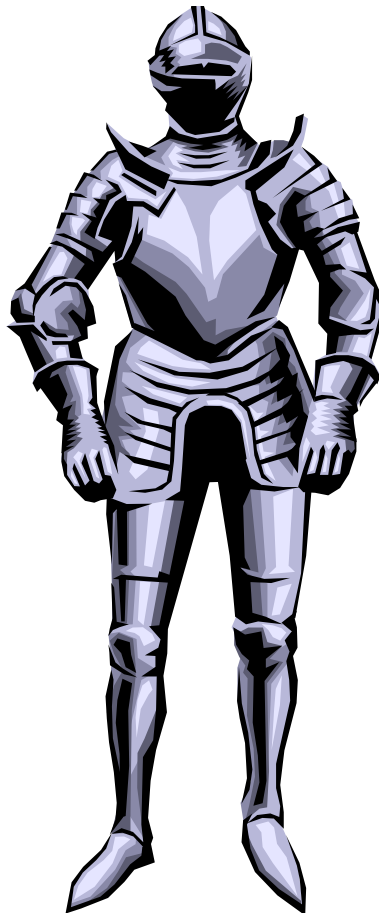


**School Improvement Plan
Carlson Elementary
Van Dyke Public Schools
Schoolwide Title I
2009-2013**

May 2009



**Home of the Knights
A Carlson Knight Does What's Right!**

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Van Dyke Public Schools District Mission Statement

Van Dyke Public Schools' mission is to continue to promote educational excellence and provide opportunities for all students to become contributing members of society. This will be accomplished by maintaining comprehensive programs that are responsive to an ever-changing world.

Carlson Elementary School Mission Statement

The mission of Carlson Elementary School is that all students master national and state grade level standards. Faculty and parents will inspire students to accept personal responsibility for their education and conduct by focusing on the value of learning. Together, we will provide a comprehensive system of support to ensure this outcome.

Carlson Elementary School Vision

- We envision Carlson Elementary as a learning community consisting of students, parents, professional staff and interested community members.
- We envision Carlson Elementary as a school that addresses the educational needs of all students. Those needs will be determined on an ongoing basis through assessment.
- We envision Carlson Elementary as a school where our students progress academically, socially, and behaviorally.
- We envision Carlson Elementary as a school where our student test scores will continue to show improvement.
- We envision Carlson Elementary as a school that incorporates collaborative groups and the innovative use of resources and materials.
- We envision Carlson Elementary as a school with an established program that utilizes parents and community volunteers during and after school.
- We envision Carlson Elementary as a school in which leadership fosters participation and decision making from all members of the learning community.
- We envision Carlson Elementary as a school that continues to build positive working relationships within our community.
- We envision Carlson Elementary as a success-oriented school, where all students feel accepted and safe.

Carlson Elementary School Values

1. Communicate and collaborate to guarantee each student is receiving the help they need.
2. Be positive in our belief that every child can be successful.
3. Value students as individuals and work together as a team for the achievement of all.
4. Hold high expectations for each student.
5. Be active in the Carlson community, and work toward common goals to help ensure student success.

School Improvement Team Stakeholders

Name	Position	Contact Information
Sharon Bienkowski	School Administrator	bienkowski.sharon@vdps.net
Monika Davies	First Grade Teacher	davies.monika@vdps.net
Dana Haigh	First Grade Teacher	haigh.dana@vdps.net
Stacy Iles	Kindergarten Teacher	iles.stacy@vdps.net
Stephanie LaBelle	Curriculum Coordinator	labelle.stephanie@vdps.net
Shawn Murphy-Niemi	Special Education Resource/ Consultant	murphy-niemi.shawn@vdps.net
Bernadine Tedeschi	Fifth Grade Teacher	tedeschi.bernadine@vdps.net
Lisa Yucha	Second Grade Teacher	yucha.lisa@vdps.net
Wendy Albers	Parent Advisory	
Sandra Mitcheltree	Parent Advisory	

Component 1: Comprehensive Needs Assessment

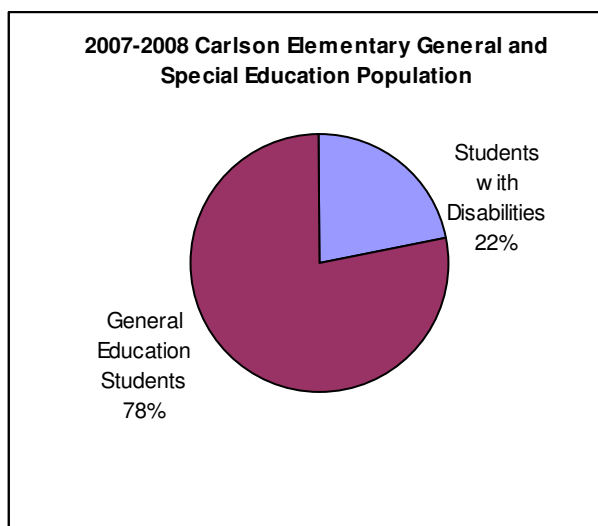
In June of 2007, Van Dyke Public Schools endured an extensive redistricting process. The outcome of this transition was a displacement of students, staff members, and families, beginning in the fall of 2007. To account for this dramatic change in our school profile, 2007/2008 data serves as the baseline for our Comprehensive Needs Assessment and School Improvement Plan as we compare data from the 2008/2009 school year.

The Carlson Elementary School Improvement Steering Committee worked together to complete an extensive Comprehensive Needs Assessment, including the completion of the Education Yes! 40 Indicators. Using the Michigan Department of Education School Improvement Template for gathering data on the school profile, the Steering Committee collected, analyzed, and summarized data in the following categories: demographic data, student achievement data, school programs, process data and perceptions data, comparing the 2007/2008 and the 2008/2009 school years.

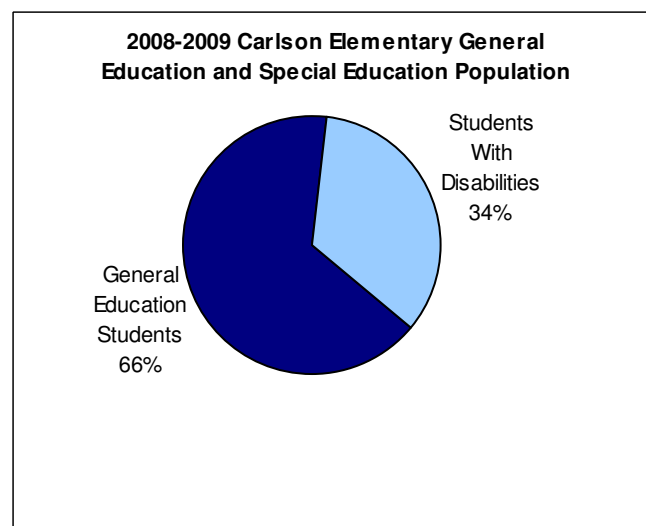
Staff/Student/Community Demographic Data

Carlson Elementary is a General/Special Education school located in Warren, Michigan. Carlson's staff consists of two teachers per grade level, with the exception of three at the kindergarten level. Additionally, there are thirteen special education staff members (see component 8) and five enrichment teachers for art, physical education, media, computers, and music. The Carlson staff has been teaching on average of 18.6 years. The administrator has been assigned to this school for seven years.

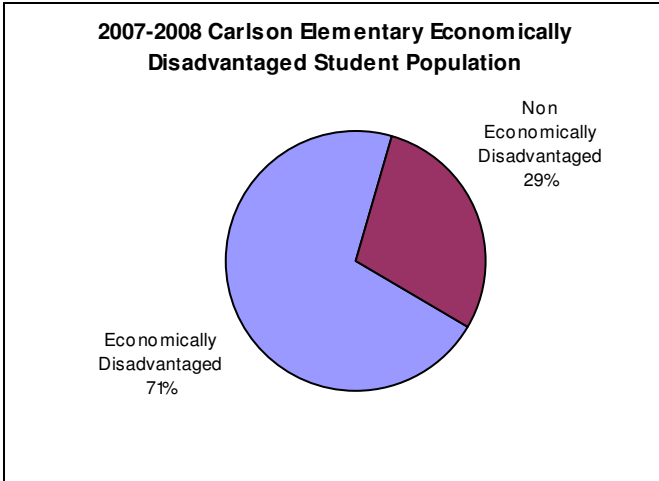
Currently, Carlson's general and special education student enrollment consists of 404 students in Early Childhood Special Education through grade five. The Special Education disabilities include: Speech and Language Impaired, Otherwise Health Impaired (OHI), Learning Disabled and Cognitively Impaired.



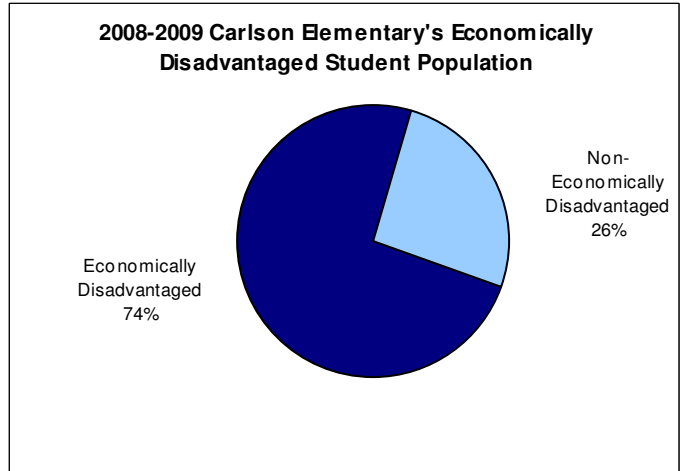
Students with disabilities account for 22% of Carlson's 2007-2008 population.



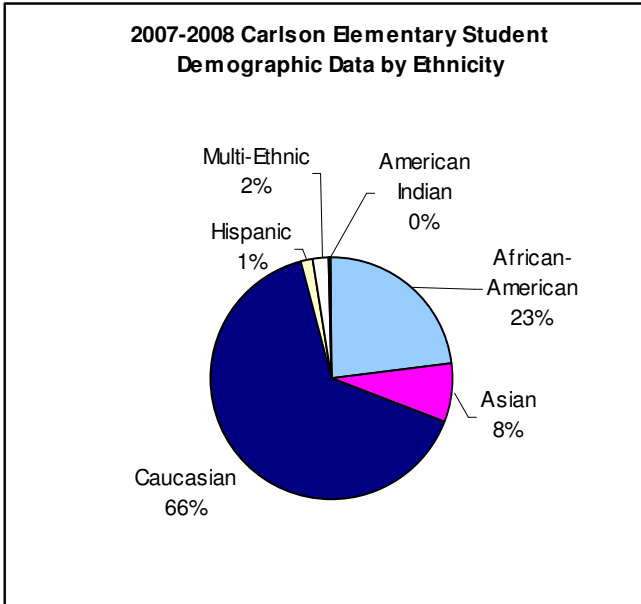
Students with disabilities increased to 34% of Carlson's population in 2008-2009.



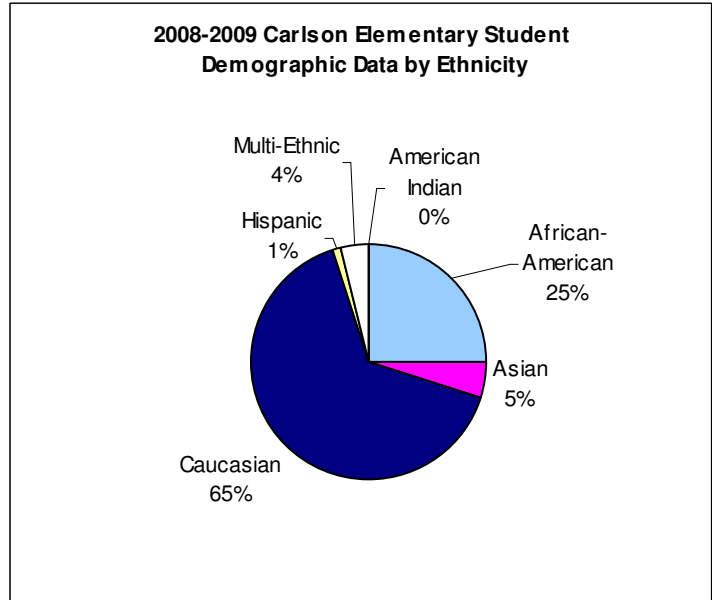
Economically disadvantaged students account for 71% of Carlson’s 2007-2008 population. This subgroup increased substantially over the last several years.



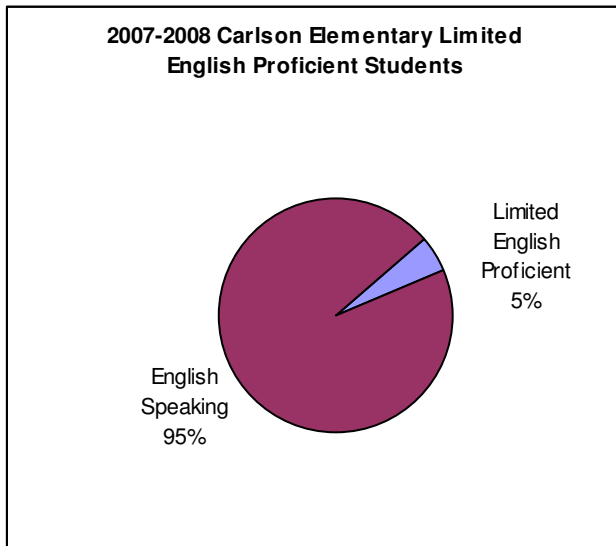
Economically disadvantaged students increased to 74% of Carlson’s population in 2008-2009.



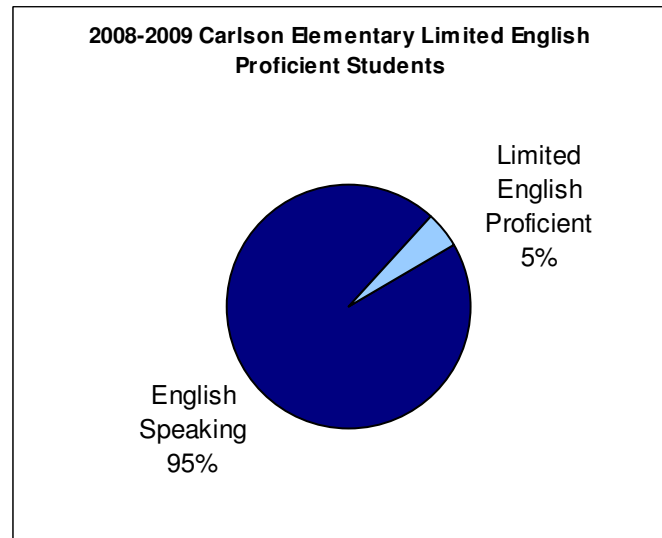
Carlson Elementary has a diverse student population that includes: 66% Caucasian, 23% African-American, 8% Asian, 2% Multi-Ethnic, and 1% Hispanic in 2007-2008.



Carlson Elementary has a diverse student population that includes: 65% Caucasian, 25% African-American, 5% Asian, 4% Multi-Ethnic, and 1% Hispanic in 2008-2009.



Limited English Proficient learners account for 5% of Carlson Elementary's student population in 2007-2008.



