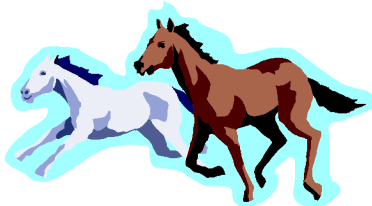


McKinley Elementary



***Home of the
“McKinley Mustangs”***

McKinley Elementary School
Van Dyke Public Schools
13173 Toepfer Road
Warren, Michigan

SCHOOL IMPROVEMENT PLAN

2008-2013

(for 2009-2010)

Schoolwide Title I

Fall 2009

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District Mission Statement:

Van Dyke Public Schools

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.

School Mission, Vision, and Values Statements:

School MISSION STATEMENT:

McKinley Elementary: WE CARE, WE SHARE, WE LEARN!

VALUES STATEMENT:

At McKinley Elementary School, we believe that a student's success depends on the partnership between home, school, and community. We believe that through this partnership, we can provide the greatest opportunities for achievement for all students.

VISION STATEMENT:

- McKinley will be a school with a positive and friendly atmosphere in which all students make progress and strive to be life-long learners.
- McKinley will be a learning community in which all members respect one another. Collaborative groups and the innovative use of resources and materials will be used to meet the needs of all students.
- McKinley will be a compassionate school known for using patience, humor, and respect in every classroom and everyone will feel accepted and safe.
- McKinley will be a school that encourages parent and community involvement with classroom and school-wide activities. We will continue to build positive working relationships within the community.
- McKinley will be a state-of-the-art learning facility with updated technology, and research-based curriculum and programs. The environment will be structured to support professional learning communities and teacher collaboration to benefit all students.

School Improvement Team Stakeholders:

Principal:

Marcia Powell

Parent Representatives:

Shawn Lifshay

Daisy Mitchell

School Improvement Chairs:

Elizabeth Plofchan, Special Education (E.I.)

Jill Silos, Fifth Grade Teacher

Jill Winterfield, Title I Curriculum Coordinator

Reading Committee:

Ann Anthony (Co-C); Marsha McDonagh (Co-C); Dorothy Hause; Lara Pellerito; Paulette Peltan; David Rickman

Writing Committee:

Jill Silos (C); Nina Buraconak; Allison Kaferle; Laura Smith; Shirley Starman

Math Committee:

Beth Plofchan (C); Steve Filiccia; Cindy Lloyd; Nancy Moses; Jill Silos

Behavior Committee:

Tricia Huey (Co-C); Jan Jimenez (Co-C); Jill Beger; Lisa Clark; Steve Filiccia; Susan Kleintjes; Cindy Lloyd; Lola Mukogawa; Laura Smith

Science Committee:

Karen Geldner (C), Allison Temple, Nicole Boettcher

Social Studies Committee: Annette Haag (C); Jill Beger; Lisa Clark; Susan Kleintjes; Lola Mukogawa

Culture Committee: Marcia Powell (C); Dorothy Hause; Tricia Huey; Jan Jimenez; Allison Kaferle; Nancy Moses; Lara Pellerito; Allison Temple

Response to Intervention Team: David Rickman (C); Paulette Peltan; Ann Anthony; Marcia Powell; Shirley Starman; Jill Winterfield

(C) – chair

(Co-C) – co-chair

****New committees for 2009-2010: Social Studies, Science, Culture, Response to Intervention. Based on MEAP data and survey data, it was determined by the staff that these committees should be added. These committees are working to add goals for these areas to our school improvement plan for 2010-2011. They are also coordinating parent involvement opportunities.*

Due to staff changes and additional committees, some staff members have been reassigned to new committees.

Component I. Comprehensive Needs Assessment

Student Data Analysis School Profile

School Code: 02463

School: McKinley Elementary School

Principal: Marcia Powell

Person/Group completing CNA: Elizabeth Plofchan, Jill Silos, and Jill Winterfield, School Improvement Chairs; and Marcia Powell, Principal

Date: January 27, 2009

REVISED: FALL 2009

This School Needs Assessment was prepared by staff members who worked collaboratively as a group, and in Professional Learning Communities by grade level and by committee to collect and analyze data. This data includes: student achievement data, school programs/process data, perceptions data, and demographic. Teachers used the findings of this data to create student achievement goals that address the needs of all of our students, including our disadvantaged students.

School and Student Demographic Data/Information

Enrollment:

1. What grade levels are taught in this school? **K-5**
2. What is the current school enrollment? **392 students for 2008-2009**
3. What has been the enrollment trend for the past five (5) years?
___ Increasing ___ X ___ Stable ___ Decreasing

It is important to note that the enrollment at McKinley Elementary increased due to two building closures in the district. Students were reassigned to the remaining schools for the 2007-2008 school year.

Year	Year 1: 04/05		Year 2: 05/06		Year 3: 06/07		Year 4: 07/08		Year 5: 08/09	
	#	%	#	%	#	%	#	%	#	%
K	48	14	37	10	26	7	69	17	54	14
1	51	15	52	14	27	8	73	18	81	21
2	46	13	52	14	50	14	51	13	66	17
3	52	15	54	15	54	16	62	16	65	16
4	46	13	48	13	49	14	57	14	57	15
5	45	13	52	14	51	15	58	15	56	14
6	41	12	55	15	46	13	N/A	N/A	N/A	N/A
Self-contained Spec. Ed.	11	3	9	2	11	3	14	3	13	3
Totals	340		359		334		385		392	

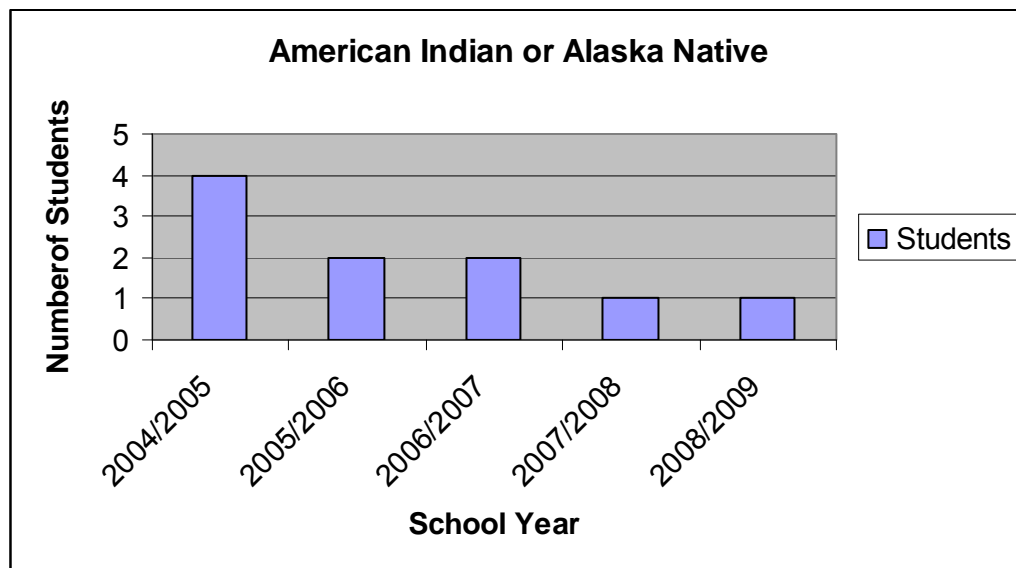
* All counts are based on September enrollment.

4. When looking at sub-groups, has the percentage of students from any group changed by more than 5% over the past five years? If yes, for which sub-group(s)? **The following subgroups have changed by more than 5% over the past four years: Economic Disadvantaged increased by 23 %; African-American increased by 22 %; and Caucasian has decreased by 25 %.**

