See an example of this form in Appendix F.

After 8 to 12 weeks of teacher interventions and the interventions of Title I Interventionist a meeting will be held to determine whether the student is eligible for Tier #3 interventions. If the team determines that the student is not responding to the interventions then the team recommends Tier #3 services. If the student qualifies for Tier #3 services the classroom teacher continues with classroom interventions. This means that the student will meet with a certified teacher, a Title I Interventionist 3 to 4 times a week for 20 to 30 minutes to focus on the child's weakest area using different strategies than used in Tier #2. This interventionist will be working under the supervision of the Special Education Teacher in the building. The student receives double service in an attempt to accelerate their learning. Teachers will continuously follow a cycle of classroom instruction, interventions, and progress monitoring in order to provide timely and flexible support.

Tier #3 interventions include starting with a DRA reading level or the school writing prompts to assess their writing. The F.A.S.T. program and Orton-Gillingham are used for phonemic awareness skills. F.A.S.T. is an acronym for Foundations of Analysis, Synthesis, and Translation, three actions required by the brain during reading. This is a research-based literacy intervention program that combines phonics, auditory processing, and literature-based instruction to create streamlined, multi-sensory program that includes immediate reading application with high interest, phonetically controlled books. Orton-Gillingham is a multi-sensory balanced approach to teaching reading, writing, and spelling across the curriculum. Students receive guided reading and Leveled Literacy Interventions for reading comprehension. Writing techniques such as shared pen, where students and teacher write together one-on-one, and Expanding Expressions for writing. Expanding Expressions provides students with a hands-on approach to help student expand their writing with details. The Expanding Expression Tool is color symbol coded. Students learn the code and are able to provide detailed descriptions including the following elements:

the category the item belongs to, the function of the object, the appearance, what the item is made of, the parts of the item, and it's location.

After the students have completed all the Tiers and are still struggling with grade level content expectations students may be referred for Special Education services. Data from the tiers is used to help determine the student's strengths and weaknesses to help with eligibility for the student's Individualized Educational Plan.

Again, most students are referred for literacy interventions. However, students may be referred for math, science, and/or social studies. Interventions are based on student needs and are designed to help each student reach grade level content goals. Interventionists keep track of student progress by documenting the effort monthly. See an example of this form in Appendix F. At this level it is also important to modify classroom assignments and assessments. For example assignments may have to be shortened to give the student extra time to complete an assignment. A multiple-choice assessment may have 3 choices, instead of 4 choices for these students. The interventionists work closely with the classroom teacher to assist Tier #3 students.

Component 10: Coordination and Integration of Federal, State, and Local Programs and Resources

Schoolwide Components	Funding Sources	Programs
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1. Comprehensive Needs Assessment	General Fund	PA25, AdvancED and SW Planning Data Team Leader Stipends
2. Schoolwide Reform Strategies	General Fund Title II A OFS grant	Administrator and other staff support salaries SW Team stipends, professional development supplies and materials to write the Plan Outside Facilitator evaluation
3. Instruction by Highly Qualified Professional Staff	General Fund	All teachers and paraprofessionals are highly qualified.
4. Strategies to Attract High-Quality Highly Qualified Teachers	General Fund Title II, A 31a Title I, A and Foundation Grants	New Teacher Mentor Program District Professional Development Conferences and Workshops Reading Recovery Teachers Technology resources
5. High-Quality and Ongoing Professional Development	Title II, A General Funds Title I, A 31a	District level trainings – core subjects Summer Technology Institute Technology Integration Specialist- led trainings Administrator Walk Through Training Study Wiz Power School Studio Literacy Leaders Title Training Literacy Leaders Select Training Reading Recovery Monthly Meetings
6. Strategies to increase Parental Involvement	Title I, A General Funds Parent Teacher Organization Section 107 and Federal WIA (formerly ABE/ESL) General Funds	Family Education Outreach Workshops and Meetings Family/Child Events Incentives Home School Communications SACE (Southgate Adult & Community Education) Adult Basic Education program for parents and English As a Second Language, GED and High School Completion All Call Electronic Notification System
7. Preschool Transition Strategies	GSRP (Great Start Readiness Program) ECI (Early Childhood Initiative) grant General Fund	Family Education Outreach Membership for Early Childhood Local Advisory Boards and Wayne County Collaboratives Kindergarten Orientation
8. Teacher Participation in making Assessment Decisions	General Fund Title II, A	Curriculum Meetings Grade Level Meetings Power School Studio Grade level Benchmark Meetings Common Assessment Creation
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Title I, A	Teacher Interventionists After Hours Tutoring Literacy Leaders Title (general education teachers) Literacy Leaders SELCT (special