Limited English Proficient learners account for 5% of Carlson Elementary's student population in 2008-2009.

Student Population Mobility Data and Attendance History

Carlson experiences a significantly high level of transiency from both within and outside district boundaries. Our June 2009 mobility report indicates 79 students entered Carlson and 134 students left during the 2008-2009 school year. The table indicates that the 2008-2009 student population decreased by 6%. Additionally, Carlson experienced a 22% increase in the number of students leaving our building. Our staff engages in continuous dialogue regarding strategies to address this mobility issue.

Student Mobility						
Grade	2007-2008 Mobility			2008-2009 Mobility		
	# of Students	Number Entering	Number Leaving	# of Students	Number Entering	Number Leaving
K	61	34	33	79	27	14
1	72	31	20	50	18	39
2	54	6	11	54	8	31
3	56	8	11	52	6	15
4	65	12	11	50	10	16
5	57	7	15	58	10	19
Total	365	98	101	343	79	134

Students entering and exiting Carlson Elementary during each school year. This chart does not include Early Childhood Special Education students.

A high number of students are absent 10 or more days in Kindergarten and First Grade. Students cannot be referred for truancy in the state of Michigan until age six. The Carlson administrator is diligent in referring students once they are six years old, noting on the referral the history of absences in kindergarten. Attendance continues to be a concern within our school.

Student Attendance Data				
	2007-2008		2008-2009	
Grade	# of Students	Students with 10 or more absences	# of Students	Students with 10 or more absences
K	61	37	79	46
1	72	46	52	22
2	54	14	54	21
3	56	11	52	12
4	65	20	50	8
5	57	24	59	21

Attendance history of Carlson Elementary students. The chart does not include Early Childhood Special Education.

Community Profile

Marjorie Carlson elementary is located in Warren, Michigan (Macomb County), just two miles north of the Detroit border and is affiliated with the district of Van Dyke Public Schools. Based on the 2000 Census Data, Warren is considered a mid-sized city. The total number of housing units is 13,364 (Owned-9,559, Rented-3,278, Vacant-527). The median value of housing units is \$80,000 and the median family income is \$42,931.

Student Achievement Data

A comprehensive MEAP analysis was conducted, which included a Strand and Grade Level Content Expectation (GLCE) Analysis comparison for the 2007-2008 and 2008-2009 school years. The school improvement team has identified trends and areas of strengths and weaknesses as measured on the English Language Arts (reading and writing) and Math MEAP assessments. Overall, the percentage of students proficient in reading, writing, and math increased in the 2008-2009 school year.

2007-2009 Carlson Elementary MEAP Percent Proficient Report

Reading						
Grade Level	07-08 Total	08-09 Total	07-08 % Proficient	08-09 % Proficient	07-08 % Not Proficient	08-09 % Not Proficient
All Students	152	141	80.26	82.27	19.74	17.73
Grade 3	50	45	84.00	84.44	16.00	15.56
Grade 4	51	46	90.20	80.43	9.80	19.57
Grade 5	51	50	66.67	82.00	33.33	18.00

Writing						
Grade Level	07-08 Total	08-09 Total	07-08 % Proficient	08-09 % Proficient	07-08 % Not Proficient	08-09 % Not Proficient
All Students	152	141	50.00	54.61	50.00	45.39
Grade 3	50	45	62.00	55.56	38.00	44.44
Grade 4	51	46	41.18	45.65	58.82	54.35
Grade 5	51	50	47.06	62.00	52.94	38.00

Math						
Grade Level	07-08 Total	08-09 Total	07-08 % Proficient	08-09 % Proficient	07-08 % Not Proficient	08-09 % Not Proficient
All Students	156	143	85.26	90.91	14.74	9.09
Grade 3	50	45	98.00	95.56	2.00	4.44
Grade 4	55	46	94.55	89.13	5.45	10.87
Grade 5	51	52	62.75	88.46	37.25	11.54

This chart identifies the MEAP proficiency percentages for 2007-2009 for grades 3-5.

The following is an analysis of 2008-2009 MEAP results disaggregated by grade level content and strands.

Grade Three

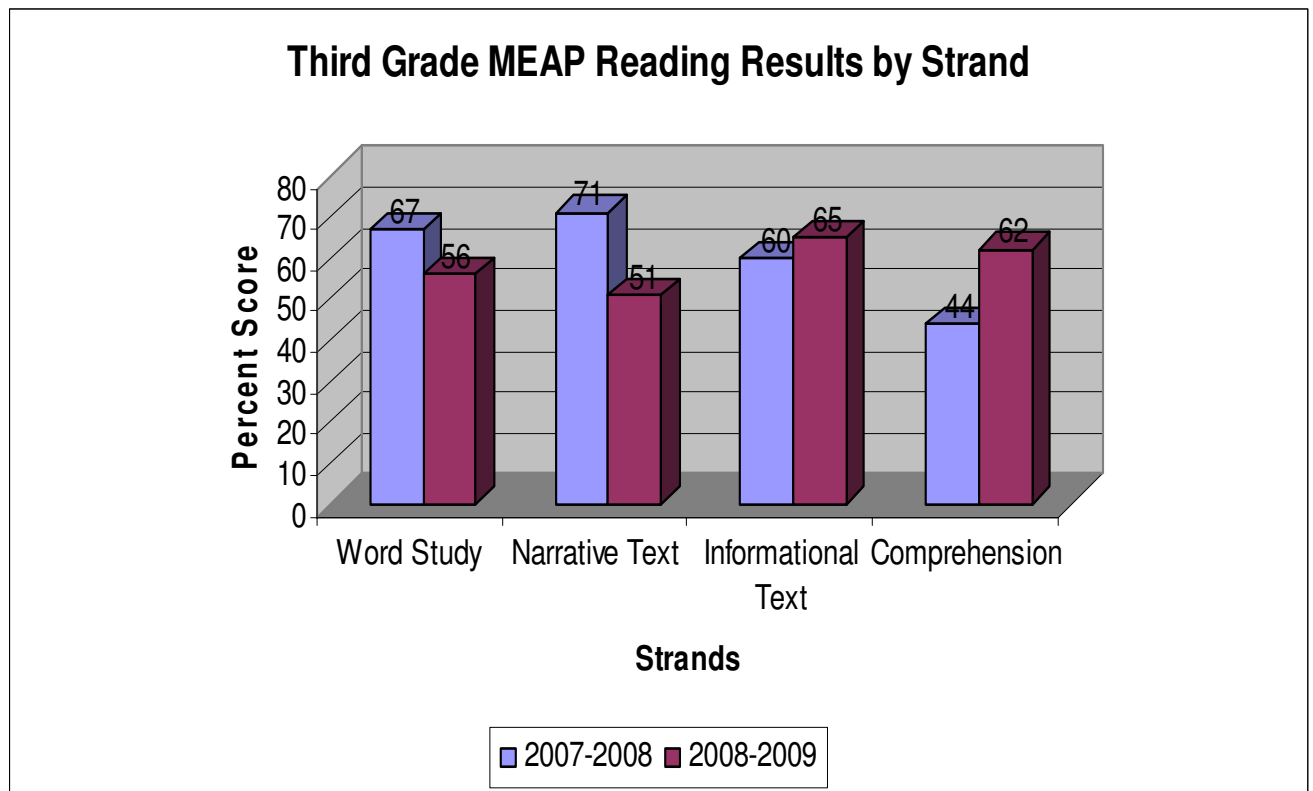
English Language Arts (ELA):

The results show 84.44% of the third grade students are proficient in ELA. Carlson students exceeded the state Adequate Yearly Progress target of 59% by 25.44 percentage points.

ELA Primary Concerns:

1. MEAP results indicate 15.56% of third grade students are not proficient in reading. The MEAP reading strand analysis graph identifies Word Study and Narrative Text as areas of primary concern for grade three. The instructional focus for improving student reading proficiency will include:

- Word Study
- Narrative Text

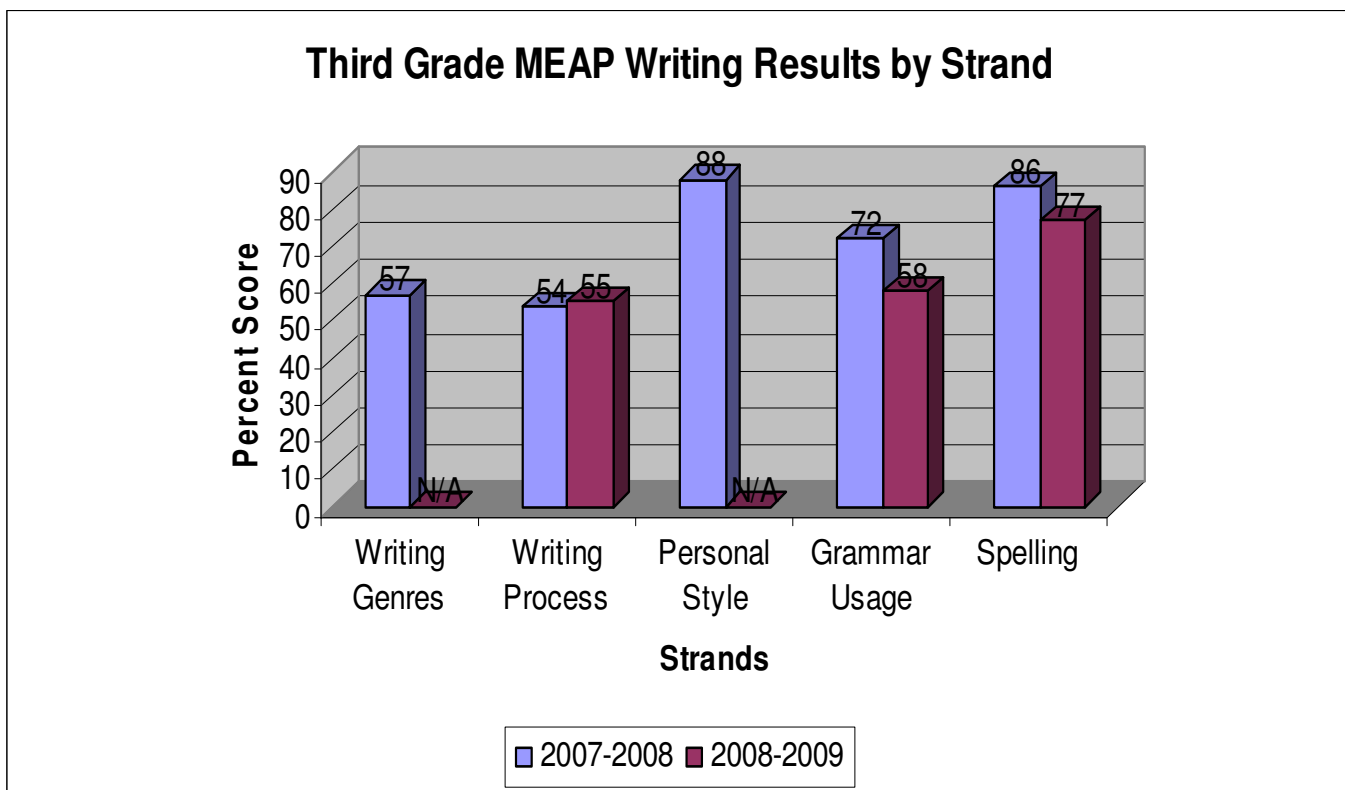


The strand analysis graph above shows Carlson Elementary third grade students increased reading scores in Informational Text and Comprehension. Scores declined in Word Study and Narrative Text.

Grade Three (Continued)

2. MEAP results indicate 44.44% of third grade students are not proficient in writing. The MEAP writing strand analysis graph identifies Writing Genres and the Writing Process as areas of primary concern for grade three. The instructional focus for improving student writing proficiency will include:

- Writing Genres
- Writing Process



The strand analysis graph above shows Carlson elementary third grade students increased scores in the Writing Process. Scores declined in Grammar Usage and Spelling. Third grade students were not assessed on Writing Genres during 2008-2009.

Grade Three (Continued)

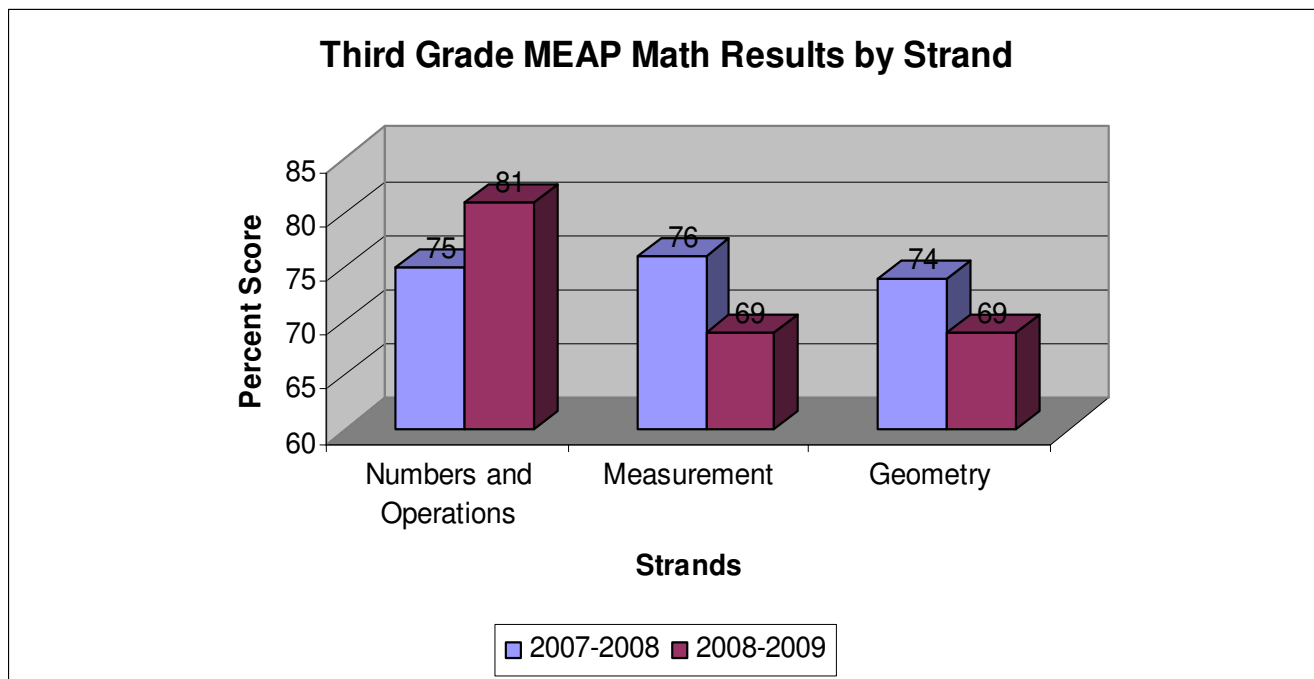
Math

The MEAP results show 95.56% of the third grade students are proficient in Math. Carlson students exceeded the state Adequate Yearly Progress target of 65% by 30.56 percentage points.

Math Primary Concerns:

MEAP results indicate that 4.44% of third grade students are not proficient in math. The MEAP Math strand analysis graph identifies Measurement and Geometry as areas of primary concern for grade three. The instructional focus for improving student Math proficiency will include:

- Measurement
- Geometry



The strand analysis graph above shows Carlson Elementary third grade students increased scores in Numbers and Operations. Scores declined in Measurement and Geometry.