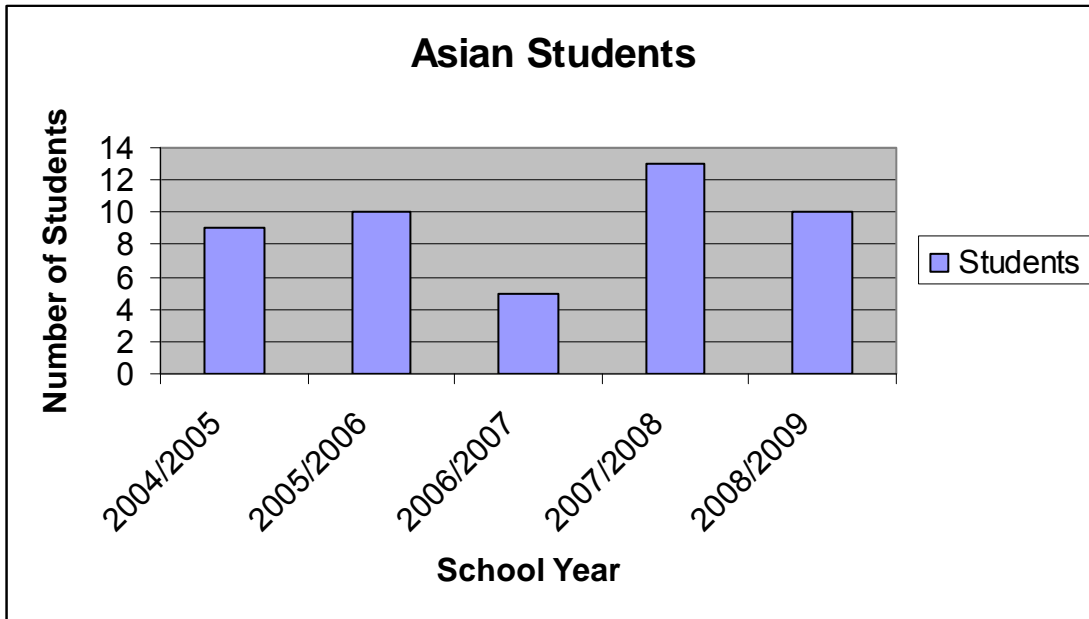
Group	Total School Enrollment									
	Year 1 04/05		Year 2 05/06		Year 3 06/07		Year 4 07/08		Year 5 08/09	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	234	68	249	70	277	85	353	93	344	91
Ethnicity										
American Indian/Alaskan Native	4	1	2	<1	2	<1	1	2	1	<1
Asian	9	2	10	3	5	1	13	2	10	3
African-American	67	19	99	27	98	29	130	33	156	41
Hispanic	9	2	6	2	6	2	7	2	5	1
Caucasian	252	73	242	67	221	66	213	55	180	48
Multiple Ethnicities	0	0	0	0	0	0	17	4	25	7
Pacific Islander	0	0	1	<1	0	0	1	<1	<	<
Students with Disabilities	26	7	23	6	27	8	35	9	44	12
Limited English Proficient (LEP)		<		<		<		<	<	<
Homeless			1	<1	3	<1	4	<1	1	<1
Neglected & Delinquent	0	0	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0	0
Gender										
Male	189	55	193	53	166	50	196	51	202	54
Female	154	45	167	47	168	50	189	49	175	46
Total Population	343		360		334		385		392	

Ethnicity Graphs:

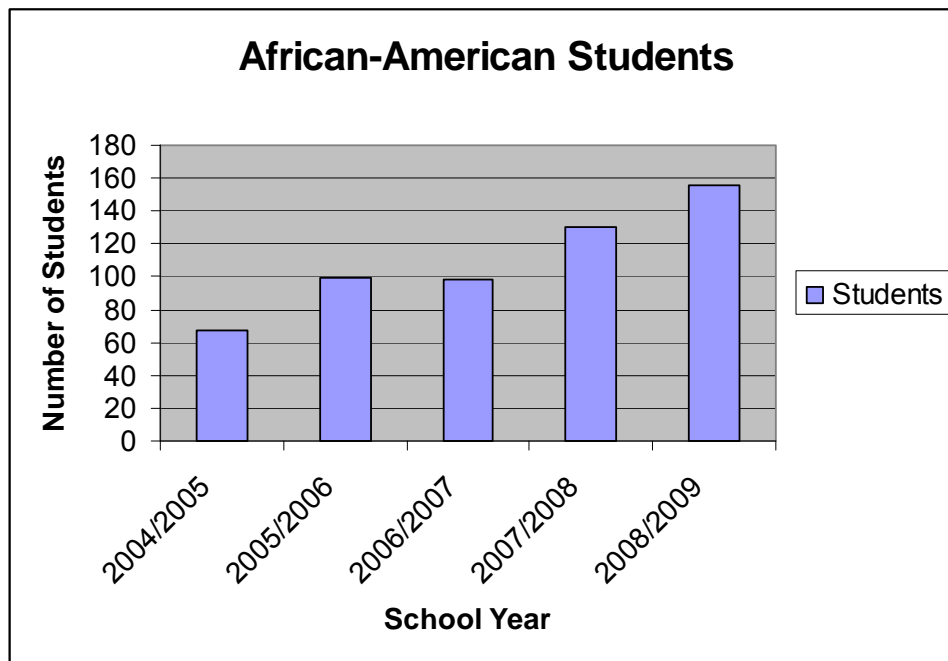
The seven graphs below show the economically disadvantaged, ethnicity and gender subgroups for the past five years at McKinley Elementary. It is important to note that district building closures at the end of the 2006-2007 school year resulted in redistricting of students, which affected the 2007-2008 enrollment at McKinley. These changes limit the range of meaningful enrollment trend analysis.



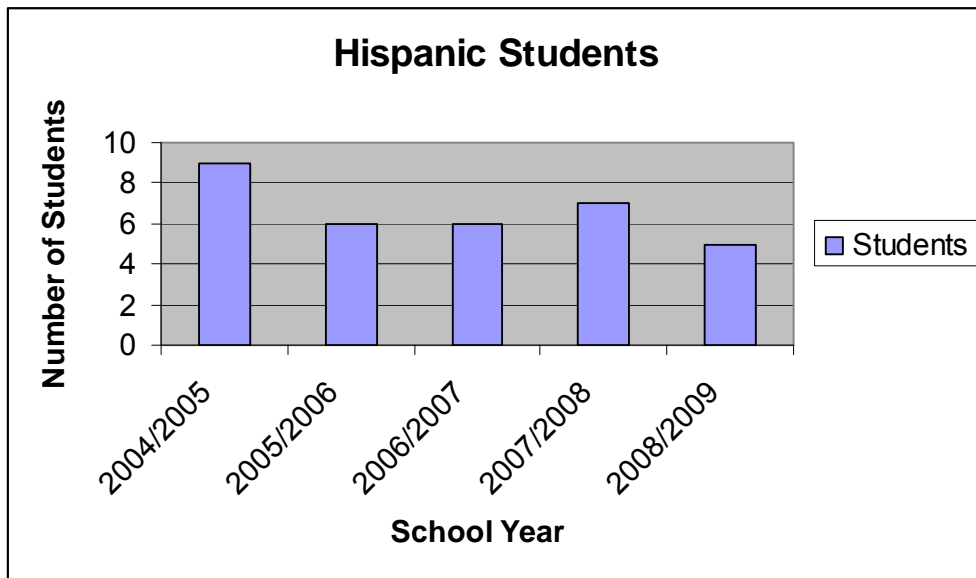
1. McKinley has a small number of American Indian/Alaskan Natives.



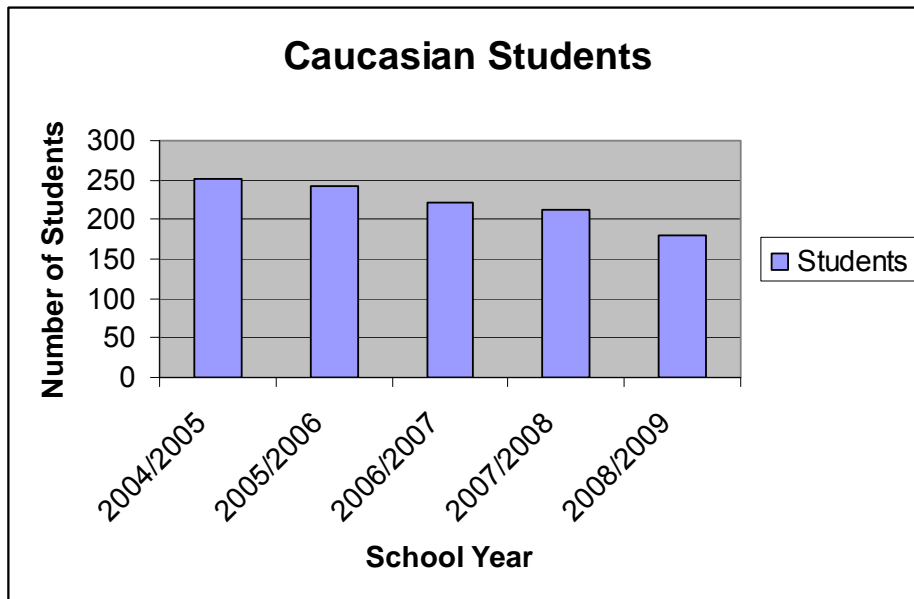
2. McKinley has a small number of Asian students.



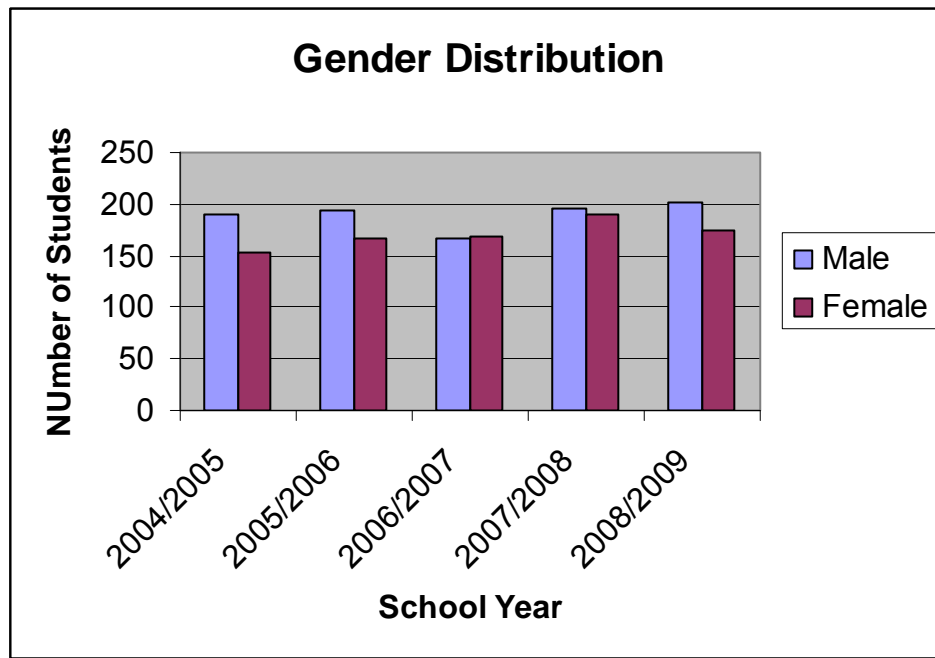
3. McKinley has a significant increase (22%) of African American students over the past five years. There has been an increase of 8% since 2007-08.