	<p>31a Special Education ARRA (American Recovery & Reinvestment Act) Title III and General Fund</p>	<p>education teachers) Technology Assistance (iPods, StudyWiz, digital lesson capturing.) Literacy Library and Media Center Resources Summer School Big Sister/Little Sister and Big Brother/Little Brother mentoring program Reading Recovery RTI (Response to Intervention) Paraprofessionals</p> <p>English Language Learner tutoring</p>
<p>10.Coordination and Integration of Federal, State, and Local Programs and Resources</p>	<p>Title I, A Title II, A GSRP General Fund Federal Head Start BCBS Foundation SACE Cares Food Bank Title I</p>	<p>Grant Administrator support</p> <p>Head Start Collaborative Health and Nutrition Grant Nutrition Homeless resources/clothing, school supplies</p>

Evaluation

Fordline Elementary School will annually evaluate the implementation of our plan. The staff and the School Improvement Team will determine whether the schoolwide implementation has been effective in increasing achievement for all students. The staff will specifically be analyzing the achievement of the students who have been farthest from achieving the standards. The staff will revise the plan, as necessary, based on the results of the evaluation to ensure continuous improvement. This will include monthly

meetings to review goals, objectives, and the implementation of strategies. The staff will use trend data from Michigan Educational Assessment Program (MEAP) and the Advancing Excellence in Education (AdvancEd) Self-Assessment Report, PowerSchool Studio, which includes all local and standardized assessments to determine if the building level goals were met.

During monthly data team meetings, the staff will identify students with the greatest need and use the data to determine whether or not those students are achieving the standards. When necessary, students will be referred for further interventions.

Staff will collect and monitor data using data teams and Powerschool Studio throughout the school year to determine if the strategies being used are effective. Based on these results, the school improvement plan will be reviewed and revised to ensure the continuous improvement of student achievement. Annually the plan will be revised as necessary to ensure continuous improvement of students in the schoolwide program.

	Schoolwide Plan Component	Evaluative Tool(s)	Evaluative Members	Frequency
1	Comprehensive Needs Assessment	State and Local Test Data, Perception Data, Demographic/ Archival Data, and Programs/Processes Data	Monthly Data Team/Grade Level Meetings, School Improvement Team	Spring of each year
2	Schoolwide Reform Strategies	Verification Records, State and Local Test Data	School Development Team, all Fordline Staff	Fall, Winter, Spring
3	Instruction by Highly Qualified Staff		Principal and District Personnel	Annually
4	Strategies to Attract High- Quality Teachers		Principal and District Personnel	Annually
5	Professional Development	Staff Survey	School Development Team, all Fordline Staff	Monthly and Annually
6	Strategies to Increase Parental Involvement	Surveys and Data	School Development Team, Parent Groups	Fall and Spring of each year
7	Preschool Transition Strategies	Parent Survey and Staff Observation	School Development Team, Kindergarten and Fifth Grade Staff	Spring of each year
8	Teacher Participation in Making Assessment Decisions	Staff Survey, Monthly Data Team Meetings	School Development Team, Principal and grade level teams	Spring of each year

9	Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	State and Local Test Data, Perception Data, and Program/Process Data	Monthly Data Team/Grade Level Meetings, School Development Meetings, School Development, Monthly Documentation of Effort by Interventionist/Tutors	Spring of each year
10	Coordination and Integration of Federal, State and Local Programs and Resources		District Grants Coordinator, Principal	Spring of each year
	Evaluation	State and Local Test Data, Perception Surveys for Parents, Staff and Students, Demographic/ Archival Data, and Programs/Processes Data	Staff, School Development Team, Principal, Monthly Data Team/Grade Level Meetings	Spring of each year

Appendix A

Fordline Elementary School

Parent/Student/Teacher/ Principal Compact

This agreement is designed to promote a willingness on the part of Parents, Students, Teachers, and the building Principal to work cooperatively together to promote high standards of student achievement and behavior at Fordline Elementary School. It is hoped that this agreement will not be taken lightly by any of the parties involved. Cooperation and support of the school by parents, good communication between the parent and school and the willingness to work together are keys to the successful education of all the students at Fordline Elementary School.