Grade Four

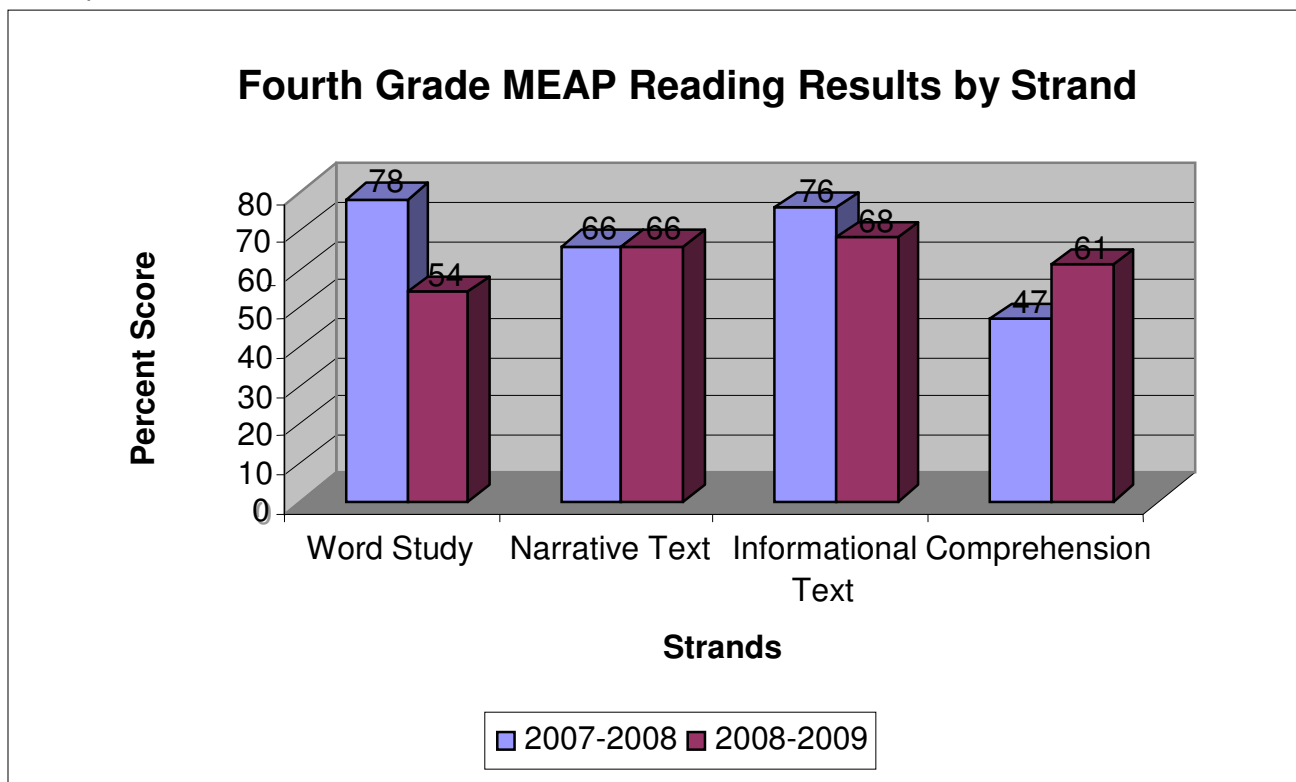
English Language Arts:

The MEAP results show 80.43% of fourth grade students are proficient in English Language Arts. Carlson students exceeded the state Adequate Yearly Progress Target of 59% by 21.43 percentage points.

ELA Primary Concerns:

1. MEAP results indicate that 19.57% of fourth grade students are not proficient in reading. The MEAP Reading strand analysis graph identifies Word Study and Comprehension as areas of primary concern for grade four. The instructional focus for improving student reading proficiency will include:

- Word Study
- Comprehension

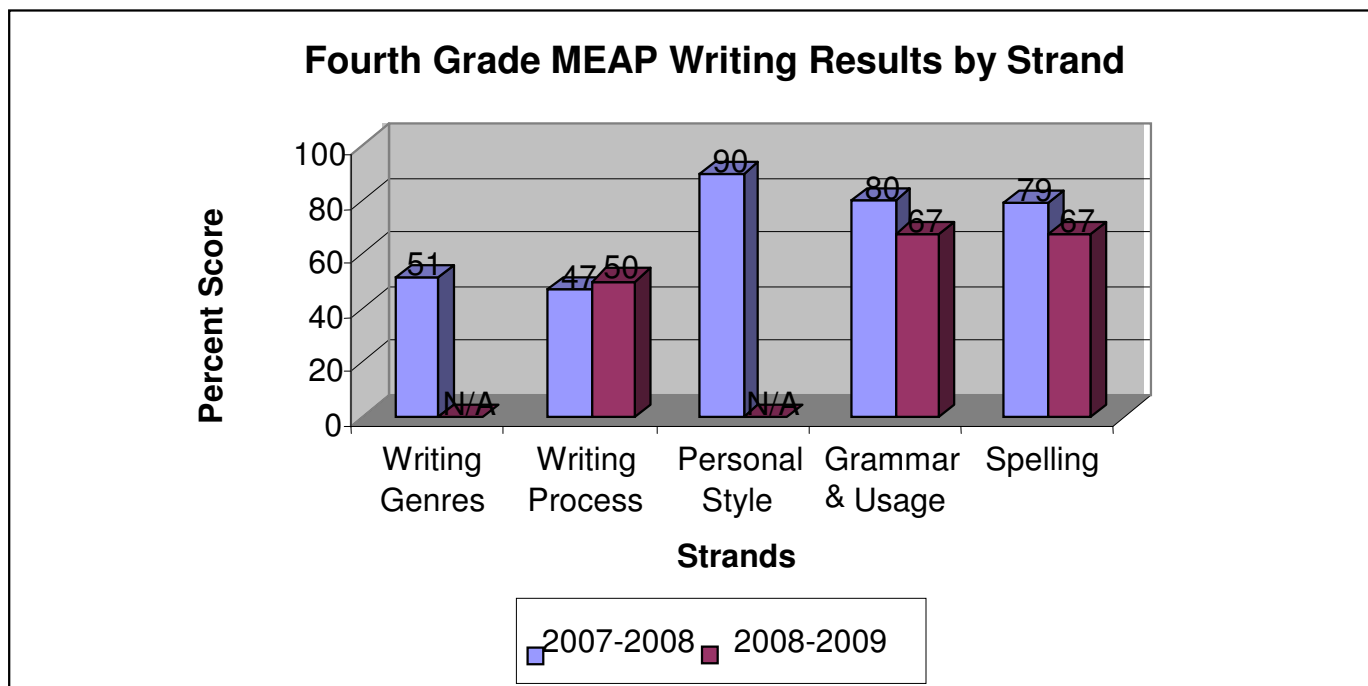


The strand analysis graph above shows Carlson Elementary fourth grade students increased scores in Comprehension and maintained proficiency in Narrative Text. Scores declined in Word Study and Informational Text.

Grade Four (Continued)

2. Results indicate 54.35% of fourth grade students are not proficient in writing. The MEAP Writing strand analysis graph identifies the Writing Process, Grammar and Usage, and Spelling as areas of primary concern for grade four. The instructional focus for improving student writing proficiency will include:

- Writing Process
- Grammar and Usage
- Spelling



The strand analysis graph above shows Carlson fourth graders increased scores in the Writing Process. Scores declined in Grammar and Usage and Spelling.

Grade Four (Continued)

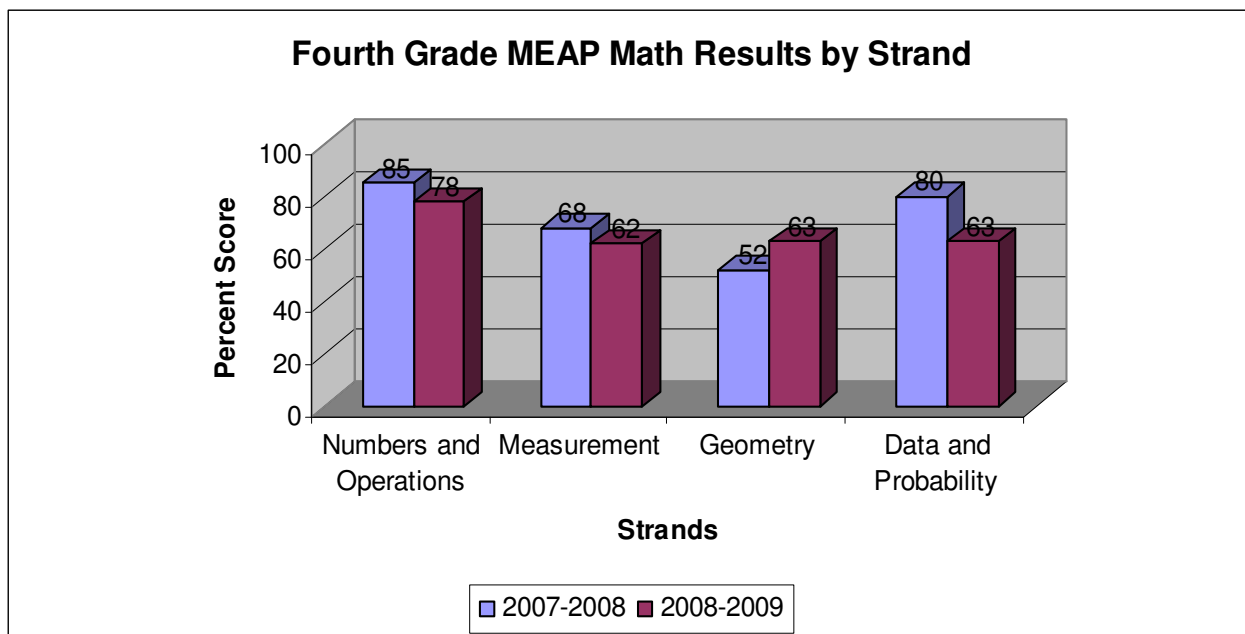
Math:

The results show 89.13% of the fourth grade students are proficient in Math. Carlson students exceeded the state Adequate Yearly Progress Target of 65% by 24.13 percentage points.

Math Primary Concerns:

Results indicate that 10.87% of fourth grade students are not proficient in math. The MEAP Math strand analysis graph identifies Measurement and Data and Probability as areas of primary concern for grade four. The instructional focus for improving student math proficiency will include:

- Measurement
- Data and Probability



The strand analysis graph above shows Carlson Elementary fourth grade students increased scores in Geometry. Scores declined in Numbers and Operations, Measurement, and Data and Probability.

Grade Five

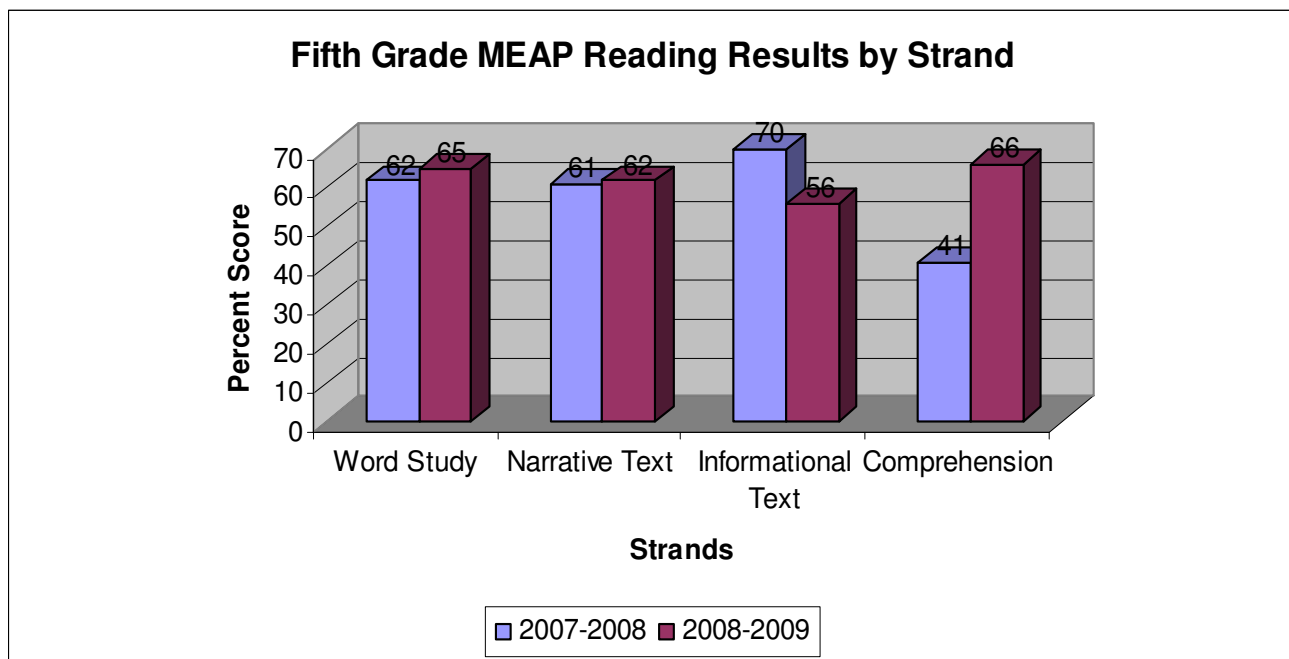
English Language Arts:

The MEAP results show 82% of the fifth grade students are proficient in Reading Language Arts. Carlson students exceeded the state Adequate Yearly Progress Target of 59% by 23 percentage points.