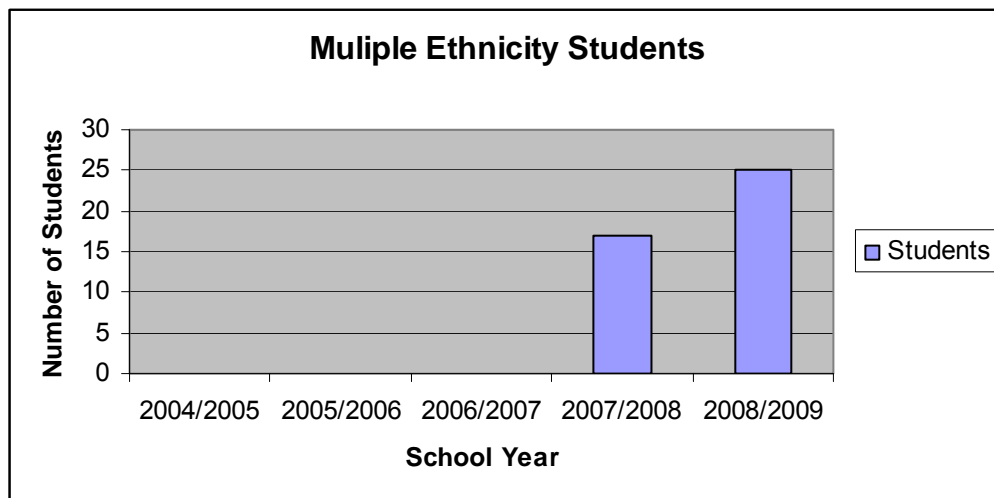
4. McKinley has a small number of Hispanic students.



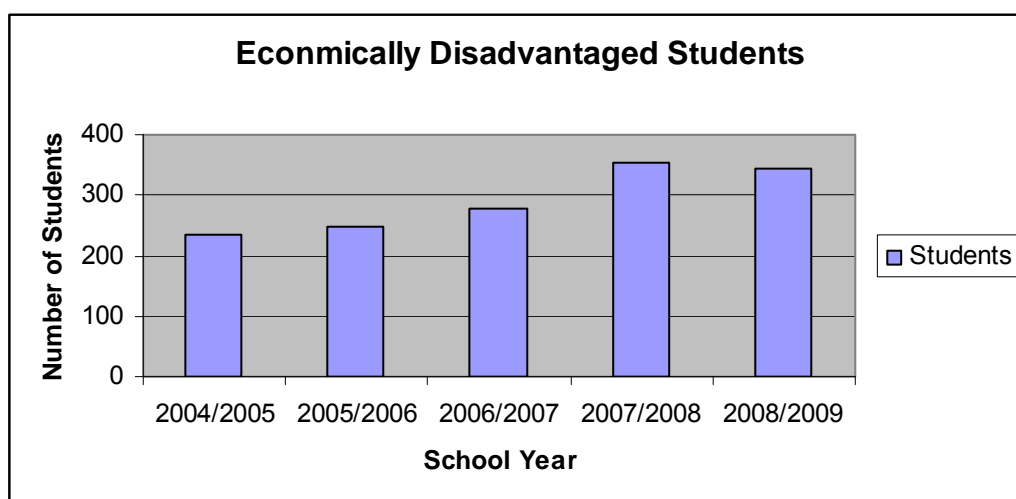
5. McKinley has had a significant decrease (28%) of Caucasian students between 2004-05 and 2008-09 school years. Since 2007-08, there has been a 7% decrease.



6. McKinley has a fairly even distribution of male and female students. Over the past five years, the number of males has increased by thirteen students, and the number of females has increased by twenty-one students.



7. McKinley has a growing number of multiple ethnicity students.



8. *McKinley has a significant increase of economically disadvantaged students over the past five years. In 2004-2005, there were 68% economically disadvantaged students. In 2008-2009, there were 91% economically disadvantaged students at McKinley.*

Summary of Enrollment Data/Information:

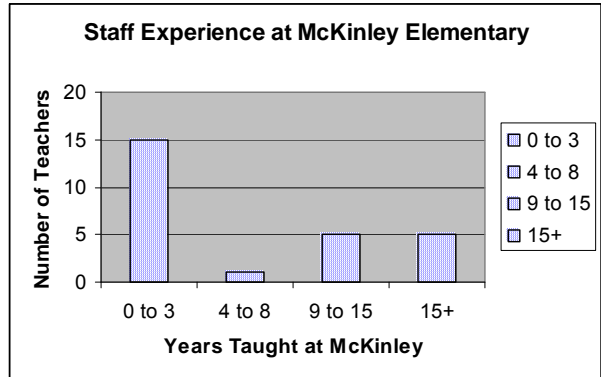
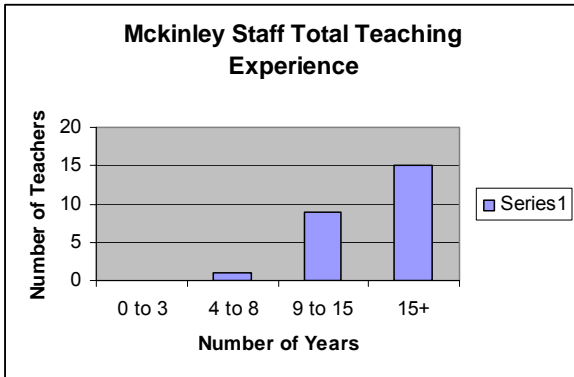
1. After reviewing the information on enrollment, what patterns or trends in enrollment can be identified? **McKinley has remained steady in student enrollment. There has been an increase over the past five years in the African American and economically disadvantaged subgroups and a decrease in the Caucasian subgroup. There has also been an increase of 5% in the special education population.**
2. After reviewing the changes in the school enrollment trends, what implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, professional development, advertisement, recruitment? **Due to redistricting, there have been several changes to staffing at McKinley. Fifteen teachers are new to McKinley within the past three years. Staffing needs to be consistent to meet the academic and behavioral goals for students.**

Staff:

Using the charts provided, answer the following questions:

1. What is the average number of years teachers in this school have been teaching?
9.2 years
3. What is the average number of years current teachers have been assigned to this school?
9.6 years

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.	27	0	1	9	15
2. Indicate the number of years each of the teachers has been assigned to this school.	27	15	1	5	5

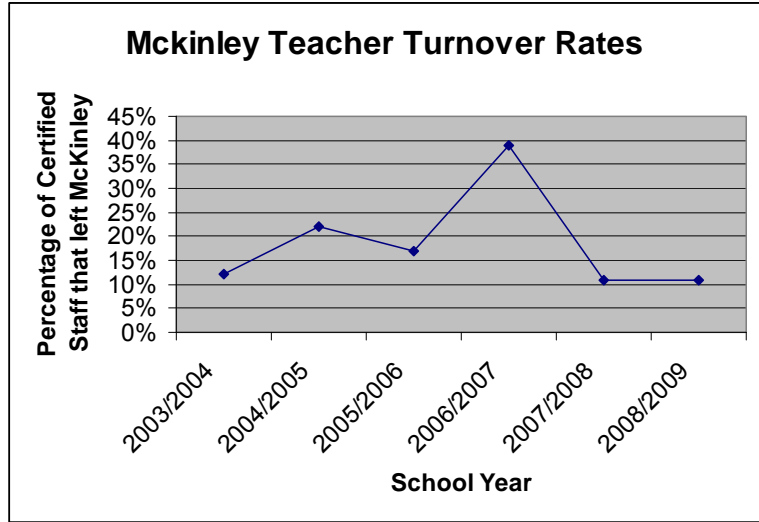


The above two graphs show the distribution of teaching staff according to total teaching experience and number of years of experience at McKinley Elementary. We have a large number of teachers with 15+ years of experience, but a large number of teachers have not been at McKinley Elementary for extended time.

Professional Staff Educational Background Highest Degree Earned

Educational Background	Number of Staff
Ph. D.	1
Ed. S. + 30	1
Ed. S	2
MA + 30	3
MA	15
BA	4
Other (MSW, MLS)	1
Certified Paraprofessionals	7
Administrator (MA and Ed. S)	1

The McKinley teacher turnover rates are shown below:



2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
12%	22%	17%	39%	11%	11%

The above table shows the percent of certified staff who left McKinley each school year. The average of the past five years is 20%. At the end of 2004-05, one building had to be closed due to decreased enrollment. This caused multiple layoffs throughout the district. At the end of 2006-07, two buildings had to be closed due to decreased enrollment. This caused multiple layoffs once again. The 2007-08 school year brought more stability to the staffing assignments and 2008-09 remained at a lower rate of turnover.