As a parent/guardian, I will encourage and support my child by:

- ✓ Making sure that my child attends school every day and on time.
- ✓ Providing my child with a good breakfast and lunch.
- ✓ Attending Back-to-School Night and Parent/Teacher Conferences.
- ✓ Promoting and expecting good behavior at school, as well as to and from school.
- ✓ Promoting the value of doing well in school academically.
- ✓ Providing a well-lighted, quiet study area at home.
- ✓ Communicating with the school on a regular basis and checking my child's folder and/or backpack for notes and information.
- ✓ Promoting the value of school improvement by attending at least 1-one School-wide Improvement Team Meeting per year.

Parent/Guardian signature and date: _____

As a student, I will become an active partner in my own learning by:

- ✓ Attending school every day and arriving to school on time.
- ✓ Demonstrating good citizenship by following the Expectations and treating others and their property with respect.
- ✓ Settling my differences by talking things out, not fighting and seeking adult help when necessary.
- ✓ Cooperating with my parents and all the teachers and staff member at Fordline Elementary.
- ✓ Completing all my assignments to the best of my ability.

Student signature and date: _____

As a teacher, I will encourage and support student learning by:

- ✓ Demonstrating care and concern for each student.
- ✓ Providing an environment, which encourages learning by all students.
- ✓ Utilizing the best instructional practices in my classroom to achieve high student achievement.
- ✓ Communicating with parents on a regular basis and providing regular reports on student progress.
- ✓ Welcoming parent participation in the classroom and provide parent support at home to help students achieve high academic standards and good behavior.

Teacher signature and date: _____

As Principal, I will support this compact and strive to do the following:

- ✓ Provide a safe and orderly learning environment for all staff and students.
- ✓ Communicate with the community on a regular and on-going basis.
- ✓ Help the staff provide a curriculum, which promotes high academic standards and enables all students to learn and become productive, contributing citizens.
- ✓ Promote good behavior at school and to and from school.
- ✓ Provide parents the opportunities to become involved in the school and their child's education.

Principal's signature and date: _____

This compact is not intended to be a legal document or contract, which grant any party legal rights, or creates enforceable legal obligations. The commitments set forth above are goal statement intended to promote improving academic standards and behavior. That means that the commitments are voluntary and not binding by any of the parties or Southgate Community Schools

PLEASE SIGN AND RETURN TO YOUR CHILD'S TEACHER – THANK YOU!!

Appendix B

Common Assessment Schedule

12-13 Southgate Common Assessment Schedule/Deadlines

THE FOLLOWING DATES REPRESENT WHEN THE DATA IS DUE! PLEASE PLAN AHEAD!

Kindergarten

Guided Reading Level		3-08	6-1
Writing		2-01	6-1
Universal Screening	9-30	1-31	5-31
Math Benchmark			6-1

Grade 1

Guided Reading	12-7	3-08	6-1
Writing		11-2	5-11
Universal Screening	9-30	1-31	5-31
Math Benchmark			6-1

Grade 2

Guided Reading/Fluency Level	9-30	1-31	5-31
Writing		11-2	5-11
Math Benchmark			6-1

Grade 3

Guided Reading	9-30	1-31	5-31
Reading Comprehension	9-30	1-31	5-31
Writing		11-2	5-11
Math Benchmark			6-1

Grades 4

Guided Reading Level	9-30	1-31	5-31
Reading Comprehension	9-30	1-31	5-31
Writing		11-2	5-11
Math Benchmark			6-1

Grades 5

Guided Reading Level	9-30	1-31	5-31
Reading Comprehension	9-30	1-31	5-31
Writing		11-2	5-11
Math Benchmark			6-1

Professional Development:

Printed and Signed	12-7-12	6-2-13
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Student Attendance (Please print in landscape)

Printed & Signed	12-14-12	03-15-13	06-13-13
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Literacy Goals for Card Marking

	1 st	2 nd	3 rd
K	0	1	3
1 st	6	12	16
2 nd	18	24	28
3 rd	28	34	38
4 th	38	40	40
5 th	40	50	50

RTI Interventions

Kindergarten

Universal Screening

- 9-30 ➤ No Qualifying students
- 1-31 ➤ Score 64 (Qualifying Score)
- 5-31 ➤ Score 86 (retested for fall intervention)

Grade 1

Universal Screening

- 9-30 ➤ Less than 8 (Qualifying Score)
 - 1-31 ➤ Less than 13 (Qualifying Score)
 - 5-31 ➤ Less than 16 (retested for fall intervention)
- Guided Reading Level should be considered!