ELA Primary Concerns:

1. MEAP results indicate that 18% of fifth grade students are not proficient in reading. The MEAP Reading strand analysis graph identifies Narrative and Informational Text as areas of primary concern for grade five. The instructional focus for improving student reading proficiency will include:

- Narrative Text
- Informational Text

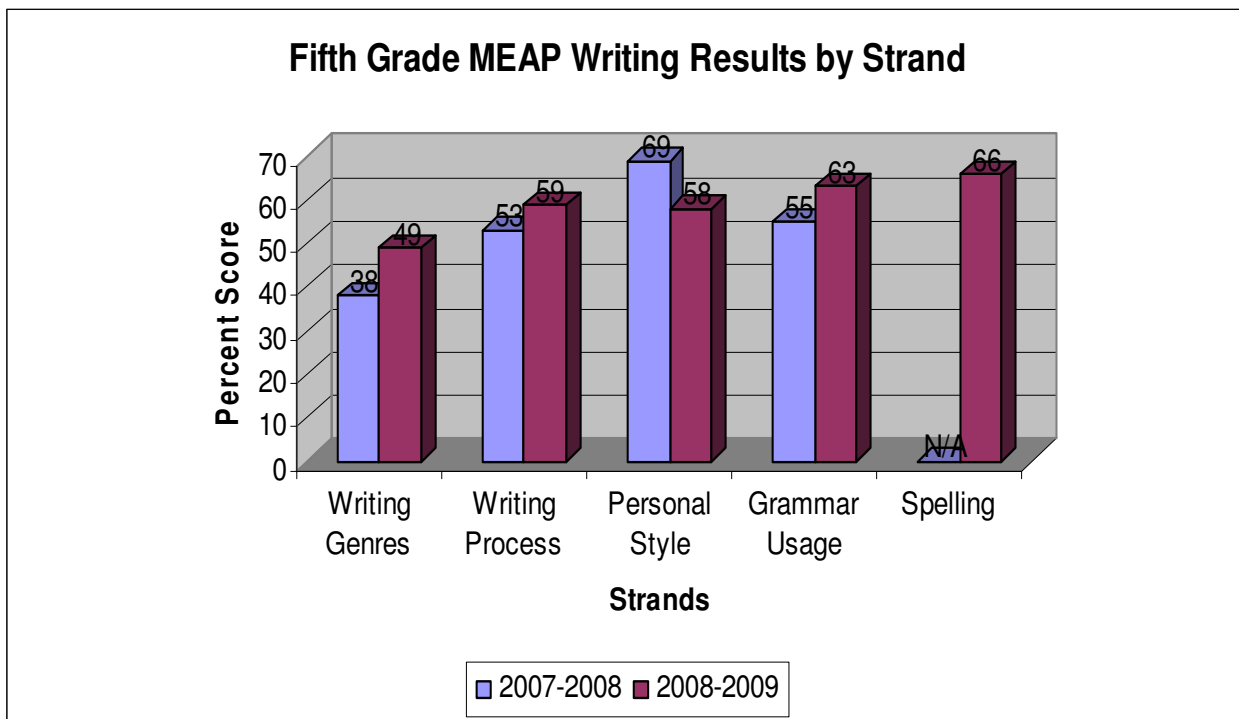


The strand analysis graph above shows Carlson Elementary fifth grade students increased reading scores in Word Study, Narrative Text, and Comprehension. Scores declined in Informational Text.

Grade Five (Continued)

2. MEAP results indicate that 38% of fifth grade students are not proficient in writing. The MEAP Reading strand analysis graph identifies Writing Genres and Personal Style as areas of primary concern for grade five. The instructional focus for improving student writing proficiency will include:

- Writing Genres
- Personal Style



The strand analysis graph above shows Carlson Elementary fifth grade students increased writing scores in Writing Genres, Writing Process, and Grammar and Usage. Scores declined in Personal Style. Students were not evaluated on Spelling during the 2007-2008 school year.

Grade Five (Continued)

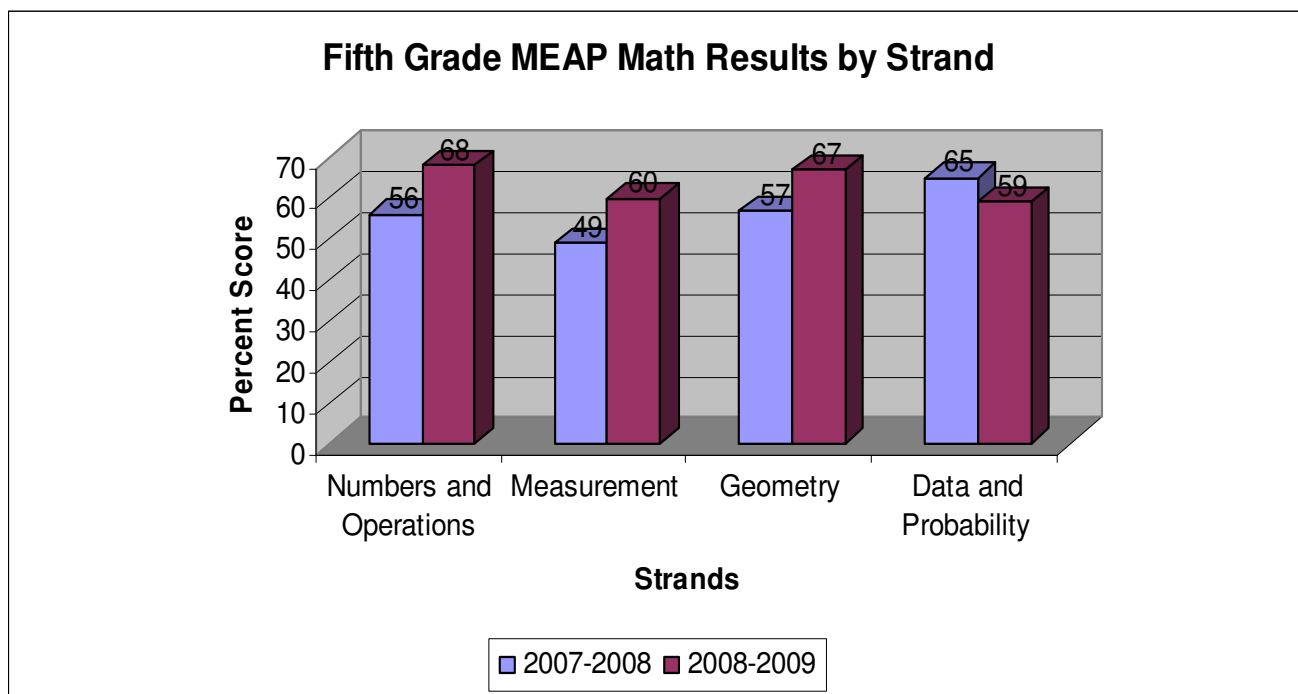
Math:

The MEAP results indicate 88.46% of the fifth grade students are proficient in Math. Carlson students exceeded the state Adequate Yearly Progress Target of 65% by 23.46 percentage points.

Math Primary Concerns:

1. Results indicate that 11.54% of fifth grade students are not proficient in math. The MEAP Math strand analysis graph identifies Measurement and Data and Probability as areas of primary concern for grade five. The instructional focus for improving student math proficiency will include:

- Measurement
- Data and Probability



The strand analysis graph above shows Carlson Elementary fifth grade students increased math scores in Numbers and Operations, Measurement, and Geometry. Scores declined in Data and Probability.

Sub-Group Analysis

The MEAP results show that 17.73% of Carlson Students are not proficient (25/141 students) in Reading, specifically 4/20 African-American, 3/12 Asian, 1/6 Multi-Ethnic, and 16/101 White-Caucasian Students. A gap analysis indicates little variation between male/female proficiency levels. Minimal gaps are evident between Asian and African-American students and Caucasian students when compared to 2007-2008 results. The performance gap between the percent of Caucasian and African-American students not proficient is 4.16%. In addition, the performance gap between the percent of Caucasian and Asian students not proficient is 9.16%.

2007-2009 Carlson Elementary MEAP Reading Percent Proficient

Ethnicity	Gender	07-08 Total	08-09 Total	07-08 % Proficient	08-09 % Proficient	07-08 % Not Proficient	08-09 % Not Proficient
All Students		152	141	80.26	82.27	19.74	17.73
Asian American		18	12	66.67	75.00	33.33	25.00
	Female	11	8	81.82	87.50	18.18	12.50
	Male	7	4	42.86	50.00	57.14	50.00
Black		30	20	66.67	80.00	33.33	20.00
	Female	13	10	69.23	80.00	30.77	20.00
	Male	17	10	64.71	80.00	35.29	20.00
Hispanic/Latino		3	2	100.00	50.00	0.00	50.00
	Female	2	2	100.00	50.00	0.00	50.00
	Male	1	-	100.00	-	0.00	-
Multiple Ethnicities		2	6	100.00	83.33	0.00	16.67
	Female	1	4	100.00	100.00	0.00	0.00
	Male	1	2	100.00	50.00	0.00	50.00
White		99	101	85.86	84.16	14.14	15.84
	Female	49	51	81.63	86.27	18.37	13.73
	Male	50	50	90.00	82.00	10.00	18.00

This table identifies Carlson Elementary student reading proficiencies by ethnicity and gender from 2007-2009.

Sub-Group Analysis (Continued)

The MEAP results show that 45.39% of Carlson Students are not proficient (64/141 students) in Writing, specifically 11/20 African-American, 6/12 Asian, and 46/101 White-Caucasian Students. An analysis indicates gaps exist between Asian and African-American students and Caucasian students, as well as the male/female student population. The performance gap between the percent of Caucasian and African-American students not proficient is 9.46%. In addition, the performance gap between the percent of Caucasian and Asian students not proficient is 4.46%. Also, 23.95% more males are not proficient in writing than females, which is an increase of 5.53% from the previous year.

2007-2009 Carlson Elementary MEAP Writing Percent Proficient

Ethnicity	Gender	07-08 Total	08-09 Total	07-08 % Proficient	08-09 % Proficient	07-08 % Not Proficient	08-09 % Not Proficient
All Students		152	141	50.00	54.61	50.00	45.39
Asian American		18	12	44.44	50.00	55.56	50.00
	Female	11	8	63.64	75.00	36.36	25.00
	Male	7	4	14.29	0.00	85.71	100.00
Black		30	20	33.33	45.00	66.67	55.00
	Female	13	10	30.77	50.00	69.23	50.00
	Male	17	10	35.29	40.00	64.71	60.00
Hispanic/Latino		3	2	100.00	50.00	0.00	50.00
	Female	2	2	100.00	50.00	0.00	50.00
	Male	1	-	100.00	-	0.00	-
Multiple Ethnicities		2	6	0.00	100.00	100.00	0.00
	Female	1	4	0.00	100.00	100.00	0.00
	Male	1	2	0.00	100.00	100.00	0.00
White		99	101	55.56	54.46	44.44	45.54
	Female	49	51	65.31	66.67	34.69	33.33
	Male	50	50	46.00	42.00	54.00	58.00

The MEAP results show that 9.09% of Carlson Students are not proficient (13/143 students) in Math, specifically 5/20 African-American, 1/6 Multi-Ethnic, and 7/103 White/Caucasian Students. A gap analysis indicates little variation between male/female proficiency levels. However, significant gaps are evident between African-American students and Caucasian students. The performance gap between the percent of Caucasian and African-American students not proficient is 18.2%. 2008-2009 results indicate that 100% of our Asian population is proficient in Math.

2007-2009 Carlson Elementary MEAP Math Percent Proficient

Ethnicity	Gender	07-08 Total	08-09 Total	07-08 % Proficient	08-09 % Proficient	07-08 % Not Proficient	08-09 % Not Proficient
All Students		156	143	85.26	90.91	14.74	9.09
Asian American		18	12	77.78	100.00	22.22	0.00
	Female	11	8	90.91	100.00	9.09	0.00
	Male	7	4	57.14	100.00	42.86	0.00
Black		31	20	70.97	75.00	29.03	25.00
	Female	14	10	64.29	80.00	35.71	20.00
	Male	17	10	76.47	70.00	23.53	30.00
Hispanic/Latino		3	2	100.00	100.00	0.00	0.00
	Female	2	2	100.00	100.00	0.00	0.00
	Male	1	-	100.00	-	0.00	-
Multiple Ethnicities		2	6	100.00	83.33	0.00	16.67
	Female	1	4	100.00	100.00	0.00	0.00
	Male	1	2	100.00	50.00	0.00	50.00
White		102	103	90.20	93.20	9.80	6.80
	Female	49	51	93.88	92.16	6.12	7.84
	Male	53	52	86.79	94.23	13.21	5.77

This table identifies Carlson Elementary student math proficiencies by ethnicity and gender from 2007-2009.

School Programs and Process Data

Carlson Elementary receives federal and state grant funds from Title I, Title IIA, 31A, Safe and Drug Free Schools, Workforce Investment Grant and the Great Start Readiness Program. These funds and others provide a variety of resources and programs for the students of Carlson Elementary.

Programs and staff include: Full-Day Kindergarten paraprofessionals, media and computer lab paraprofessionals, special education paraprofessionals, Social Workers, Study Island, Compass program, Data Director, Assistive Technology, Everyday Math consultant, Student Assistant Programs, and Parks and Recreation Basketball Program.

Professional Development for staff has included: Writers Workshop, Balanced Literacy, the Daily Five, Foundations of Analysis, Synthesis and Translations Reading, Response to Intervention, Professional Learning Communities, Differentiated Instruction, and Data Director.

The process indicators that have been developed for data analysis of writing, reading, science, math and social studies are: Common preparation periods for grade level teachers at least twice weekly; monthly Professional Learning Community (PLC) time; day long grade level meetings with the curriculum coordinator to input data and create reports using Data Director; grade level meetings with the Assistant Superintendent of Curriculum and Instruction to analyze data and develop essential learnings. In addition, teachers will be analyzing data relating to the effectiveness of programs that have been put into place to improve student learning. These programs include Foundations of Analysis, Synthesis, and Translation (F.A.S.T.) Reading, Operation ABC, Summer Work Force Act (WIA) program, and Response to Intervention (RTI). Collecting process data will allow the staff at Carlson to examine their instructional practices and student achievement to determine if, over time, we are better able to meet the needs of all students.

Perception Data

Parent, staff, and student perception data was gathered using web resources, parent surveys, and sign in sheets from various family events and activities during the 2008-2009 school year.

Carlson staff participated in a leadership survey, which indicated instructional leadership as a strength in our building. Results indicate that 69% of Carlson staff strongly agrees that the administrator has been successful in creating a culture shift where more emphasis is put on student results. The administrator accomplished her goal of a more collaborative culture with shared leadership. In addition, 98% of Carlson staff strongly agree or agree have indicated that this plan was met.

Carlson staff also participated in a culture survey, which indicated that 86% of the staff feels that shared collaboration time has been beneficial to staff development, planning, and student performance and analysis. Likewise, as indicated in the leadership survey, 72% of Carlson staff feels that there has been a renewed sense of community in the building. This is an area in need of continued improvement.

Results of these surveys were analyzed and shared with staff members. Carlson's school improvement steering committee used the results of the surveys to continue the school improvement process. In addition, the Professional Learning Community results were shared

with the teacher leaders that help plan the monthly meetings. The survey indicated that teachers needed additional information about the PLC process. During the 2009-2010 school year, teachers will continue to be trained in *The Power of Professional Learning Communities at Work: Bringing the Big Ideas to Life*, a twelve-hour workshop designed to help educators understand the concepts of a PLC.

During our 2009 spring parent-teacher conferences where 80% of our parents attended as compared to 96% attendance in December 2008, a parent perception survey was conducted online through Zoomerang. Following the spring conferences, parents were invited to go to the Carlson computer lab to take a 17-question survey addressing classroom and school performance. Where appropriate, there were areas for additional comments. We were pleased to see that 153 parents responded to the survey.

Overwhelmingly, the results of the survey were positive. In response to giving Carlson an overall grade, 89% of parents gave a grade of "A" or "B." This positive trend continued when asked about curriculum, homework, communication, and extra support for struggling students. 79% of parents felt their students were receiving just the right amount of homework. 94% of the parents are very or somewhat satisfied with the extra support their child receives from his/her teacher if they are having difficulty in a subject.

Survey results indicated that Carlson parents would like to have an accelerated curriculum available to high-performing students. To address this concern, the Carlson staff will utilize and implement differentiated instructional strategies acquired as a result of our book study, How to Differentiate Instruction in Mixed Ability Classrooms (Tomlinson, A. 2004).

A survey was distributed to the parents of the Physically or Otherwise Health Impaired students. 100% of the 13 parents responded. Overall 92% of the parents who responded were very satisfied with the PI/OHI Program. One hundred percent of the parents that responded stated that they were very satisfied or satisfied with the academic program that was offered. Eighty percent of the POHI students receive support services (occupational therapy, physical therapy and speech therapy). Parent Teacher Organization membership and after school participation was less than 50%; this could be affected by the students' proximity to school which covers a catchman area that draws from seven school districts in Southeastern Macomb County.