3. For the teachers in this school, during the past school year how many teachers have been absent? (Absences that result in a sub-teacher being assigned to the classroom)

0-3 days	4-5 days	5-10 days	10 or more days
N/A	N/A	N/A	N/A

4. How long has the administrator been assigned to this school?
Principal: 3 years (since Fall 2007)

Parent/Community:

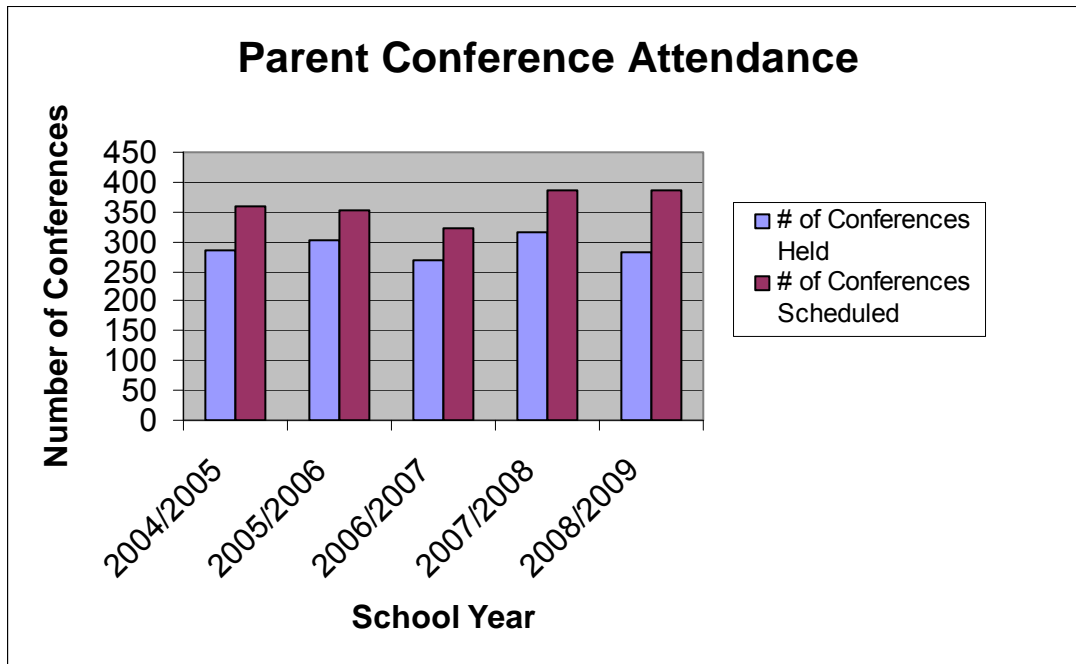
1. Describe/list the types of family/community participation/engagement that are in place to support student achievement?

- **Designed to encourage two way communication:** weekly/biweekly/monthly progress reports for academics and behavior - with parent comment section; agendas; email; phone calls; daily folders; phone calls; notes
- **Designed as one way communication only:** classroom newsletters; special information flyers; progress reports

- **Designed to actively involve parents/community in the decision making at the building:** Parent-Teacher Organization (P.T.O.); surveys, feedback/response sheets; Title I Parent Planning meeting for parent/Family events
- **Designed to actively involve parents/community in student learning:** activities or homework to be done at home with parent; home reading program for students to do with parent; parent/community volunteers working one-on-one with at-risk students (Operation ABC-United Way, teens, retirees, parents); educational websites for children

2. Using the following chart, how has parent/guardian attendance at parent-teacher conferences changed over the last five years?

Group	Parent Conference Attendance				
	Year 1 04/05	Year 2 05/06	Year 3 06/07	Year 4 07/08	Year 5 08/09
# of Conferences Scheduled	359	354	323	386	385
# of Conferences Attended	287	303	268	314	281
% of Conferences Attended	80	86	83	81	73



The parent/guardian attendance and conferences have remained constant. We have been disaggregating information since the March 2009 conferences.

Summary of School Demographic Data and Information

1. Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted? **Yes**
2. If yes, what are the areas of concerns? **Areas of significant concern include an 28% decrease in the Caucasian population, and a 22% increase in the African-American population over the past five years. Economically Disadvantaged population has also increased by 23% over the past five years. The number of special education students has increased by 5% over the last five years.**
3. After discussion about these areas of concerns, what possible causes for the problems were identified? **The population is transient and the community has undergone changes in population which are reflected in our school, and include an increase in Economically Disadvantaged families and an increase in African American families. The number of Caucasian families has decreased over the past four years as well.**

Summary of School Enrollment, Staffing and Parent/Community: Concerns, Factors, and Actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible action(s)
Economically disadvantaged increase	Transient Population High unemployment rate	All	Provide support for basic needs of students through community assistance organizations.
Caucasian decrease	Reflects population changes in community	All	Continue to provide quality instruction and programs for all students.
African-American increase	Reflects population changes in community	All	Provide academic support for this subgroup based on our data

Student Academic Data MEAP Assessment Test Item Analysis

Using information gathered about how students in the building are doing on skills that are tested on the MEAP/MME, discuss the following:

1. What skill area(s) is the building doing well on? **Math and Reading**
2. When comparing the building with the district and state, which skills would the staff identify as a challenge area for the building? **Writing and Science**
3. When reviewing the district curriculum, where are these skills taught? **K-5**

4. When reviewing the school instructional program, are these skills being taught at the appropriate grade level? **Yes**
5. How can this information be used for curriculum, instructional and remediation purposes? **Staff will evaluate individual core strands on which students need to improve. The use of this information will help in planning for differentiation of instruction and any response to intervention techniques. Analyzing areas where students have not been proficient over time will provide staff with a focus for instruction and remediation. Staff will monitor plans to ensure compliance with the district initiatives.**

What additional data sources (other than MEAP/MME) were used to inform decision making about student achievement? Examples include: teacher made tests, other forms of norm/criterion referenced tests, end of course exams, etc.

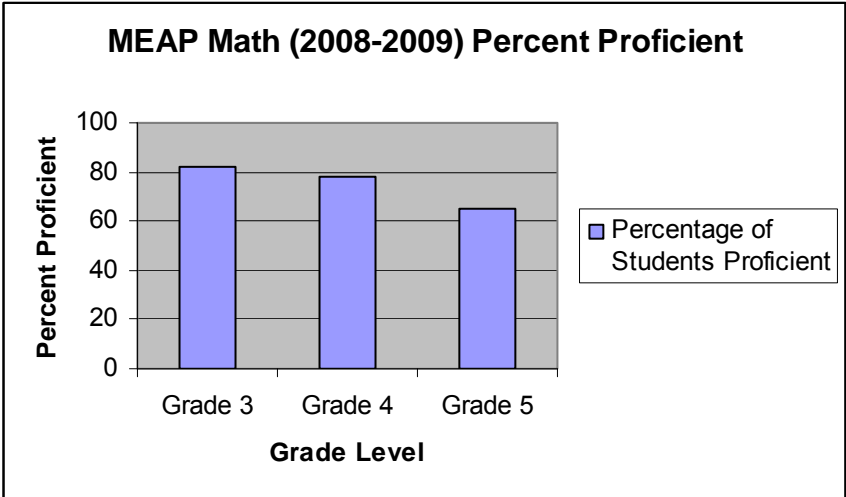
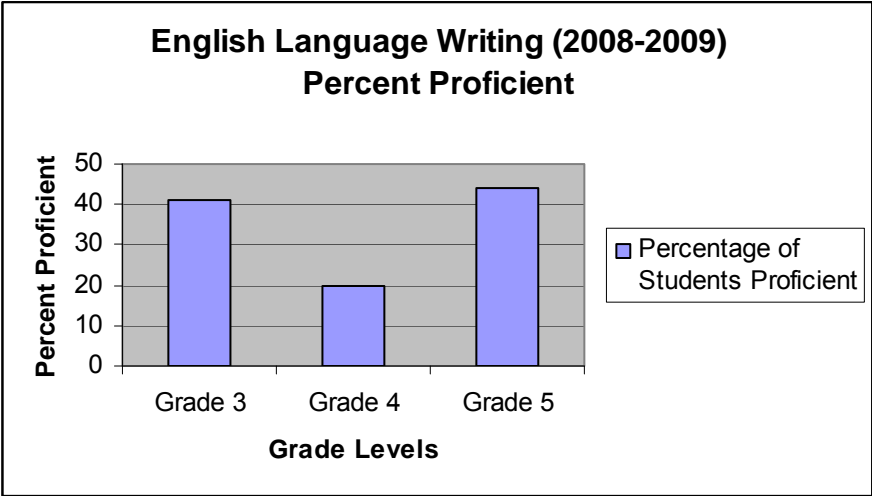
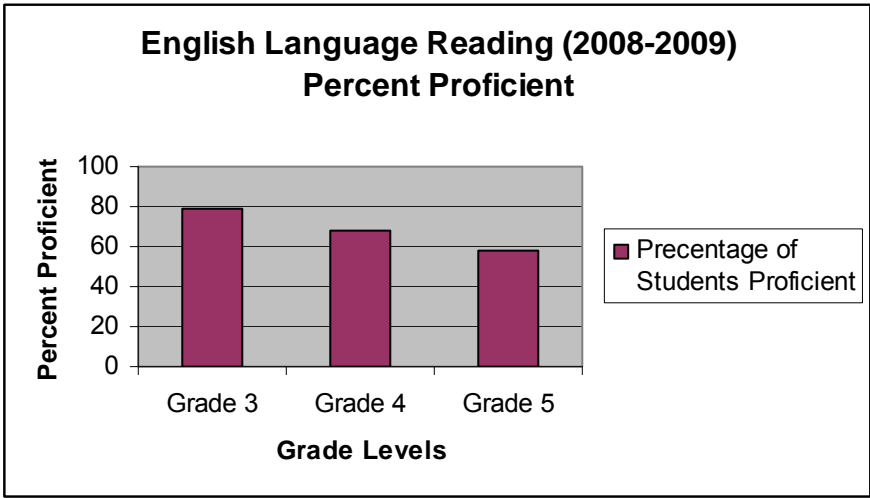
Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1 Developmental Reading Assessment (DRA)	K-5	Reading
2 Michigan Literacy Progress Profile (MLPP)	K-5	Reading, Writing
3 Writing Rubrics (MLPP/MEAP 6-point rubrics/teacher-made)	K-5	Writing
4 Everyday Math Assessments	1-5	Math
5 Teacher-made Assessments	K-5	Reading, Writing, Math, Science, Social Studies
6 Study Island	K-5	Reading, Writing, Math