Grade 2

Fluency Level

- 9-30 ➤ 0 – 39 (Qualifying Score)
 - 1-31 ➤ 40 – 69 (Qualifying Score)
 - 5-31 ➤ 70 or below (retested for fall intervention)
- Guided Reading Level should also be considered!

Grade 3,4, & 5

Comprehension

- 9-30 ➤ Less than 55% (Qualifying Score)
 - 1-31 ➤ Less than 65% (Qualifying Score)
 - 5-31 ➤ Less than 75% (retested for fall intervention)
- Guided Reading Level should also be considered!

Appendix C

Parent Involvement Policy

Fordline Elementary School will follow the parent involvement policy guidelines in accordance with the **No Child Left Behind Act of 2001, Section 1118**. Fordline Elementary School will distribute and make this Parent Involvement Policy readily available to the parents of each student participating in the Schoolwide Title I program and with parent input, update the policy periodically.

A. Fordline Elementary School will convene an annual meeting in the fall of each school year. The purpose for the meeting will be to share the information in the Annual Report, which describes the school improvement goal statements and the progress made by our students on the statewide academic assessments and discuss the school-wide Title I Plan, which was developed by the staff, parents, and community. During this annual meeting, the compact will be reviewed.

B. Title I provisions require that parents have the right to be involved in decisions related to their children's education, and the school is required to seek input from parents in a variety of ways. Fordline Elementary School will meet these requirements by using the following avenues:

a) The school improvement team will have parental representation at meetings where budget, and student assessment data and instructional strategies are discussed, developed or revised, where the expenditure of funds for a variety of programs related to the school improvement goal statements, such as family involvement curriculum nights, parent education programs, community outreach efforts, and tutoring programs.

b) Individual Parent/Teacher Conferences will be held in November and March.

c) Parent surveys to determine parental satisfaction or dissatisfaction with the academic program, the school climate, the school improvement plan, parent involvement and other important key issues involving parent-teacher partnerships including homework and communication between home and school.

C. Fordline Elementary School will offer a flexible schedule of meetings to

encourage parents' attendance with a variety of schedules. School Improvement meetings will be held after school.

D. Parent input will be sought specifically through parent surveys and parent participation in committees and activities for the development and revision of our parent-involvement policy, our Parent-School Compact, and our Schoolwide Title I Plan.

E. Parents will be provided with timely information in the following ways: Building-wide bi-weekly newsletters; progress reports will be issued in the middle of each card marking, report cards will be issued at the end of each trimester, scheduled Parent/Teacher Conferences, phone calls, emails, Counseling Department Brochures, Southgate Community School District website; Fordline Elementary School website; Individual classroom websites, access to our online grading system, planners for 2nd through 5th grade and Parent-Student Handbook and Common Procedures.

F. Parents will receive a beginning of the year packet outlining individual classroom curriculum and policies for each grade level at the fall School Success Night.

G. Parents will be informed of the academic assessments that are used to measure student progress. Parents will also receive copies of the student assessment results with the levels of proficiency defined, including parent friendly individual reports on the MEAP.

H. As described in Paragraph B, parents are given opportunities for decision-making related to the education of their children.

I. Parents will be given materials and training on how they can improve their child's achievement. Some examples include: curriculum nights to inform the parents on the curriculum being taught at that specific time of the year. A newsletter is sent home bi-weekly which includes at home educational tips for parents. Our reading specialist meets with parents on an as needed basis to train parents on home literacy intervention strategies.

J. The staff of Fordline Elementary School will receive professional development on ways to build positive relationships between home and school.

K. Fordline Elementary School will continue the preschool transitioning program, which provides training to preschool parents and/or preschool teachers on the skills these students will need when they enter kindergarten. In May, the fifth grade students attend orientation at Gerisch Middle School.

L. Fordline Elementary School has bilingual tutors provided by Wayne County RESA. Tutors are available for translation at Parent – Teacher conferences.