Parents reported that they are interested in workshops but did not specify what experiences they would like to have. Suggestions for improving the program came from 2 responses, indicating a desire for additional feedback on home activities. We will use this information to further enhance planning for the program and encourage parent participation in after school activities/workshops.

The results of the ECSE Parent Survey taken during Parent-Teacher conferences on March 26, 2009, show that the main concern of 78% of parents surveyed is the speech and language development of their children. This was the main reason that parents send their children to this program. Other significant factors in sending their children to the ECSE program were to improve social skills and behavior (56%) and readiness skills (56%). Parents are interested in homework and family projects in speech and language, colors and shapes, numbers and counting, alphabet, and handwriting. Parents responded that they were very happy with all aspects of the program. They mentioned specifically the small size of the classroom giving their child extra teacher and assistant attention, and the support services their child receives. They responded that they wouldn't change anything to the program, with the exception of one response indicating more time for speech therapy. Parents were most interested in workshops in speech and language, behavior and social skills, and nutrition and health. They would prefer to come to a workshop during the day.

During the 2008-2009 school year, Carlson students participated in a student perception survey. The results indicate that 85% of the students like their school “very much” or “most of the time.” In addition, 86% of the students feel that the school rules are clear and easy to follow. While 63% of students indicate that they have never been bullied at Carlson and 27% report that they were bullied only once or a few times, 71% are comfortable going to the principal, staff or lunch assistants if they need help with bullies or safety issues.

Based on Parent Reviews from Trulia, Carlson has been highly rated for its state aligned curriculum and its Parent Teacher Organization family events. Moreover, Carlson received high praise for being accommodating, safe, and dedicated. Survey results from the 2008 WIA/SMTEC Summer Tutoring Program, indicate that the program met the academic needs of the students in reading and writing, through actively engaging them in various learning activities. Furthermore, the high number of parent participation at Open House, Parent Conferences, the Hmong Parent-Child Education Night, and Family nights is evidence of the positive relationship between the parents/families and the Carlson Staff.

Summary of School Demographic Data: Concerns, Factors, and Actions

After conducting the Comprehensive Needs Assessment analysis, Carlson staff has identified a high percentage of our African-American, Asian, and male sub-group populations as not meeting the proficiency standards set by the state of Michigan for two consecutive years. These students are identified as at-risk within Component 2.

Carlson staff has determined that in order to best meet the needs of these targeted students, we will continue to implement strategies identified within Component 2 and Response To Intervention (RTI) to increase student achievement and progress towards our Smart Goals.

1. **Math Goal:** Until 2013, Carlson students will annually demonstrate a 2.45% increase in math proficiency (4 students/year) as measured by the MEAP test.

Results: Carlson students demonstrated an increase of 5.65% in math proficiency as measured by the 2008-2009 MEAP test.

Strategy: During the 2009-2010 school year, Carlson staff will continue to use common grade level formative and summative assessments in the four core areas of math and analyze data to assist teachers in making effective instructional decisions to improve student learning.

2. **Reading Goal:** Until 2013, Carlson students will annually demonstrate a 3.29% increase in reading proficiency (5 students/year) as measured by the MEAP test.

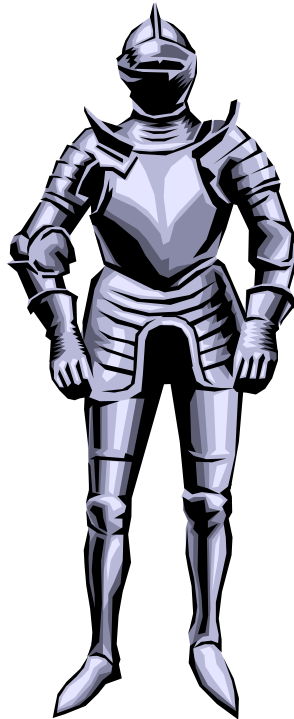
Results: Carlson students demonstrated an increase of 2.01% in reading proficiency as measured by the 2008-2009 MEAP test. However, this increase falls just short of our goal by 1.28%.

Strategy: Teachers will continue to incorporate strategies identified in Component 2, which includes differentiated instruction and balanced literacy, to meet the needs of their students and increase overall achievement.

3. **Writing Goal:** Until 2013, Carlson students will annually demonstrate an 8.32% increase in writing proficiency (12-13 students/year) as measured by the MEAP test.

Results: Carlson students demonstrated an increase of 4.61% in writing proficiency as measured by the 2008-2009 MEAP test. However, this increase falls short of our goal by 3.71%.

Strategy: After analyzing this data, Carlson staff has modified its instructional strategies for writing to address the areas of weak performance. Teachers in grades K-5 will continue using Writer's Workshop in the classrooms. In addition, teachers in grades 2-5 will utilize a MEAP resource which supports grade level content expectations (GLCE) to meet the needs of their students and increase overall achievement. Teachers in grades K-1 will support these efforts by focusing on author's craft.



Component 2: School Wide Reform Strategies

Goal Area	Math
Rationale (Need)	2008/2009 MEAP Math scores show that 9.09% of Carlson students in grades 2-5 are not proficient (13 out of 143 students); specifically, 5/20 African-American, 1/6 Multi-ethnic, and 7/103 White-Caucasian students.
Smart Goal	Until 2013, Carlson students will annually demonstrate a 2.45% increase in math proficiency (4 students/year) as measured by the MEAP test.
Instructional Strategy #1	Everyday Math writing/reasoning prompts will be incorporated into math lessons throughout the year in grades 1-5.
Information Technology Support	Data Director
Research	What Works Clearinghouse. (2007). Intervention: Everyday Mathematics. Retrieved February 2, 2009, from http://ies.ed.gov/necc/wwc/reports/elementary_math/eday_math/research.asp
Professional Development	PLC teams will meet horizontally and vertically to analyze and revise formative and summative assessments as they relate to Everyday Math writing and reasoning prompts.
Parent Involvement	Family Math Night to educate parents on the Everyday Math program and teaching strategies. Everyday Math Home Links are sent home.
At-Risk Students' Support	<ul style="list-style-type: none"> • Intervention Specialist support • Individualized lessons using Compass Learning/Study Island Software • Scaffold prompt responses based on individual ability • Refer to Workforce Investment Act summer program
Evaluation	Everyday Math writing/reasoning end-of-unit open responses will be administered and evaluated every trimester for progress toward a 2.45% increase in MEAP Math proficiency.
Evidence	Individual student response journals will be utilized to document student understanding and mastery of math concepts using formative and summative open-response questions. Teacher-created rubrics will assess writing. Teachers will enter each end-of-unit open response score into Data Director throughout the school year. This information will be provided to the school administrator and the School Improvement Team through a Summary Analysis report each trimester.

Goal Area	Math
Rationale (Need)	2008/2009 MEAP Math scores show that 9.09% of Carlson students in grades 2-5 are not proficient (13 out of 143 students); specifically, 5/20 African-American, 1/6 Multi-ethnic, and 7/103 White-Caucasian students.
Smart Goal	Until 2013, Carlson students will annually demonstrate a 2.45% increase in math proficiency (4 students/year) as measured by the MEAP test.
Instructional Strategy #2	Administration and evaluation of common formative and summative assessments in the four core areas of math.
Information Technology Support	Data Director, Study Island
Research	Stiggins, Arter, Chappuis & Chappuis. (2006), Classroom Assessment for Student Learning. Portland, Oregon: Educational Testing Service. Swearingen, R. (2002). A Primer: Diagnostic, Formative, and Summative Assessment. Retrieved February 3, 2009, from http://slackemet.org/assessment.htm
Professional Development	PLC teams will meet horizontally and vertically to analyze and disaggregate results.
Parent Involvement	Staff will share newly developed assessments with parents at Open House/Curriculum Night. Results will be shared with parents throughout the school year.
At-Risk Students' Support	<ul style="list-style-type: none"> • Intervention Specialist Support • Compass Learning and Study Island software programs
Evaluation	Formative and summative assessments will be implemented by staff throughout the year. Results will be used to inform instruction that will result in improved achievement towards the 2.45% increase in MEAP Math proficiency.
Evidence	Teachers will enter results of one summative and three formative assessments per grade level covering the four core areas of math into Data Director. These assessments, along with student samples, will be submitted to the school administrator and School Improvement Team with a Summary Analysis sheet every trimester.

Goal Area	Math
Rationale (Need)	2008/2009 MEAP Math scores show that 9.09% of Carlson students in grades 2-5 are not proficient (13 out of 143 students); specifically, 5/20 African-American, 1/6 Multi-ethnic, and 7/103 White-Caucasian students.
Smart Goal	Until 2013, Carlson students will annually demonstrate a 2.45% increase in math proficiency (4 students/year) as measured by the MEAP test.
Instructional Strategy #3	Teachers utilize Everyday Math as a resource to support the fifteen content standards and six strands that make up the Michigan Curriculum Frameworks for Mathematics. Teachers will consistently use extending activities to meet the individual needs of all students for differentiating instruction based on the analysis of current MEAP data.
Information Technology Support	Compass, Study Island, and Data Director
Research	What Works Clearinghouse. (2007). Intervention: Everyday Mathematics. Retrieved February 2, 2009, from http://ies.ed.gov/necc/wwc/reports/elementary_math/eday_math/research.asp
Professional Development	Everyday Math consultant yearly on-site visits to support teachers two times per school year.
Parent Involvement	Everyday Math Family Letters and Home Links, parent contact regarding student progress, Instructional Parent Workshop/Family Math Night, and game materials will be provided for parents. State standards and strands will be presented to parents at Open House/Curriculum Night.
At-Risk Students' Support	<ul style="list-style-type: none"> • Teachers differentiate instruction, provide extra time to students, scaffold instruction, and give small group instruction as needed • Intervention Specialist Support • Referral to Workforce Investment Act summer program
Evaluation	Everyday Math formative and summative assessments will be administered and evaluated resulting in improved progress towards the 2.45% increase in MEAP Math Proficiency.
Evidence	Student end-of-unit scores will be entered in Data Director. The daily instruction of Everyday Math will be evidenced in lesson plans in accordance with the district pacing guide. These will be submitted to the building administrator and School Improvement Team.

Goal Area	Math – Early Childhood Special Education (ECSE)
Rationale (Need)	According to the Brigance Diagnostic Inventory of Early Development II the student will be able to count by rote to 20 by the age of 5.3 years.
Smart Goal	The student will be able to rote count to 20 by his/her developmental or chronological age of 5.3 years as demonstrated on the Brigance Diagnostic Inventory of Early Development II.
Instructional Strategy #4	Everyday Math for the Preschool Student will be incorporated into daily lesson plans for the ECSE/POHI student.
Information Technology Support	Everyday Math Assessments, preschool math programs, manipulatives
Research	Everyday Math for the Preschool Student by McGraw-Hill. Contributors: Juanita Copley, Michelle Patt. 2004 The Brigance Diagnostic Inventory of Early Development by Albert Brigance. Copyright 2007
Professional Development	ECSE/POHI meetings The Macomb Intermediate School District offers a yearly Early Childhood Series of Workshops that address all areas of the early childhood curriculum. We will attend that series during the 2009/2010 school year. The ECSE staff will also implement adapted books across the curriculum during the 2009/2010 school year.
Parent Involvement	The staff will share newsletters, activity calendars, projects and assessments with the parents at conferences and individualized education plan meetings. (IEPs) The staff will conduct parent workshops on preschool mathematics.
At-Risk Students' Support	All students are considered at-risk. Each student qualified for placement in an ECSE and/or POHI classroom.
Evaluation	The student will be assessed each trimester using selected sections of the Brigance Diagnostic Inventory of Early Development and Everyday Math assessments. These assessments will be used to monitor achievement and progress towards IEP goals.
Evidence	Teachers will continue to develop goals for individual students based upon trimester and annual assessments using the Brigance Diagnostic Inventory of Early Development II and, Everyday Math for the Preschool Student which will be shared with administrators and parents at each card marking and the student's annual IEP.

Goal Area	Reading
Rationale (Need)	2008/2009 MEAP Reading scores show that 17.73% (25 out of 141) of Carlson students assessed in grades 3-5 are not proficient; specifically, 4/20 African-American, 2/11 Asian, 1/6 Multi-ethnic, 1/2 Hispanic/Latino, and 16/101 White-Caucasian students.
Smart Goal	Until 2013, Carlson students will annually demonstrate a 3.29% increase in reading proficiency (5 students/year) as measured by the MEAP test.
Instructional Strategy #1	Balanced literacy is provided to students in Early Childhood Special Education (ECSE) through grade five, and integrates various modalities of literacy instruction. Assessment-based planning is at the core of this model. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. Through various modalities, the teacher implements a well-planned comprehensive literacy program that reflects a gradual release of control, whereby centrality and responsibility is gradually shifted from the teacher to the students. The strategy's focus on reading includes shared reading, guided reading, independent reading, and direct instruction.
Information Technology Support	Waterford, Earobics, Study Island and Compass offer additional support for students.
Research	National Reading Panel, Teaching Children to Read, 2000; IRS Standards for Reading Professionals, 2003; Guided Reading: Good First Teaching for all Children: Irene Fountas and Gay Sue Pinnell; Heineman, 1999 What Works Clearinghouse. (2008). Reading Instruction and Schema Theory: Reflecting on Guided Reading within the Context of Vygotsky and Schemata. Retrieved February 4, 2009 from http://balancedliteracy.ca/49/reading-instruction-and-schema-theory-reflecting-on-guided-reading...
Professional Development	Teachers in grades 3-5 received professional development in The Daily Five with the focus on classroom management to differentiate classroom instruction.
Parent Involvement	Teachers use various strategies to encourage parental involvement in the reading process. Books are regularly sent home for students to read with parents. Teachers used logs or reports to track reading that takes place in the home. Family Literacy events are held on an annual basis. An Instructional Parent Workshop/Family Reading Night is planned for the 2009-2010 school year.
At-Risk Students' Support	Teachers review Development Reading Assessment (DRA) and Michigan Literacy Progress Profile (MLPP) scores on a regular basis. In addition, grades 3-5 will analyze MEAP strand and GLCE analysis to target at-risk students. Support is provided to students through individual and small group instruction. Additional technology support is available to meet the differentiated needs of at-risk students, such as Waterford Early Reading, Study Island, and Compass Learning programs. Referral to programs, such as Foundations of Analysis, Synthesis, and Translation (F.A.S.T.), Operation ABC, and Workforce Investment Act.

Evaluation	Teachers will use formative and summative assessments to regularly assess literacy achievement. Results will be used to differentiate instruction to meet the individual needs of students. Progress towards a 3.29% increase in MEAP reading proficiency will be monitored.
Evidence	Individual progress of DRA and MLPP scores are reviewed by the school administrator and School Improvement Team using Data Director. The Early Childhood Special Education (ECSE) and Otherwise Health Impaired (OHI) programs utilize the Brigance Diagnostic Inventory of Early Development II upon entry and exit of the program. Evidence of balanced literacy in the classrooms is shown through lesson plans and administrative observations.