Grade Level Achievement –School Level Data

MEAP PERCENT PROFICIENT 2008-2009 :

Year: 2008-2009

Grade	ACS**	% HQ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			Reading		Writing		Math		Science	
			#	%	#	%	#	%	#	%
K	26	100	-	-	-	-	-	-	-	-
1	26	100	-	-	-	-	-	-	-	-
2	26	100	-	-	-	-	-	-	-	-
3	26	100	47	79	46	41	50	82	N/A	N/A
4	29	100	56	68	56	20	58	78	N/A	N/A
5	29	100	52	58	52	44	57	65	54	69

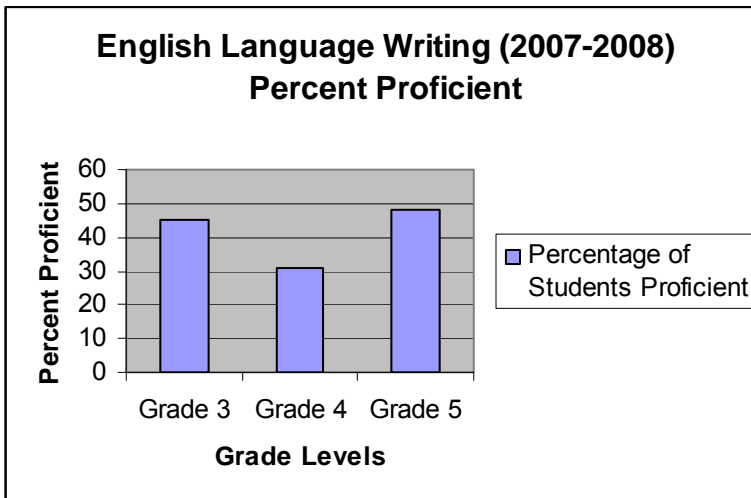
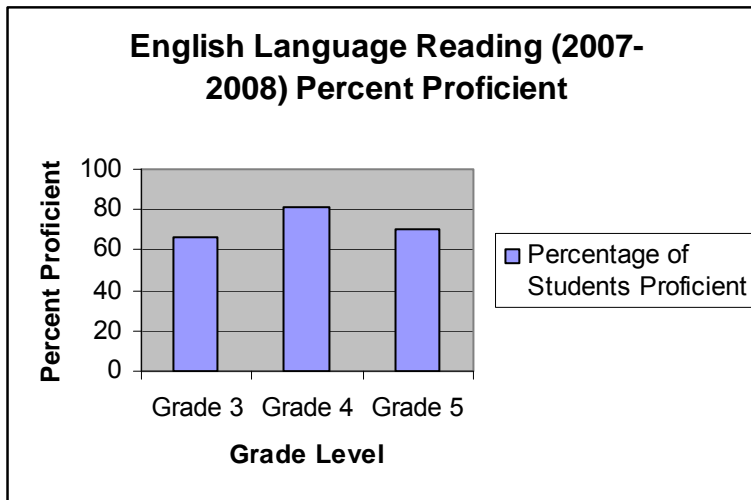


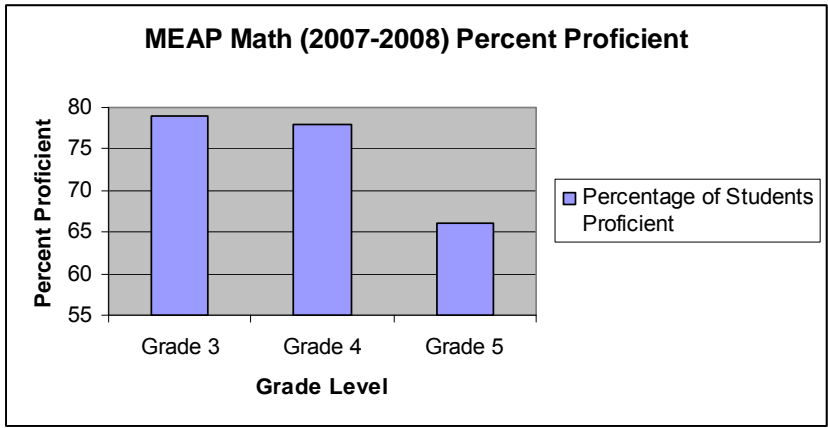
The above three graphs show the percent of students who were proficient on the 2008-2009 MEAP assessments in reading, writing, and math. Writing is the area of greatest need at McKinley Elementary.

MEAP PERCENT PROFICIENT 2007-2008 GRAPHS:

Year: 2007-08

Grade	ACS**	% HQ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			Reading		Writing		Math		Science	
			#	%	#	%	#	%	#	%
K	26	100	-	-	-	-	-	-	-	-
1	26	100	-	-	-	-	-	-	-	-
2	26	100	-	-	-	-	-	-	-	-
3	26	100	58	66	58	45	58	79	N/A	N/A
4	29	100	54	81	54	31	58	78	N/A	N/A
5	29	100	54	70	54	48	56	66	54	61





The above three graphs show the percent of students who were proficient on the 2007-2008 MEAP assessments in reading, writing, and math. Writing is the area of greatest need at McKinley Elementary.

Continuity of Instructional Program

Students who have been in building since kindergarten (2008-2009)

Highest grade level in building: Fifth	# of Students	% of students proficient ELA	% of students proficient Math	% of students proficient Social Studies	% of students proficient Science
Students who have been in the building since Kindergarten	12	58	83	N/A	75
Students who moved into the building after Kindergarten	48	46	54	N/A	56

(This data is based on fifth grade students who took the 2008-2009 MEAP at McKinley.)

Sub Group Analysis

Grade: Third

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3 08/09
Social Economic Status (SES)	71	72	79.1	43	47	40.5	65	56	66.6
Ethnicity									
African-American	67	67	82.6	25	50	39.1	33	63	60.9
Caucasian	84	63	72.7	50	43	42.9	72	60	71.4
Students with Disabilities	<10	10	<10	<10	10	<10	<10	10	<10
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10	<10	<10	<10
Homeless	<10	<10	<10	<10	<10	<10	<10	<10	<10
Neglected & Delinquent	<10	<10	<10	<10	<10	<10	<10	<10	<10
Migrant	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gender									
Male	73	71	79.2	41	39	47.8	60	61	73.9
Female	85	60	78.2	50	50	34.8	65	60	60.9
Aggregate Scores									
State									

Grade: Third

Percent of Sub-group meeting State Proficiency Standards

Group	Math			Science * not given			Social Studies *not given		
	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3	Year 1 06/07	Year 2 07/08	Year 3
Social Economic Status (SES)	79	44	80.4						
Ethnicity									
African-American	54	71	72						
Caucasian	90	90	91.3						
Students with Disabilities	12	10	<10						
Limited English Proficient (LEP)	<10	<10	<10						
Homeless	<10	<10	<10						
Neglected & Delinquent	<10	<10	<10						
Migrant	<10	<10	<10						
Gender									
Male	77	80	92.3						
Female	80	79	70.8						
Aggregate Scores									
State									

(The above charts contain data for students who attended for one full academic year.)

Grade: Fourth

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3 08/09
Social Economic Status (SES)	66	81	64.4	19	27	17.8	55	64	51.1
Ethnicity									
African-American	64	71	67.9	7	21	17.9	36	69	50
Caucasian	65	88	70.4	33	36	22.2	63	73	59.3
Students with Disabilities	<10	<10		<10	<10		<10	<10	
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10	<10	<10	<10
Homeless	<10	<10	<10	<10	<10	<10	<10	<10	<10
Neglected & Delinquent	<10	<10	<10	<10	<10	<10	<10	<10	<10
Migrant	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gender									
Male	70	73	71	37	29	12.9	58	71	48.4
Female	62	88	64	15	33	28	54	69	60
Aggregate Scores									
State									

Grade: Fourth

Percent of Sub-group meeting State Proficiency Standards

Group	Math			Science * not given			Social Studies * not given		
	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3	Year 1 06/07	Year 2 07/08	Year 3
Social Economic Status (SES)	70	73	74.5						
Ethnicity									
African-American	43	56	76.6						
Caucasian	85	89	77.7						
Students with Disabilities	12	12	<10						
Limited English Proficient (LEP)	<10	<10	<10						
Homeless	<10	<10	<10						
Neglected & Delinquent	<10	<10	<10						
Migrant	<10	<10	<10						
Gender									
Male	83	82	78.8						
Female	64	75	76						
Aggregate Scores									
State									

(The above charts contain data for students who attended for one full academic year.)