M. Fordline Elementary School has a social worker that assists parents with information on an as needed basis. Some of the services available are: a food bank, MiChild Insurance, social service, health lessons, or educational programs within the community. We also have Southeast Michigan Youth Resource Guide available as needed.

N. Fordline Elementary School has a Parent Compact. The Compact is used annually at parent conferences and signed by the parents, teachers, and students. The Compact is reviewed each year, and the necessary revisions are made according to suggestions by parents, students, and staff.

O. Fordline Elementary School provides reasonable support for parental involvement by allowing parents to volunteer in the building and in classrooms. Parents are encouraged to attend open houses, special events, and assemblies. Parents are encouraged to participate in a variety of ways, which allows for a rich partnership with parents and benefits the students and staff.

P. Fordline Elementary School provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, Braille, one-on-one meeting, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language that parents understand.

Q. Fordline Elementary has an active parent group PTO (Parent Teacher Organization) that meets monthly to discuss and plan school wide events. Parents are encouraged to openly make suggestions, including suggesting activities for our building.

Appendix D

Sample of Monthly “Schoolwide/School Improvement Goals” sheet

January: Schoolwide/School Improvement Goals

Teacher _____

Character Education: Curiosity

January PD

Data Team Goals

Math: K: introduce addition 1st: will work in place value 2/3: Students will engage in weekly mini-lessons to read and write numbers to 1000, and relate them to the quantities they represent. 4/5: Next unit will have a project, movement activities were discussed for instructional strategies.

Writing: K: will work on spaces in writing 1st: will introduce and work on using transition words in writing 2/3: Students will engage in activities to improve their writing in the area of content. 4th:

Content: 5th: Supporting details

01-04-11 No Meeting
 01-11-11 Autism Spectrum Disorder
 01-17-11 NO SCHOOL
 01-24-11 Data Team/Grade Level & RL

Common Assessments Due:

- 1-13-11 Principal Lunch Forms Due
- 1-28-11 Universal Screenings: K, and 1st, 2nd = guided reading/fluency, 3rd & 4th = guided reading/comprehension
- 1-28-11 5th Grade: Guided Reading Level

School Improvement Goal Interventions

Reading	Math	Writing
<input type="checkbox"/> ELA teachers in grades 2, 3, 4, and 5 will teach direct vocabulary instruction 10x.	<input type="checkbox"/> Students that are just below a proficiency of 70% will receive targeted assistance from teacher, interventionist and/or volunteers.	<input type="checkbox"/> Students will practice revising and editing student samples using the 600,000 text examples, especially those that focus at the Data Team meeting.
	<input type="checkbox"/> Students will make connections between problem solving and computation skills by doing a Problem of the Day 6 to 12 times per month.	<input type="checkbox"/> Teachers will actively practice and collaborate scoring students' samples as a warm-up exercise and discussion prompt at the Data team meetings.

Reminder: Try using movement as an instructional strategy to help some learners. Try using a visual aid as an instructional strategy to help learners.

Appendix F

Documentation of Effort Sample Form

TI Documentation of Effort TI Daytime

Name: Laura Duprey

Building: Chormann

*Date	Students	Progress Notes for Focus Intervention	Next Steps	Transitional dates
1/23-1/31	D A	Can sort picture cards with like objects (ex: cars and bikes) and letters (ex: l's and o's) into two groups	Listen to a simple story, then retell the story in own words using the pictures as a guide	Added 1/23
1/9-1/31	S L	Can read and comprehend text at a level 6. Can retell stories from the beginning, middle, and end. Can write sentences with "tell me more words" when prompted.	Read more fluently. Break down unknown words into chunks. Write more than one sentence about a given topic.	
1/9-1/27	R F	Can read and comprehend text at a level 28. Can compare and contrast stories using a Venn diagram. Can write using an ending sentence.	N/A - Student moved out of the district	Exited 1/27
1/9-1/31	J T	Can read and comprehend text at a level 18. Beginning to look for chunks in unknown words. Can write using an ending sentence.	Continue to look for chunks in unknown words. Read using better expression. Vary sentence beginnings to make writing more interesting.	
1/9-1/31	J L	Can read and comprehend text at a level 18. Still having difficulty reading fluently although using better expression. Can write using an ending sentence.	Read more fluently during familiar rereads. Write using descriptive attributes.	