Goal Area	Reading
Rationale (Need)	2008/2009 MEAP Reading scores show that 17.73% (25 out of 141) of Carlson students assessed in grades 3-5 are not proficient; specifically, 4/20 African-American, 2/11 Asian, 1/6 Multi-ethnic, 1/2 Hispanic/Latino, and 16/101 White-Caucasian students.
Smart Goal	Until 2013, Carlson students will annually demonstrate a 3.29% increase in reading proficiency (5 students/year) as measured by the MEAP test.
Instructional Strategy #2	Using <u>How to Differentiate Instruction in Mixed Ability Classrooms</u> (Tomlinson, A., 2004), Carlson staff will continue to conduct a book study to increase knowledge on the use of differentiation in reading instruction to enhance the students' acquisition of phonics, comprehension, fluency, word and story prediction skills.
Information Technology Support	Waterford, Earobics, Study Island and Compass offer additional support for students. Progress and data will be stored on Data Director.
Research	How to Differentiate Instruction in Mixed Ability Classrooms, Second Edition: Carol Ann Tomlinson (2004). What Works Clearinghouse. (2009). Intervention: Earobics. Retrieved February 2, 2009, from http://ies.ed.gov/ncee/wwc/reports/beginning_reading/earobics/ "Differentiated Instruction" by Tracey Hall, Ph D. from National Center of Accessing the General Curriculum Center for applied Special Technology (CAST)
Professional Development	Throughout the course of the year, staff will be given time to collaborate with other school personnel to discuss the use of differentiated instruction within the classroom to increase learning opportunities for all students. Teachers in grades 3-5 have received professional development in The Daily Five with the focus on classroom management to differentiate classroom instruction. Teachers will receive training in differentiated instruction during the 2009-2010 school year.
Parent Involvement	Teachers will provide results of student progress on the Developmental Reading Assessment (DRA) and Michigan Literacy Progress Profile (MLPP) during Parent/Teacher Conferences. Strategies to improve student reading abilities will be offered throughout the school year.
At-Risk Students' Support	<ul style="list-style-type: none"> • Additional time will be provided on an as-need basis. • Referral to programs, such as Foundations of Analysis, Synthesis, and Translation (F.A.S.T.), Operation ABC, and Workforce Investment Act Summer Program.
Evaluation	Teachers will implement and develop plans based on the knowledge acquired from the reading of <u>How to Differentiate Instruction in Mixed Ability Classrooms</u> . Plans for differentiation will be implemented in the classrooms to further the progress towards a 3.29% increase in MEAP reading proficiency.
Evidence	The school administrator and School Improvement Team will verify that the staff has read and discussed <u>How to Differentiate Instruction in Mixed Ability Classrooms</u> as evidenced by agendas and minutes from staff meetings. Based on the knowledge acquired at the completion of each book study session, vertical teams will meet and develop implementation plans which will be submitted to the school administrator and School Improvement Team.

Goal Area	Reading – Early Childhood Education (ECSE)
Rationale (Need)	According to the Brigance Inventory of Early Development II the student will recognize 12/26 letters by age 5.9.
Smart Goal	The student will point to upper and lower case letter by his/her developmental or chronological age of 5.0 as demonstrated on the Brigance Diagnostic Inventory of Early Development II.
Instructional Strategy #3	Students will participate in the following language arts programs- AlphaChant, Vocabulary Builders and Avenues and Handwriting without Tears.
Information Technology Support	Computer programs such as Earobics and Reader Rabbit
Research	AlphaChant by Lada Kratky. Hampton Brown 2004
Professional Development	The ECSE staff will take a part in staff discussions and meetings regarding FAST Reading starting in September 2009. The ECSE staff will also implement adapted books across the curriculum during the 2009/2010 school year.
Parent Involvement	The staff will share newsletters, activity calendars, projects and assessments with the parents at conferences and individualized education plan meetings. (IEPs)
At-Risk Students' Support	All students are considered at-risk. Each student qualified for placement in an ECSE and/or POHI classroom.
Evaluation	The student will be assessed each trimester using selected sections of the Brigance Diagnostic Inventory of Early Development II and student profile checklist from the Avenues, AlphaChant and Vocabulary Builders.
Evidence	Teachers will continue to develop goals for individual students based upon the Brigance Diagnostic Inventory of Early Development II and the student profile checklist from the Avenues, AlphaChant and Vocabulary Builders which will be shared with administrators and parents at each card marking and the student's annual IEP.

Goal Area	Writing
Rationale (Need)	2008/2009 MEAP writing scores show that 45.39% (64 out of 141) of Carlson students are not proficient; specifically 11/20 African-American, 6/12 Asian, 1/2 Hispanic/Latino, and 46/101 White/Caucasian.
Smart Goal	Until 2013, Carlson students will annually demonstrate an 8.32% increase in writing proficiency (12-13 students/year) as measured by the MEAP test.
Instructional Strategy #1	Writer's Workshop will be consistently implemented across all grades K-5. This will include continuous, repeated exposure to the process of writing and consistent evaluation of student writing products. The focus of Writer's Workshop for the 2009-2010 school year will be incorporating details.
Information Technology Support	Students will utilize informational technology such as the computer lab as needed to support their writing. Progress and data will be stored on Data Director.
Research	Calkins, Lucy McCormick: <u>The Art of Teaching Writing</u> , Heinemann, 1994. Fletcher, Ralph; Portalupi JoAnn: <u>Writing Workshop, The Essential Guide</u> , Heinemann
Professional Development	Teachers receive writer's workshop professional development training an average of two full days per school year. The focus of the training for the 2008 – 2009 school year is on content and ideas. The ongoing training is provided by Dr. Sandra Biondo who has been working with teachers since 2004.
Parent Involvement	Information related to Writer's Workshop is shared at open house and through classroom notes and school newsletters. Published work is sent home on a regular basis for parents to review. Teachers share writing with parents at Parent/Teacher Conferences two times per school year. Student work is displayed in school and writing is published in our School Newsletter and shared at Authors Celebrations.
At-Risk Students' Support	<ul style="list-style-type: none"> • Additional time is provided to students as needed. • Teachers conference with students on a regular basis to differentiate instruction based on student need. • Intervention Specialist Support
Evaluation	District grade level assessments will be evaluated by grade level teams twice per year, using the Michigan Literacy Progress Profile (MLPP) 4 point/6 point rubric focusing on detail. Additionally, grade level end-of-unit samples are evaluated by the classroom teacher using a teacher-created rubric. Students will demonstrate an 8.32% increase in their annual MEAP writing proficiency.
Evidence	At the end of each trimester, grade level results will be entered in Data Director and analyzed for progress towards the Smart Goal. Teachers will submit finished student writing samples along with a scored rubric to the school administrator and School Improvement Team upon the completion of each Writer's Workshop unit. The frequency of Writer's Workshop in the classroom will be evidenced by lesson plans and administrative observations.

Goal Area	Writing
Rationale (Need)	2008/2009 MEAP writing scores show that 45.39% (64 out of 141) of Carlson students are not proficient; specifically 11/20 African-American, 6/12 Asian, 1/2 Hispanic/Latino, and 46/101 White/Caucasian.
Smart Goal	Until 2013, Carlson students will annually demonstrate an 8.32% increase in writing proficiency (12-13 students/year) as measured by the MEAP test.
Instructional Strategy #2	Students in grades 2-5 will analyze and identify genre and author's use of purpose, audience, styles and patterns in narrative and informational text. Grades K-1 will support this study of author's craft through the balanced literacy program.
Information Technology Support	Students will utilize informational technology such as Study Island and Compass Learning software programs to support their writing.
Research	Calkins, Lucy McCormick: <u>The Art of Teaching Writing</u> , Heinemann, 1994. Fletcher, Ralph; Portalupi JoAnn: <u>Craft Lessons, Teaching Writing K-8</u> , Stenhouse Publishers, 1998.
Professional Development	Teachers will receive continued training in Writer's Workshop with Dr. Sandra Biondo.
Parent Involvement	Student work is sent home on a regular basis for parents to review. MEAP results for students in grades 3-5 will be shared with parents.
At-Risk Students' Support	<ul style="list-style-type: none"> • Additional time is provided to students as needed. • Teachers will conference with students on a regular basis to differentiate instruction based on student need. • Intervention Specialist Support
Evaluation	Student responses are evaluated by the classroom teacher. Students will demonstrate an 8.32% increase in their annual MEAP writing proficiency.
Evidence	At the end of each trimester, student responses will be analyzed for progress towards the Smart Goal. Teachers will submit samples of student responses along with a Summary Analysis to the school administrator and School Improvement Team.

Goal Area	Writing - Early Childhood Education (ECSE)
Rationale (Need)	According the Brigance Diagnostic Inventory of Early Development II the student will print his/her first name by age 5.0
Smart Goal	The student will print his/her first name by the developmental or chronological age of 5.0 while completing Handwriting without Tears writing program.
Instructional Strategy #3	Handwriting without Tears will be implemented along with occupational therapy activities to increase fine motor skill development.
Information Technology Support	Brigance Diagnostic Inventory of Early Development II and the Handwriting without Tears Check Readiness assessment page.
Research	Handwriting without Tears by Jan Olsen and Emily Knapton American Journal of Occupational Therapy by Schneck & Henderson 1990
Professional Development	The staff will continue to be updated with new information provided by the occupational and physical therapists regarding motor development and how to increase individual student's muscle strength and coordination.
Parent Involvement	The staff will share newsletters, activity calendars, projects and assessments with the parents at conferences and individualized education plan meetings (IEPs). The staff will conduct parent workshops in the area of fine and gross motor skill development.
At-Risk Students' Support	All students are considered at-risk. Each student qualified for placement in an ECSE and/or POHI classroom.
Evaluation	The students will be assessed each trimester using selected sections of the Brigance Diagnostic Inventory of Early Development and the Handwriting without Tears Check Readiness assessment page.
Evidence	Teachers will continue to develop annual goals for individual students based upon the Brigance Diagnostic Inventory of Early Development II and the Handwriting without Tears Check Readiness assessment page which will be discussed and shared with the parents at each card marking and the annual individualized education plan meeting. (IEP)

Positive Behavior Support

Playground Behavior

Smart Goal: By May 2009, we will have reduced lunch time discipline write-ups by 25% as evidenced by the number of discipline write-ups. Strategies put into place throughout the year included playground supervision training, the development of playground expectations, and a PBS Assembly to introduce the playground expectations. The training of playground supervisors took place beginning in December 2008. We met with the supervisors on two occasions to introduce the concept of Positive Behavior Support on the Playground. We began to develop specific expectations and to introduce the concept of a *Peaceful Playground*. Positive rewards and negative consequences were decided upon as part of this process.

Later in the year, we met with the playground supervisors to plan a Positive Behavior Support Assembly to clearly define playground expectations. The entire student body attended the assembly and then immediately went outside to practice the expectations. Students were made aware of playground reward tickets and progressive discipline actions to be used on the playground.

Using the MISD Behavior Tracking System (BTS) program, we obtained data indicating that overall lunch time write-ups have decreased by 51% compared to 2007-2008. In addition, there were 38% less offenders when compared to last year.

	2007-2008 (9/27/07-4/30/08)	2008-2009 (9/02/08-4/30/09)
Total Incidents	73	36
Student Offenders	52	32
Female	21%	31%
Male	79%	69%
Middle Eastern	4%	6%
Caucasian	34%	33%
African-American	30%	58%
Asian	27%	3%
Hispanic	0%	0%

Component 3: Instruction By Highly-Qualified Professional Staff (Teachers and Instructional Paraprofessionals)

Carlson Elementary School is pleased that all teachers are highly-qualified. Van Dyke Public Schools is proud that all core academic teachers meet the requirements for highly qualified status under No Child Left Behind legislation. Van Dyke Public Schools Personnel Department maintains a database containing educational credentials and State of Michigan certification endorsements for all current educators. It ensures that educators maintain their highly-qualified status by monitoring the expiration dates of educational credentials, notifying educators of requirements necessary for recertification, and requiring educators to submit renewed credentials to the personnel office. Educators with expired certificates are not allowed to return to the classroom. Procedures are in place to ensure that laid-off teachers are recalled to positions for which they are considered highly qualified. These procedures also ensure that teachers who are voluntarily or involuntarily transferred are assigned positions for which they are highly-qualified.

All Title I paraprofessionals meet the federal mandate of No Child Left Behind and are highly-qualified. These individuals have completed at least two years of study at an institution of higher education in allied or related courses or have been awarded an associate's degree or higher, and pass the state ACT Work Keys or pass the state of Michigan test for teacher certification or the ESP ETS Paraprofessional Assessment or successfully complete the portfolio process.

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

Carlson has not experienced a high voluntary turn-over rate of highly-qualified teachers. Any staffing changes have primarily been due to district restructuring and school closings. A supportive administrator and strong Parent Teacher Organization have contributed to a school culture where staff chooses to continue to work collaboratively towards student achievement. The teaching staff at Carlson has an average of 17.85 years of teaching experience.

Van Dyke Public Schools maintains an extensive website to promote the district and attract potential highly qualified teaching and support staff. Candidates for positions may directly apply using the district's on-line job application manager. Van Dyke Public Schools maintains a partnership with Oakland University and Baker College placing pre-student teachers with veteran elementary teachers at Carlson. Carlson Elementary School works with the district to attract highly-qualified teachers. These activities include: mentors for new teachers, new teacher orientation, scheduled professional development, participation in Professional Learning Communities, and teacher leadership programs including the Galileo Leadership Consortium, Van Dyke Teacher Leadership, and Macomb Intermediate School District Cohort Teacher Leader Program.

Component 5: High-Quality and On-Going Professional Development

In accordance with section 1119 and subsection (a) (4) The Van Dyke Office of Instruction provides a variety of in-district, high-quality, and on-going professional development for teachers, principals, and paraprofessionals. Additionally, the Carlson staff is strongly encouraged to seek out professional development opportunities facilitated by the Macomb County Intermediate School District and other venues throughout the state of Michigan. All professional development is focused on achieving our school and district goals collectively.

PROFESSIONAL DEVELOPMENT PLAN 2009 - 2010 SCHOOL YEAR

Date	Staff by Grade Level	Professional Development Topic	Evidence
July 2009	K - 5	F.A.S.T. Reading Training	Sign in sheets
September 2009	K - 5	Technology Training - Web 2.0	Sign in sheets
September 2009 - June 2010	K - 5	Interactive Whiteboard Training	Sign in sheets
September 2009	K - 2	Waterford Training	Sign in sheets
To Be Determined	3 - 6	Guided Reading Training	Sign in sheets
November 2009 and April 2010	K - 5	Everyday Math Implementation Site Visit	Schedule
September 2009 - May 2010	K - 5	Standards Based Grading, Formative / Summative Assessment - MISD on site	Sign in sheets
September 2009	K - 5	Writer's Workshop Overview - Changing Grade Levels	Sign in sheets
November 2009	K - 5	Writer's Workshop Site Visit	Sign in sheets

November 2009 - April 2010	3 - 5	Writer's Workshop - Implementing Lucy Caulkins	Sign in sheets
April 2010	K - 5	Increasing Parent Involvement	Sign in sheets
September 2009 - June 2010	K - 5	Professional Learning Communities	Agendas Meeting Minutes
September 2009 - June 2010	K - 5	Analyzing Data, Data Director	Data Team

Component 6: Strategies to Increase Parental Involvement

Legislative Citation

A. Strategies to increase parental involvement in accordance with section 1118 NCLB Act Sec. 1114 (b) (1) (F)

Section 1118 (e) (1) through (5) and (14) and section 1118 (f) outline those activities in which a school SHALL engage:

Carlson Elementary:

- 1. SHALL provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor their child's progress and work with educators to improve the achievement of their children;**

Carlson Elementary School regularly provides assistance to parents / guardians to assist them in understanding the State's academic content standards and State student academic achievement standards. Parents and guardians are provided with information relating to the standards that will be taught in the core academic areas and how students will be assessed. This information is shared at open house, parent teacher conferences and through school and classroom communications.