Grade: Fifth

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3 08/09
Social Economic Status (SES)	76	69	58.7	41	40	43.5	62	60	52.1
Ethnicity									
African-American	67	74	55	33	37	35	60	47	45
Caucasian	81	66	61.5	58	53	53.8	71	68	57.7
Students with Disabilities	<10	<10	<10	<10	<10	<10	<10	<10	<10
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10	<10	<10	<10
Homeless	<10	<10	<10	<10	<10	<10	<10	<10	<10
Neglected & Delinquent	<10	<10	<10	<10	<10	<10	<10	<10	<10
Migrant	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gender									
Male	70	70	57.6	33	37	42.3	65	70	53.8
Female	82	71	57.7	58	53	46.2	68	59	80
Aggregate Scores									
State									

Grade: Fifth

Percent of Sub-group meeting State Proficiency Standards

Group	Math			Science			Social Studies		
	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3 08/09	Year 1 06/07	Year 2 07/08	Year 3
Social Economic Status (SES)	68	67	64	68	60	68.8			
Ethnicity									
African-American	43	42	39.1	53	47	50			
Caucasian	84	76	89.2	82	66	84.6			
Students with Disabilities	<10	<10	<10	<10	11	<10			
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10			
Homeless	<10	<10	<10	<10	<10	<10			
Neglected & Delinquent	<10	<10	<10	<10	<10	<10			
Migrant	<10	<10	<10	<10	<10	<10			
Gender									
Male	80	64	62.1	77	70	57.1			
Female	68	68	67.9	69	56	80.8			
Aggregate Scores									
State									

(The above charts contain data for students who attended for one full academic year)

Using information from the above charts for Sub-group data, answer the following questions:

- Based on MEAP/MME reports, which of the sub-groups are **not** at/or above the current state AYP content area targets? **The African American subgroups in grades three, four, and five did not meet current state AYP targets in the area of math. The fourth grade African American subgroup and male subgroup did not make AYP targets in ELA. The following fifth grade subgroups did not make AYP targets in ELA: African American, Caucasian, male, and female.**

Students Taking a Modified Test 2008-09

Sub-group: Students with Disabilities	Total # of Students In Group	% of Total School Population	% of Students Scoring in Each Category														
			ELA			Math			Science			Soc.Stud.					
			B	P	A	B	P	A	B	P	A	B	P	A			
Mainstreamed (General Ed.)	N/A																
Special Ed. (Self- Contained)	N/A																

Note: B=Basic, P=Proficient, A=Advanced

Discussion Questions for Students with Disabilities:

1. If the disabilities sub-group is not meeting state standards in a content area, is there a difference in performance between students who are mainstreamed and those who are in self-contained programs? **We currently do not have a subgroup in the area of disabilities on each grade level to determine a difference between students who are mainstreamed and those who are in self-contained programs.**

2. Based on staff discussions about the data, what has the school determined to be the leading cause for the difference in performance between these two groups? **We currently do not have a subgroup in the area of disabilities.**

3. What curriculum is used with each group, and how is it aligned with the State Curriculum Framework/Expanded Curriculum Framework for Special Education Students, Grade Level Content Expectations and/or the High School Content Expectations? **McKinley follows the State Curriculum Framework/Expanded Curriculum Framework for Special Education Students and Grade Level Content Expectations for all students.**

4. What modifications have been made? **No modifications have been made to the State Curriculum Framework/Expanded Curriculum Framework for Special Education Students, Grade Level Content Expectations.**

5. How does the percent of identified special education students in the school compare to the state average? **McKinley does not currently have a subgroup in the area of disabilities in each grade level.**

6. Is the identification rate for any specific eligibility category higher or lower than the state average? **Yes, we have a higher number than average of students with learning disabilities.**

7. How are services provided that will help the student become successful in the general education program? **Services provided include Teacher Consultant, Resource Room, Speech and Language, in collaboration with categorical teachers.**

8. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)? **Twenty-one students took an alternate assessment (Mi-Access). Forty-five students with disabilities took the state standardized assessment (MEAP).**

9. Are there any grade levels, subject areas, or disability groups with increased or decreased participation in MEAP/MME? **We currently do not have a subgroup in the area of disabilities.**

10. How has the school identified interventions that are needed to prepare and move students closer to full participation in the MEAP/MME using no accommodations or standard accommodations? **We currently have not identified these interventions.**

Limited English Proficient (LEP) Group Demographics MEAP/MME

Language*	# Students	#Students Tested	# of Staff who Speak the Language		% of Student's Not Meeting State Standard			
			Teachers	Para-professional	ELA	Math	Science	Soc. Stud.
N/A	-	-	-	-	-	-	-	-
N/A	-	-	-	-	-	-	-	-
Total School								

*10 or more students within the language

English Language Proficiency Assessment (ELPA)

Language*	# Students	#Students Tested	# of Staff who speak the Language		Category Assessment Results				
			Teachers	Paraprofessional	1	2	3	4	5
N/A	-	-	-	-	-	-	-	-	-
N/A	-	-	-	-	-	-	-	-	-
Total School									

Discussion for LEP Sub-group Analysis:

- For each language group, what is the percent of students in the language group who are not at/or above the current state standard for each content area?
We currently do not have a subgroup in the area of language.
- How are each of the language groups achieving in comparison to the school aggregate?
We currently do not have a subgroup in the area of language.
- Are any of the LEP sub-groups scoring more than 10 percentage points lower than the state AYP standards?
We currently do not have a subgroup in the area of language.
- How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?
We currently do not have a subgroup in the area of language.

5. Based on staff review of the data and information, what has the school staff determined to be the leading cause(s) for the gap in performance?

We currently do not have a subgroup in the area of language.

Grade Level Achievement

Year: 2005-2006

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
3	26	100	51	59	53	66				
4	29	100	48	63	48	60				
5	29	100	46	78	48	75	51	71		

*GLCE – Grade Level Content Expectations HSCE - High School Content Expectations

** Average Class Size for the grade

*** % of classroom teachers who meet Highly Qualified Status

Year: 2006-2007

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
3	26	100	48	63	47	79				
4	29	100	45	56	48	73				
5	29	100	48	67	48	73	51	73		

*GLCE – Grade Level Content Expectations HSCE - High School Content Expectations

** Average Class Size for the grade

*** % of classroom teachers who meet Highly Qualified Status

Year: 2007-2008

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
3	26	100	58	60	58	79				
4	29	100	53	70	58	78				
5	29	100	54	63	56	66	54	61		

*GLCE – Grade Level Content Expectations HSCE - High School Content Expectations

** Average Class Size for the grade

*** % of classroom teachers who meet Highly Qualified Status

Year: 2008-2009

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
3	26	100	46	67	50	82				
4	29	100	56	54	58	78				
5	29	100	52	52	57	65	54	69		

*GLCE – Grade Level Content Expectations HSCE - High School Content Expectations

** Average Class Size for the grade

*** % of classroom teachers who meet Highly Qualified Status

Discussion Questions for School Instructional Program:

1. What data/information (other than MEAP/MME/CLCE/HSCE) does the school use to measure student achievement at each grade level? **Developmental Reading Assessment (DRA), Michigan Literacy Progress Profile (MLPP), Classroom assessments based on content standards and Grade level expectations, writing samples, and Everyday Math assessments.**
2. What are the criteria for student success at each grade level? **McKinley uses a standards-based evaluation process to determine student success.**
3. How has student achievement changed over the last 3 years? **Student achievement has not changed significantly in reading and writing based on pre and post-year assessments. Student achievement is increasing gradually in math based on Everyday Math assessments.**
4. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies? **Teachers input reading, writing, and math data into Data Director to allow them to easily access and analyze data related to student achievement. We do not currently have examples of outcome indicators for science and social studies.**
5. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies? **We currently do not have any demographic indicators developed.**
6. What process indicators have been developed for analysis of writing, reading, science, math, and social studies? **Teachers have at least one common preparation period per week for common planning and data analysis.**
7. Which grade level(s) is not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff? **Third, fourth, and fifth grades would be identified as challenge areas by staff in the subject of writing. The fourth grade had the lowest percentage of students scoring at a proficient level on the ELA, which would indicate that the third grade in particular would be a challenge area in the subject of writing.**

8. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for the challenge? **A leading cause for the challenge is the transience of the student population. A significant amount of intervention is needed in the upper grades for mobile students.**

MOBILITY DATA

Mobility Data
Year: 2005-2006

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	28	22	15
1	43	19	15
2	49	7	9
3	51	8	8
4	48	13	5
5	48	9	9
Total	267	78	61

*All counts are based on September 2005.

Mobility Data
Year: 2006-2007

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	37	21	8
1	28	6	11
2	49	10	12
3	51	12	15
4	53	8	8
5	51	9	10
Total	269	66	74

* All counts are based on September 2006.