- 2. SHALL provide materials and training to help parents work with their child(ren) in order to improve academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;**

Parents are provided with training and information from teachers and the curriculum coordinator to ensure they are able to assist their child(ren) in developing skills required for improved academics. The areas of focus include FAST reading instructional support, Compass Learning, and Study Island on-line support. Parents receive information about these opportunities during parent teacher conferences and through communications sent home from the school and classroom teachers.

- 3. SHALL train staff to build effective parent involvement. Teachers, pupil services personnel, principals, and other staff, with the assistance of parents, will be educated in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;**

Members of the Carlson school improvement team received training from the school district public relations specialist in the area of building positive relationships with parents. Team members trained staff members with research based techniques that will expand outreach activities to all parents.

- 4. SHALL collaborate with other programs to coordinate and integrate parent involvement programs and activities such as Head Start, Reading First, Early**

Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

Through work with the school district, parent involvement programs are integrated with the Parents as Teachers program, Great Start School Readiness, Head Start, and ESED programs that operate at Carlson and within the school district.

- 5. SHALL ensure that information related to school and parent programs, meetings, and other activities is provided, to the extent practicable, in a language the parents can understand.**

Parent involvement activities including programs, meetings, and other events are presented in a format and language that the parents can understand. Van Dyke Public Schools works with the Macomb Intermediate School District to be able to meet the needs of all parents.

- 14. SHALL provide such other reasonable support for parental involvement activities under this section as parents may request.**

Van Dyke Public Schools and Carlson Elementary School work hand in hand to promote and support parent involvement. Outreach activities are coordinated to address requests for parent involvement activities and programs as needed.

- (f) SHALL provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.**

Van Dyke Public Schools and Carlson Elementary invite, encourage, and provide full opportunities for participation of parents of migratory children through our partnership with community Agencies and the Macomb Intermediate School District.

- B. Parents are involved in the design, implementation, and evaluation of the schoolwide plan.**

Parent Advisory committee members are active participants in the development, implementation, and evaluation of the schoolwide plan. As part of the School Improvement Team, parents provide input for the plan through the Parent Advisory Committee and parent survey participation throughout the year. The plan will be reviewed jointly by the School Improvement Team and the Parent Advisory Committee to evaluate, revise, and edit the plan yearly. Additionally, the plan will be available for review by parental groups to ensure that all stakeholders have a voice in the revision of any segment of the plan.

- C. The plan includes an assurance that a school-level parent involvement policy exists meeting NCLB requirements of Section 1118.**

Carlson Elementary School has developed a parent involvement policy which is based on the Van Dyke Public Schools' parent involvement policy. The policy contains activities outlined in Sec. 1118 (e) (1) through (5) and (14) and sec. 1118 (f). (See appendix pg. 37)

D. The schoolwide plan describes how it plans to evaluate the parent involvement component of the schoolwide plan.

Parent involvement is and continues to be evaluated in the following ways:

- Perception data is and will continue to be gathered and analyzed using parent surveys pertaining to our parent and family programs, events, and activities.
- Parent attendance is and continues to be monitored at Fall Open House, Parent Teacher Conferences, Kindergarten Round Up, after school Title I events, and Parent Teacher Organization sponsored family events.
- Parent volunteer hours are and will continue to be recorded and monitored for assistance during school events and activities.

E. The school explains how the results of the evaluation will be used to improve the schoolwide program.

The results of this data is and will continue to be used to increase parental participation and adjust programs based on the needs and concerns of parents and families through school, district and community resources.

F. The plan includes the description of the development of the school-parent compact which addresses all parents, students, and teachers.

The current Carlson Home/School Compact, Appendix B (page 53), was collaboratively developed by the Parent Advisory Committee, Student Council members and teachers. The Carlson Home/School Compact outlines the roles and responsibilities of all stakeholders (parents, teachers and students). By signing the compact, each stakeholder shows intent for engaging in the activities agreed upon in order to enhance and increase student achievement. The Home/School Compact is presented and signed during Parent Teacher Conferences each year.

G. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in academic assessments required by Section 1111 (b) (3).

Parents are informed of individual student academic assessment results throughout the year using the following: report cards, progress reports, and the MEAP Parent Report provided by the State. Additionally, MLPP and DRA scores are updated on report cards each trimester. Results are interpreted for parents through conversations with the classroom teacher during Parent Teacher Conferences. Bilingual tutors are also available to assist with assessment result interpretations for parents with Limited English Proficiency (State/District/Building.) For the 2009/2010 school year, a “MEAP Station” will be in place during spring Parent Teacher Conferences so parents can receive their child’s scores and ask questions in a small group setting.

**Carlson Elementary
Parent Involvement Policy
2009/2010**

Carlson Elementary School has developed a parent involvement policy which is based on the Van Dyke Public Schools' parent involvement policy. It was jointly developed with parents and continues to be monitored and revised by the principal, the Parent Advisory Committee and School Improvement Steering committee. The policy contains elements of Sec. 1118, No Child Left Behind Act – Sec. 1114 (b) (1) (f)

- (1) Carlson Elementary staff will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding the State's content standards and academic assessments and how to monitor their child's progress as they work with educators to improve the achievement of their children.
- (2) Carlson Staff will provide materials and training for parents so that they are better able to assist their child(ren) and improve academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
- (3) Carlson Elementary staff will be educated in the value and utility of the contributions of our parents and how to reach out to, communicate with, and work with them as equal partners in order to strengthen the home/school connection.
- (4) Carlson staff will coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- (5) Carlson Elementary staff will ensure that information related to school and parent programs, meetings, and other activities, is sent to the parents of participating children in a format and language the parents can understand.
- (6) (14) Carlson Elementary staff will provide outreach opportunities that are coordinated to address other reasonable support as parents requests for parent involvement activities and programs as needed.
- (7) (f) Carlson Elementary will invite, encourage, and provide full opportunities for participation of parents of migratory children through our partnership with Community Agencies and the Macomb Intermediate School District.

Carlson Title I Events Calendar 2009-2010 School Year

September

Doug Scheer – Diversity Assembly
Open House/Curriculum Night – Distribution of Grade Level Content Expectations, Newly Developed Assessments and Annual Report

October

Family Instructional Workshop Night – Study Skills: How to motivate their students at home and school

November

Family Instructional Workshop Night – Focus on the Everyday Mathematics Curriculum

December

Parent/Teacher Conferences – Presentation of Home/School Compact, and shared Assessment results

January/February

Family Night – Science Fair

March

Family Instructional Workshop Night – Guest Speaker – Focus: reading with your children at home
Parent/Teacher Conferences – Share assessment results and student progress

April

Family Instructional Workshop Night – Author/Illustrator Visit – Focus: writing with your children at home

May

Title I Volunteer Brunch – Date and location to be announced

Carlson Elementary School Calendar 2009-2010

September

- Open House/Curriculum Night

October

- Monster Bash
- Homecoming Parade
- Family Instructional Workshop Night – Study Skills

November

- Donation Drive
- Family Instructional Workshop Night – Everyday Mathematics Curriculum

December

- Book Fair
- Dinner with Santa
- Mobile Dentist
- Parent/Teacher Conferences
- Awards Assembly

January

- Family Night – Science Fair

February

- Macomers Assembly
- Kindergarten Round - Up

March

- Donuts with Dad
- Cozy Reading
- Parent/Teacher Conferences
- Awards Assembly
- Family Instructional Workshop Night: Reading

April

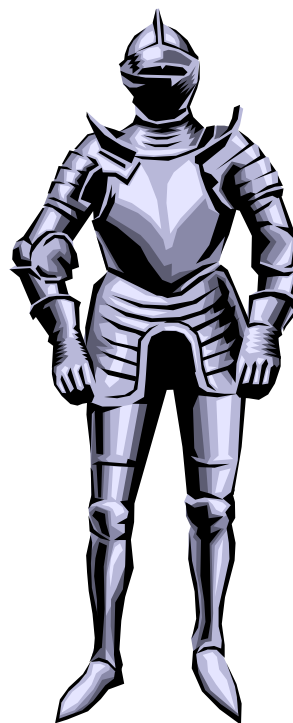
- Vocal Music Concert – grades 1, 3, and 5
- Talent Show
- Earth Day Activities
- Muffins with Mom
- Volunteer Luncheon
- Family Instructional Workshop Night: Writing
- Future Kindergarten students visit

May

- Open House
- Ice Cream Social
- Art Show

June

- Fun Day
- Awards Assembly



Lunch on the Stage is twice a month and is sponsored by: Positive Behavior Support (PBS) team.

Spirit Days and Burger King Nights are sponsored by: Parent Teacher Organization (PTO) monthly.

School Psychologist and Social Worker host parent discussion groups that deal with school topics.

Component 7: Preschool Transition Strategies

Carlson Elementary provides opportunities for students transitioning from preschool programs to kindergarten to visit their new classrooms. Our plan includes inviting families with preschool-aged children to school events and assemblies.

Carlson Elementary participates in a district-wide Kindergarten Round-Up program that takes place in February, April, and May. Kindergarten Round-Up gives parents the opportunity to receive materials and strategies that will assist them in transitioning their child from preschool to kindergarten. During the program kindergarten teachers give a thorough presentation to families of preschool children. Sharing specific information including:

- Kindergarten curriculum
- Reading Readiness
- Establishing new routines
- Following directions
- Social skills

In addition, parents receive a “Kindergarten Readiness” packet with activities that can be used throughout the summer to prepare their children for kindergarten.

During Kindergarten Round-Up, parents will be encouraged to visit the school during a regular school day to meet the teachers and tour the school. In addition, they are invited to attend the spring open house, in May 2010, which will showcase student artwork and writing and include an ice-cream social sponsored by the Carlson Elementary Parent-Teacher Organization (PTO). This event allows incoming kindergartners, as well as potential school-of-choice students, to meet the teachers and explore the building and classrooms.

Van Dyke Public School’s Early Childhood Special Education (ECSE) and Physically or Otherwise Health Impaired (POHI) programs are housed at Carlson Elementary. We provide additional transitional opportunities for these programs as well. Students have an opportunity to meet the kindergarten teachers in their current classroom settings, as well as in the kindergarten classroom. In late spring, students in these programs revisit the kindergarten classroom, and experience selected activities, including lunch in the cafeteria with a kindergarten class.

In accordance with the Michigan Great Start initiative, Van Dyke Public Schools offers an Our World of Fours preschool program to qualified individuals. In an effort to transition these students to kindergarten, a kindergarten readiness presentation is given to parents by kindergarten teachers. Each spring, a designated team meets to determine individual student placement within the above-mentioned programs.

Van Dyke Public Schools has developed a transition team that meets with the district’s Our World of Fours and Early Childhood Special Education (ECSE) programs to review and coordinate preschool and Kindergarten curriculum opportunities for new students.

Component 8: Teacher Participation in Making Assessment Decisions

The Carlson Elementary staff currently consists of one principal, one administrative assistant, two general education teachers per grade level in grades K-5. Additionally, the Carlson Special Education Program includes professionals in the following positions:

- Two Resource Classrooms
- One All-Inclusive Special Education Classroom
- Two Early Childhood Special Education Classrooms
- Two Physically or Otherwise Health Impaired Classrooms
- Two Speech and Language Therapists
- Four Occupational/Physical Therapists
- One Social Worker
- One Psychologist
- One Teacher Consultant
- One Curriculum Coordinator
- Five Enrichment Classrooms (Art, Music, Physical Education, Computers, and Media)
- Additional support staff includes sixteen paraprofessionals, two custodians, and food service personnel.

Teachers have input into all areas relating to student achievement. Specifically, teachers work together to:

- Identify Power Standards
- Establish Curriculum Scope and Sequence
- Develop Common Assessments
- Set Minimum Benchmarks for Achievement
- Identify and Select Curriculum Resources
- Analyze Achievement Data – Local and MEAP
- Set SMART Goals (Specific, Measurable, Attainable, Realistic, and Timely)
- Make Achievement Based Decisions

At the district level, grade level teams meet to review grade level content expectations, establish curriculum scope and sequence, develop common assessments, set minimum benchmarks for achievement, and identify and select curriculum resources. This work has been done for English Language Arts and Mathematics. During the 2009–2010 school year, teachers are developing the Social Studies curriculum. At Carlson, teachers meet in Professional Learning Communities to analyze achievement data, set SMART goals, and make achievement-based decisions. Teachers have been trained to develop formative assessments that are used as assessments for learning. Summative assessments are used as assessments of learning. Training in formative assessments includes developing assessment plans based on the works of Rick Stiggins, Sharon Kramer, and related researched-based articles. The involvement of students in the assessment process can be seen specifically in writer's workshop through student conferencing and mathematics through the use of math-related games. Teachers review data on an on-going basis. Teachers meet on a regular basis to analyze and disaggregate data at the state, local, and classroom level. Teachers review this data and make instructional decisions that differentiate learning and have a results orientation. Teachers work on an on-going basis to review MEAP data identifying trends to affect student achievement. This information is analyzed to the grade level content expectations level triangulated with sub group and demographic information. In addition, consultants from the Macomb Intermediate School District provide

training to building consultants related to formative and summative assessments and using data to inform decisions.

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

Carlson Elementary utilizes Response To Intervention, Child Study Process and collaboration in Professional Learning Communities to identify students experiencing academic/behavioral difficulties mastering the state's Grade Level Content Expectations (GLCE). Our criteria for selecting students needing timely and additional assistance who are not mastering standards may include any of the following:

- MLPP Data
- Writing samples with rubric scores
- DIBELS testing
- DRA testing
- MEAP assessment
- Everyday Math Assessments
- Content Area Unit Assessments
- Staff referrals
- SASI discipline and attendance reports

During the Response To Intervention and Child Study processes, teachers and support staff work collaboratively to identify appropriate instructional and behavioral strategies for individual students. The following strategies and resources are utilized by staff to deliver differentiated instruction to students:

- Guided Reading/Leveled Readers
- Writer's Workshop/Individual Conferencing
- Everyday Math Components
- Focused Intervention Groups
- F.A.S.T. (Foundations of Analysis, Synthesis, and Translations) Reading
- Operation ABC
- Varied technology resources to provide curriculum support
 - Compass Learning
 - Study Island
 - Waterford Early Reading Program
 - Assistive Technology
- Learning Centers
- Student Assistance Programs
 - Grief and Loss
 - Changing Families
 - Social Skills
 - Organizational Skills
 - LINX (peer/mentoring)
- Limited English Proficient (LEP) Tutoring
- Earobics Speech Program
- Paraprofessional Support
- Individualized Behavior Plans

Progress toward individual student goals is monitored through assessment, data analysis, and student participation.