Mobility Data
Year: 2007-2008

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	62	25	16
1	66	16	19
2	45	11	5
3	59	38	17
4	69	14	19
5	56	18	14
Total	357	122	90

All counts are based on September 2007.

Mobility Data
Year: 2008-2009

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	75	45	28
1	71	25	27
2	49	9	13
3	50	7	8
4	72	17	12
5	60	16	12
Total	377	119	100

All counts are based on September 2008.

DISCIPLINE DATA

Discipline Data
Year: 2005-2009

<u>Year</u>	<u># of Students</u>	<u># of Absences</u>	<u># of In-school Suspensions</u>	<u># of Out-of-School Suspensions</u>
2005-2006	359	4,606	14	175
2006-2007	334	3,190	19	131
2007-2008	385	4,537	61	275
2008-2009	377	4,696	11	356

All counts based on September 2005.

ENROLLMENT AND GRADUATION DATA

Enrollment and Graduation Data
Year: 2005-2006

Grade	# of Students	Early Entrance to Kindergarten	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	37				3		34
1	52				2		50
2	52				2		50
3	55				0		55
4	56				0		56
5	53				0		56

All counts based on September 2005.

**Enrollment and Graduation Data
Year: 2006-2007**

Grade	# of Students	Early Entrance to Kindergarten	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	46				2		44
1	27				1		26
2	50				2		48
3	57				0		57
4	57				1		56
5	51				0		51

All counts based on September 2006.

**Enrollment and Graduation Data
Year: 2007-2008**

Grade	# of Students	Early Entrance to Kindergarten	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	62				2		60
1	59				7		52
2	47				2		45
3	74				0		74
4	61				0		61
5	53				1		52

All counts based on September 2007.

**Enrollment and Graduation Data
Year: 2008-2009**

Grade	# of Students	Early Entrance to Kindergarten	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	75				1		74
1	71				0		71
2	49				0		49
3	49				0		49
4	58				0		58
5	57				1		56

All counts based on September 2008.

Based on the review of the above data pertaining to mobility, attendance, behavior, and extended learning opportunities, the following challenge has been identified: **Mobility**. Only 19 students attended McKinley from kindergarten through 5th grade ending with the 2007-2008 school year. Students who attended McKinley from Kindergarten to 5th grade performed better on MEAP assessments than those who did not.

Perception Data:

Student Perception

1. In what ways does the school collect information about student perception in the following areas:
 - o How they feel about their school; their teacher; their principal?
 - o What they think the teachers and principal(s) feel about them?
 - o What they feel the staff expectations for their learning ability are?

The school surveys students regarding their feelings about the school, their classroom, and their teacher.

Parent/Guardian Perception

2. In what ways does the school collect information about parent/guardian perception in the following areas:
 - o Teacher preparation and ability to prepare their children to be successful learners
 - o Principal(s) effectiveness

The school conducts annual parent surveys.

Staff Perception

3. In what ways does the school collect information about staff perceptions in the following areas:
 - o High expectations for all students
 - o Coherence of instructional program
 - o Leadership effectiveness and support

In the winter of 2008, the McKinley Elementary staff completed the Ed YES! 40 Indicators and identified the following areas for improvement: parent involvement in decision making; involvement of diverse community organizations; dialogue about the meaning of data; and data-driven decision making. To address these areas of need, the staff developed the following goals: 1. By October of 2008, McKinley Elementary will organize a parent-teacher organization; 2. By May of 2009, McKinley teachers will have additional Data Director training; and 3. Time will be allowed during PLC to discuss data and its meaning.

McKinley teachers regularly participate in surveys. During the 2008-2009 school year the staff participated in surveys to determine shared beliefs, assess the school culture, to identify areas of need in the Professional Learning Community (PLC) process and to plan next steps to implementing collaborative teams.

Community Perception:

4. In what ways does the school collect information about community perception in the following areas:
 - o Teacher preparation and ability to prepare all students to be successful learners
 - o Principal(s) leadership abilities
 - o Staff has high expectations for all students

The school does not survey the community.

Summary Discussion: Perception Data

1. In what ways does the school use this perception information to inform decision-making activities?

Results of the surveys are analyzed and shared with staff members. Decisions regarding professional staff development and student programs are based on these results.

2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions?

Teachers completed a survey to determine the areas of greatest need for our establishing our Professional Learning Community (PLC) process. The results of this survey indicated that teachers need additional information about the PLC process. Teachers are participating in *The Power of Professional Learning Communities at Work: Bringing the Big Ideas to Life*, a twelve-hour workshop designed to help educators explore the concepts of PLC.

Staff completed the following survey: “Collaborative Teams Turn Data into Information for Continuous Improvement” which showed that McKinley staff felt that there is a need for more celebration of student learning. Based on the results of the survey, McKinley now has “Celebrations of Achievement” assemblies twice a month to recognize student success.

The “Self-Assessment: School Culture Triage” survey indicated that modifications and improvement to the current school culture are necessary. A more in-depth assessment of the school’s culture is planned within this school year.

Comprehensive Needs Assessment Summary:

McKinley faces numerous challenges. African American and Economically Disadvantaged subgroups have steadily increased in the past four years. The overall enrollment has increased due to building closures within the district, which resulted in McKinley absorbing a number of displaced students and staff. In addition, these closures resulted in a significant number of staff reassignments all within the last two years. McKinley's MEAP and Mi-ACCESS scores have remained relatively consistent. Deficits may be contributed to an increased number of students. Providing instructional strategies that meet the needs of our highly-transient population is an ongoing challenge in our school.

Component II. Schoolwide Reform Strategies

Goal Area	READING
Rationale	<ol style="list-style-type: none"> 1. MEAP scores show an increase in the number of students in third through fifth grades who were “not proficient” and “partially proficient” in reading over the past two-years. 2. Based on 2007-2008 MEAP scores, more than 30% of students in 3rd through fifth grades answered incorrectly on the majority of comprehension questions (average of 72% of questions between grades 3-5). Based on Developmental Reading Assessment (DRA) scores, 67% of first and second graders were not reading at grade level by the end of the school year.
Smart Goal	<ul style="list-style-type: none"> • Annually until 2013, the number of students who are at proficient or advanced level on ELA MEAP reading will increase by 5-7%. ▪ Annually until 2013, the number of third through fifth grade students who answer most or all (72-100%) of comprehension questions correctly on the MEAP will increase by 5-7%. ▪ Annually until 2013, the number of first and second grade students reading at grade level by the end of the school year will increase by 8-10% per year.
Strategy 1	Continue to implement a balanced literacy program in all classrooms, to include shared reading, guided reading, independent reading, read-aloud, oral language, word study, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Strategy 2	Within professional learning communities, K-5th grade teachers will read, discuss, and implement strategies from the professional book, <u>The Daily 5</u> by Gail Boushey and Joan Moser (2006). These strategies will be implemented for the purpose of differentiating reading instruction for all learners, as well as providing the classroom teacher with designated time to work with struggling learners on a daily basis in small groups.
Strategy 3	Teachers will include reading comprehension strategies as a part of their daily reading instruction. These will include: Making Connections, Questioning, Visualizing, Inferring, Determining Importance, and Synthesizing, based on the work of Stephanie Harvey in <u>Strategies that Work</u> (2007).
Informational Technology Support	Computer programs for reading which are available in the school computer lab include: Compass Learning Odyssey, Study Island. Waterford Program is available for many students in their classrooms.
Professional Development	Teachers will be provided with ongoing relevant professional development opportunities both district-wide, school-based, and on an individual basis as needed. District has provided ongoing training in Shared Book and Guided Reading for K-3rd Teachers. Training continues in balanced literacy for 3rd-5 th grade teachers. Compass and Study Island training were also provided for teachers. Training in <u>Daily 5</u> (2006) for all K-5 teachers at McKinley has or will be provided by Macomb Intermediate School District Language Arts Consultant, Grace Velchansky. A team of teachers will attend a conference at the MISD on Daily 5 C.A.F.E. in March 2010.
Parental Involvement	Teachers use many strategies to encourage parental involvement in literacy instruction. Teachers regularly send high-interest books home for students to read with parents. Many teachers use reading logs for students to track the number of minutes/hours per month that students read at home. Family literacy nights and author nights have been held on an annual basis. Teachers regularly send home literacy activities for parents to do with their children. Teachers communicate with parents with weekly progress reports.

At-Risk Student Support	Teachers review Developmental Reading Assessment (DRA) scores on a regular basis. In the classroom, teachers provide support to students through differentiating instruction individually or in small groups. Compass Learning and Study Island are available to students in the computer lab and at home. Additional time on Waterford Computer Program is available for in some classrooms. Additional support directed to specific need is provided through computer programs available in the classroom and computer labs. F.A.S.T. Learning (F.A.S.T. Learning, LLC, Stephen Tattum, 2008) is being implemented in some classrooms to provide support for students having difficulty in reading. For the past three years, selected at-risk students were invited to attend a summer school program for reading assistance with high school tutors in the district.
Evaluation	ELA MEAP – Reading Formative and summative assessments, including Developmental Reading Assessments, will be used to inform instruction for the purpose of increasing student achievement on the ELA MEAP Reading Assessment.
Evidence	Lesson plans and daily schedules submitted to building administrator will reflect 45-60 minutes per day of reading instruction incorporated in a balanced literacy program. PLC meetings will include time to discuss <u>The Daily 5</u> strategies. K-5 Teachers will implement <u>The Daily 5</u> strategies. Lesson plans and/or other teacher records will provide documentation of instruction in Comprehension Strategies.