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

Carlson Elementary School coordinates and integrates funds from Title I, Title IIA, Title IID, Safe and Drug Free Schools, 31A, Parent Teacher Organizations, Workforce Investment Act and district general funds to support a variety of programs. These funds are used to support classroom/grade level achievement, violence prevention, wellness, technology, and teacher training and support.

SCHOOLWIDE COMPONENT	FUND SOURCE	PROGRAMS
1. Comprehensive Needs Assessment	General Fund Title I	School Improvement Team Meetings Professional Learning Communities Data Teams
2. School-wide Reform Strategies	General Fund 31A	School Improvement Team Grade Level Teams
4. Instruction by Highly Qualified Professional Staff	Title IIA General Fund	All staff and paraprofessionals are highly qualified
5. Strategies to Attract Highly Qualified Teachers to High Needs Students	General Fund Title IIA	New Teacher Orientation Mentoring and Training District Professional Development Educational Conferences
6. High Quality and Ongoing Professional Development	Title IIA General Fund	Writer's Workshop Everyday Mathematics Daily Five Literacy Training Standards Based Grading Teacher Leadership Professional Learning Communities Data Decision Making / Data Management Differentiated Instruction Standards Based Grading
7. Strategies to Increase Parental Involvement	Title I Great Start Readiness Program (GSRP) Parent Teacher Organization	"Say Yes to No" Positive Behavior Support School Assemblies Family Instructional Nights Author Programs Maturation Programs Open House/Curriculum Night Ice Cream Social
8. Pre-school Transition Strategies	Title I GSRP General Fund	Kindergarten Round Up Open House Kindergarten Transition Team
9. Teacher Participation in Making Assessment Decisions	Title IIA General Fund	Grade Level Meetings Data for Student Success Curriculum Meetings Grade Level Meetings Differentiated Instruction Training Standards Based Grading

10. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Title I 31A General Fund Workforce Investment Grant	Intervention Teacher / Specialist FAST Reading Operation ABC Compass Learning Study Island Writer's Workshop After School Tutoring Literacy Library Positive Behavior Support Summer School
11. Coordination and Integration of Federal, State, and Local Programs and Resources	General Fund	District coordinator works with staff administration to organize the funds at the state and federal level

Evaluation of Schoolwide Plan

Carlson Elementary staff members will evaluate the implementation of the school wide plan and programs on an annual basis. Data related to the comprehensive needs assessment, goals, objectives, and strategies are reviewed to ensure that the needs of all Carlson students are met. Data provided by the Michigan Educational Assessment Program (MEAP) and Ed YES! Comprehensive Needs Assessment will be used by staff to determine if the goals have been achieved.

Staff members will review formative and summative assessments of students who are not meeting state standards to determine the progress of students in regard to meeting state standards. These assessments may include MLPP and DRA, Everyday Math end-of-unit assessments, and other common assessments developed at the school level. More intensive assistance will be given to students who continue to perform below proficiency.

Work toward improving student achievement is on-going throughout the school year. Staff members are committed to increasing student achievement and work on a daily basis to meet the goals of the plan. This is accomplished through regular discussion, grade level and staff meetings, professional learning communities, and during formal and informal discussions. All Carlson staff members share the responsibility for student achievement and contribute to the success of our plan. The plan will be formally reviewed and revised by the staff each spring to prepare for the following school year.

Appendix A

**Board of Education Parent Involvement Policy
Van Dyke Public Schools**

The Van Dyke Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the districts educational programs. In accordance with the requirements of the No Child Left Behind Act (Section 1118 of Title 1), the Van Dyke Board of Education's written Parent Involvement Policy encourages the participation in Title 1 programs and makes certain that parents/guardians are provided with substantial and meaningful opportunities to be actively engaged in the education of their children.

The Van Dyke's Board of Education directs that the following actions be implemented to ensure compliance with the federal law:

- a. The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of the Title 1 program /services by serving on building School Improvement Teams and/or district Title 1 Parent Advisory Committee;
- b. Meetings will be conducted with parent(s)/guardian(s) including provisions for flexible scheduling and whatever assistance the District may be able to provide parent(s)/guardian(s) in order to ensure their attendance at meetings, and for providing information in the language predominately spoken in the home;
- c. Meetings include review and explanation of the curriculum, means of assessment, and the proficiency levels of students are expected to achieve and maintain;
- d. Opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the program;
- e. Parents will be involved in the planning, review, and improvement of the Title 1 program;
- f. Information concerning school performance profiles and their child's individual performance will be communicated to parents;
- g. Parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and proper environment for homework; guiding nutritional and health practices; and the like;
- h. timely responses will be given to parental questions, concerns, and recommendations;
- i. The District will provide coordination, technical assistance and other support necessary to assist Title 1 schools to develop effective parental participation activities to improve academic achievement;
- j. An annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;

- k. The parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- l. Other activities will be conducted as appropriate to the plan and State or Federal requirements.

Appendix B

**2009-2010 Home/School Compact
Carlson Elementary Title 1**

Student performance is a shared responsibility between parents, the school staff, and students. The following School/Home compact has been developed to reflect this belief. Please sign and return the compact with your child to Carlson Elementary.

As a parent of a Carlson Elementary student, I understand that education is the key to my child's future. Therefore, I agree to follow each of these statements to the best of my ability. As a parent, I will:

- Encourage daily reading and provide appropriate reading materials and opportunities to read.
- Limit the time my child spends in front of the TV. This includes video games, and I will be aware of the programs my child is watching.
- Communicate with my child's teacher regularly and be actively aware his/her academic progress.
- I will supervise the completion of homework and check to see that it is returned on time.
- Attend all parent-teacher conferences.
- Attend at least two school functions during the school year.
- Be a good role model and set examples for my child and I will talk directly about the values I want him/her to have at home and school.
- Discuss the importance of being *respectful* (to others and their property), *responsible* (with school supplies and equipment), and *safe* (during school and to and from school).
- Enforce the rules and policies of the district and school in my home.
- I will make sure my child attends school regularly and on time with appropriate supplies.

Parent's Signature

As a professional teacher, I understand that education is the key to my students' futures. Therefore, I agree to follow each of these statements to the best of my ability. As a Carlson Elementary teacher, I will:

- Provide a clean, safe, positive, well-managed environment where all students are treated fairly with respect and compassion.
- Respect cultural and ethnic differences.
- Provide open two-way and one-way communication with parents and students (progress reports, phone calls, emails, news letters)
- Differentiate instruction for students whenever needed.
- Support the district curriculum that is aligned with standards of the State of Michigan.
- Will support and attend school functions.
- Make sure students understand what is expected of them and will follow the building disciplinary procedures.
- Seek ways to involve parents in school programs and activities

Teacher's Signature

As a Carlson Elementary student, I understand that education is important to my future. Therefore, I agree to follow each of these statements to the best of my ability. I will:

- Pay attention in my classroom and follow the directions my teachers give me.
- Do my best to reach my goals and learn the standards in all subjects.
- Be responsible for completing my class work and turning it in on time.
- Take care of our educational building by being respectful and responsible for school property.
- Be safe by not using our school supplies in disrespectful ways.

Student's Signature



Appendix C

VAN DYKE PUBLIC SCHOOLS

PARENT AND FAMILY INVOLVEMENT PLAN

Standard 1: Communicating - Communication between home and school is regular, two-way, and meaningful

Action Step	Assigned To	Timeline	Measurement
*Conduct Parent - Teacher Conferences	Teachers and principals	Two times a year; fall/winter	Report card/attendance log
Publish Monthly Newsletter	Principal	Monthly	Feedback w/coupon for drawing for reward
*Open House / Curriculum Nights	Staff, Administrators, Bd. members	Fall of each year	Attendance log
*Offer Friday Folders / Planners	Teachers/parents/students	Teacher discretion	Signed & returned
*Distribute Progress Reports/Report Cards	Teacher/parent/student	School calendar	Signed & returned
Publish Class Newsletters	Teacher discretion	Teacher discretion	Parent feedback
Publish "Focus" District Newsletter	Administration	Quarterly	District community feedback
*Render Email/Phone Calls/Notes Home	Teacher/parents/administrators	As needed	Logs & documentation
Maintain Websites / District / Schools	Administration/teacher/parents Ginger Mahrle	On-going	Track number of site visits (web track)
Support P.T.O. / P.T.A.	Teacher/parent/administrator	On-going	Membership Records/meeting minutes
Publish Annual Report V.D.P.S.	Administration report	Annually	District feedback
Publish Title 1 Newsletter	Curriculum coordinators/Title 1 personnel	Two to three times per year	Feedback
Facilitate Title 1 Parent Meetings	Teacher/parent/administrator/parent coordinator - district and on-site	Within district & building timeline	Sign-in sheet and survey
Conduct Home Visits	Nicole Schouman/Great Parents-Great Start	On-going	Anecdotal records and logs
Involved in promoting parent participation	All Staff	On-going	Attendance



VAN DYKE PUBLIC SCHOOLS

PARENT AND FAMILY INVOLVEMENT PLAN

Standard 2: Parenting - Parenting skills are promoted and supported

Action Step	Assigned To	Timeline	Measurement
Facilitate Parent Workshops	Title 1 Personnel, Parent Coordinator and guest speakers	On-going	Attendance/survey feedback circulation
Publish Title 1 Newsletter	Title 1 personnel and other	Two to three times a year	Feedback with coupon for a reward
Utilize MSU Extension Classes	Title 1 personnel and other	On-going	Attendance
Utilize C.A.R.E.	Title 1 personnel	On-going	Attendance
Offer S.T.E.P.	Title 1, MISD and other school personnel	On-going	Attendance
Utilize Leaps and Bounds Literacy Center	Title 1 and Mt. Calvary	On-going	Attendance/usage
Promote D.A.R.E.	Administrators and Warren Police	One semester	Graduation
Support P.T.O. / P.T.A.	Teachers, Principals, & Administrators	On-going	Minutes
Advertise Parent Resource Center/District & Schools	Nicole Schouman/Title 1 offices	On-going	Sign out and distributed
Support Great Parents, Great Start	Nicole Schouman (CAPS) grant 0-5 years/ Administrators	On-going yearly	Attendance
Offer Building Strong Families program	MSU	On-going	Attendance

Offer Parent workshops in the content area	Title 1 staff and Parent Coordinator	On-going	Attendance
Offer Awards/Rewards Parent Participation Parent of the Month Parent Celebrations	All staff	On-going	Attendance
Provide child care/transportation	Title 1	On-going	Attendance
Offer off-site parent meetings	Title 1 staff and Parent Coordinator	On-going	Attendance
Provide classes for parents of ELL	Bilingual Coordinator	On-going	Attendance



VAN DYKE PUBLIC SCHOOLS

PARENT AND FAMILY INVOLVEMENT PLAN

Standard 3: Student Learning - Parents play an integral role in assisting student learning

Action Step	Assigned To	Timeline	Measurement
Familiarize & Promote GLCE.'s & VDPS Learning Standards	Teachers and principals	On-going	Lesson plans/MEAP
Maintain Home / School Compact	Parents/teachers/students	On-going	Returned with signatures
Publish Title 1 Newsletter	CC's and Title 1 personnel	Two to three times a year	Feedback
Supply Interactive Homework	Teachers	On-going	Homework assignments completed
Facilitate Educational Development Plan (Gr. 8-12)	Teachers	On-going	Reports/assessments
Conduct Career Fair	Media	On-going	Participation
Conduct Child Study/School Improvement Team	Faculty in building	On-going	Reports/evaluations
Initiate & Maintain Title 1 Parent Advisory Committee	Parents, Title 1 staff, Administration and Parent Coordinator	On-going	Agendas and parent and family involvement plan
Provide District Professional Development	Teachers, Administration	On-going	Instructional implementation
Conduct Parent Workshops /	Parents, Title 1, Teachers, and	On-going	Attendance log

Conferences

Parent Coordinator

Maintain Homework Hotline

Teachers

On-going

Number of phone calls



VAN DYKE PUBLIC SCHOOLS

PARENT AND FAMILY INVOLVEMENT PLAN

Standard 4: Volunteering - Parents are welcome in the school and their support and assistance are sought

Action Step	Assigned To	Timeline	Measurement
Train Parent Tutor Volunteers	Title 1, Teachers and Parent Coordinator	On-going	Progress log/ report card
Conduct Parent Survey	Title 1, Parent Coordinator	Per event	Returned responses
Publish Monthly / Teacher Newsletters	Teachers discretion	Teacher discretion	Parent feedback
Contact R.S.V.P. of Macomb 15945 Canal Road, Clinton Twp., 48038, 586/412-8054	Principal	As needed/requested available	Logs/test scores
Contact Team Youth Church Group	Principal, Teacher	As needed/requested available	Teacher feedback
Contact GM Engineers / School to Work	Principal, Teacher	As available	Teacher feedback
Contact Sport Coaches/Brownie/Girl/Cub Scouts	Parents, community	On-going	Participation
Contact P.T.A. / P.T.O.	Parents, Teacher, Administrators	On-going	Attendance/membership minutes



VAN DYKE PUBLIC SCHOOLS

PARENT AND FAMILY INVOLVEMENT PLAN

Standard 5: School Decision Making and Advocacy - Parents are full partners in the decisions that affect children and families

Action Step	Assigned To	Timeline	Measurement
Designate School Improvement team	Principal	On-going	MEAP/ITBS/MLPP/DRA/report card
Support P.T.O. / P.T.A.	Parent/teacher/admin (bldg. assign)	School year	Membership
Facilitate Sex Education Advisory Council	Administration	On-going (nine months)	Reports
Maintain Home / School Compact	Title 1	Yearly	Signed and returned
Conduct Parent Surveys	Title 1, Parent Coordinator	Event driven	Returned responses
Appoint Financial Planning Committees	Administration	Annually	Budget allocation
Voted upon School Board	School Board	Term limits	Meeting/decision making
Promote Site Based Decision Making	Principal, faculty and parent	On-going	Communication & Implementation
Selected Parents on Framework Committee	Administration	On-going	Attendance
Select Parent Advisory Committee	Administration, Title 1	On-going	Attendance



VAN DYKE PUBLIC SCHOOLS

PARENT AND FAMILY INVOLVEMENT PLAN

Standard 6: Collaborating with Community - Community resources are used to strengthen schools, families, and student learning

Action Step	Assigned To	Timeline	Measurement
Promote Jr. Achievement with Community	Principal/teachers	On-going	Improved test scores
Contact GM Engineers	Principal/teachers	On-going	Improved test scores
Contact RSVP tutors	Principal/teachers	On-going	Improved test scores
Contact E.P.I.C. Committee mobile dentist	Principal	As scheduled	Hygiene
Contact Sex Education Advisory Council	Administration	On-going	Reports
Promote D.A.R.E. / Police Liaison Officer	Admin/principal	On-going as scheduled	Graduation
Contact Warren Parks and Recreation	principal	As scheduled	Participation
Maintain Student Councils	Teacher	On-going	Participation
Conduct Health Fairs	Principal	School Calendar	Participation
Contact Lions Club / Warren Goodfellows	Principal/Sp.Ed	As needed/requested	Participation
Contact Shriner's / Ophthalmologist	Sp. Ed.	As requested	Participation
Contact Warren Comm./Mt. Calvary Churches	Principal	As requested	Participation