Goal Area	WRITING
Rationale	MEAP ELA writing scores show a significant deficit at all grade levels.
Smart Goal	Annually until 2013, students in fourth grade will demonstrate a <u>5-6%</u> increase in writing proficiency as measured by the ELA MEAP. The number of students receiving passing scores on the district writing post-assessments will increase annually by 2-3% at all grade levels K-5.
Strategy 1	Writers' Workshop will continue to be implemented in all K-5 classrooms. (Students will build fluency in writing through continuous, repeated exposure to the process of writing). Students will apply the skills they have learned in Writers' Workshop across all content areas. The district focus of Writers' Workshop for 2008-2009 for K-5 is on organization and details, based on Fall 2005, 2006, and 2007 MEAP data.
Strategy 2	Implement writing lessons from <u>Units of Study for Teaching Writing</u> , Calkins, Lucy, (2006); and from <u>Teaching Qualities of Writing</u> , Fletcher, Ralph and JoAnn Portalupi, (2004).

Informational Technology Support	Computer programs for writing available in the school computer lab include: Compass Learning Odyssey (Story Creator and Odyssey Writer). Alpha Smarts and Kidspiration are available for classroom use.
Research	<u>Units of Study for Teaching Writing</u> , Calkins, Lucy, (2006); <u>Teaching Qualities of Writing</u> , Fletcher, Ralph and JoAnn Portalupi, (2004); <u>The Study Island and No child Left Behind: Solid Research Equals Solid Results</u> report, by Study Island in 2003.
Professional Development	Teachers in the district at all levels, K-5, have received ongoing professional development in the area of Writers' Workshop for two or more days per year. The focus of the training for the 2008-2009 school year is organization and details. The training is facilitated by Dr. Sandra Biondo who has worked with teachers on writing since 2003. Compass Training and Study Island training were also provided for teachers K-5 teachers.
Parental Involvement	Information related to Writers' Workshop is shared at open house and through classroom notes and school newsletters. Published work is both displayed and sent home for parents to review. Teachers share writing with parents at parent-teacher conferences two times per school year.
At-Risk Student Support	Additional time is provided to students as needed. Teachers confer with students on a regular basis to differentiate instruction based on student need.
Evaluation	ELA MEAP Writing Formative and summative assessments will be used to inform instruction for the purpose of increasing student achievement on the ELA MEAP Writing Assessment.
Evidence	Student writing is published on a regular basis. Student writing samples are evaluated by teams of teachers a minimum of two times per year. Teachers will evaluate student writing each month as students complete a unit or finished piece. Lesson plans and daily schedules submitted to building administrator will reflect 45-60 minutes per day of writing instruction incorporated in a balanced literacy program.

Goal Area	MATH
Rationale	MEAP scores show a significant deficit in measurement and geometry at all levels.
Smart Goal	Annually, until 2013, students' proficiency in measurement and geometry will increase by 5-7% as measured by the MEAP.

Strategy 1	<p>Teachers will incorporate Part 2 - Ongoing Learning and Practice, and Part 3 – Options for Individualizing, and recommended Everyday Math games in daily Everyday Math lessons. These parts of the Everyday Math lessons are designed to provide additional opportunities for practice and activities for differentiating instruction. The games included in the lessons will provide more hands-on opportunities for students to learn and apply skills in measurement and geometry.</p>
Strategy 2	<p>In their professional learning communities, McKinley teachers will design monthly homework calendars which will incorporate measurement for grades K-2, and geometry for grades 3-5. Monthly home connection math calendars with simple daily review activities to do at home will include quick activities to be done daily with parent and returned at the end of each month.</p>
Strategy 3	<p>Students in grades K-5 will continue to utilize the computer programs, Study Island and Compass Odyssey on a weekly basis. The programs will help students consistently review and assess measurement and geometry skills.</p>
Informational Technology Support	<p>Computer programs for math which are available in the school computer lab include: Compass Learning Odyssey.</p>
Research	<p>University of Chicago- Everyday Math Project http://ies.ed.gov/ncee/wwc/reports/elementary_math/eday_math/research.asp National Council of Mathematics http://my.nctm.org/eresources/article_summary.asp?from=B&uri=TCM2008-10-174a <i>The Study Island and No child Left Behind: Solid Research Equals Solid Results</i> report, by Study Island in 2003.</p>
Professional Development	<p>Professional development in math for K-5 teachers includes: M-Glance Training; Everyday Math Consultant Site-Visits to school; Professional Learning Communities; Technical Math Program Training; Compass Training; Study Island Training.</p>
Parental Involvement	<p>Monthly home connection math calendar with daily review activities to do at home will include quick daily activities to be done with parent and returned at the end of each month. Invite parents to Family Math Nights to learn about the curriculum and ways to support students at home.</p>

At-Risk Student Support	Part 2 - Ongoing Learning and Practice and Part 3 – Options for Individualizing, and recommended Everyday Math games included in Everyday Math Series daily lessons will be utilized to reinforce concepts and differentiate for struggling learners and different learning styles. Students will be given additional time on computer programs. Teachers will provide small group and individualized instruction. For the past three years, selected at-risk students were invited to attend a summer school program for math assistance with high school tutors in the district.
Evaluation	MEAP Math Formative and summative assessments will be used to regularly assess math achievement for the purpose of increasing achievement on the MEAP math assessment.
Evidence	Monthly Home Connection Calendars will be collected from students. Teachers will incorporate skill building lessons in daily/weekly plans with a focus on measurement. Lesson plans and daily schedules submitted to building administrator will reflect time for use of computer programs in lab that focus on math skills in the area of measurement.

Goal Area	BEHAVIOR
Rationale	McKinley discipline write-up data indicates an increase in discipline write-ups over the past three school years (05/06, 06/07, 07/08). The percentages of physically aggressive discipline incidents increased 9% between 2006/07 and 2007/08.
Smart Goal 1	Annually, McKinley Elementary School will demonstrate a 2%-5% decrease in discipline write-ups (per MISD PBS Behavior Tracking System).
Strategy 1	Students in grades K-5 will participate in one or more of the following behavior curriculum enhancement programs: Talking About Touching, Peaceworks, Be Cool, and No-Bullying programs. These programs will teach positive problem-solving skills, cooperation skills, and bullying prevention strategies.
Research	<ul style="list-style-type: none"> ●Talking About Touching (Committee for Children- www.cfchildren.org) ●Peaceworks (Peace Education Foundation- www.peace-ed.org) ●Be Cool (James Standfield Company, Inc.) ●No-Bullying Program (Johnson Institute)

Professional Development	During the 2008-2009 and 2009-10 school years, student assistant specialist/School Social Worker will attend 1-3 conferences and/or workshops pertaining to research-based behavior strategies.
Parent Involvement	Parents will be notified in monthly newsletters as to when curriculum enhancement programs are being taught. Parents will be invited to attend sessions and provide feedback through parent questionnaires.
At-risk Students' Support	Educational support groups will be offered as needed to reinforce and further support at-risk students.
Evaluation	Annually, McKinley Elementary School will demonstrate a 2%-5% decrease in discipline write-ups (per MISD PBS Behavior Tracking System).
Evidence	Evidence/data will be given to staff at monthly staff meetings and PBS/Behavior Committee meetings through school year. A final report given to staff at end of school year.
Strategy 2	A school-wide Positive Behavior Support (PBS) system will continue to be in place to teach, model, and evaluate positive behavior expectations and choices.
Research	Michigan Department of Education www.michigansipsig.match.org www.bridges4kids.org/pbs/resources
Professional Development	At beginning of school year our PBS District Coach will meet with staff to provide an in-service training component.
Parent Involvement	Parents will participate on PBS Committee. Parents will be informed of PBS procedures and activities in monthly newsletters. Parents will be invited to participate in monthly "Choice Days." Parents assist with running a large selection of activities from which students may choose based on minutes earned from a positive behavior system.
At-risk Student Support	School Social Workers and Student Assistance Specialist will provide individualized behavior support plans for students with at-risk behavioral needs.
Evaluation	McKinley Elementary School's PBS team will have bi-monthly meetings to assess discipline referrals, to assess positive rewards/incentives, and to make decisions on how to best support our schoolwide PBS system.
Evidence	School Social Worker and Student Assistance Specialist will compile dates of PBS activities and PBS reward assemblies/field trips.

Strategy 3	Data analysis of behavior will be disaggregated by ethnicity to determine if which, if any subgroup(s) has disproportionate disciplinary infractions.
Research	Dr. Ruby Payne, <i>A Framework for Understanding Poverty</i> ; Glen Singleton, <i>Courageous Conversations about Race</i> ; U.S. Department of Education. (2000). <i>Applying positive behavioral support in schools: Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disability Act</i> . Washington, D.C.: Author.
Professional Development	Subsequent professional development will be implemented to assist staff in addressing the needs of the identified subgroups.
Parent Involvement	Staff will present parent education programs related to developing effective skills at decreasing disciplinary problems with students from the most “at risk” sub group.
At-Risk Student Support	School social worker and staff will provide support groups to students as needed.
Evaluation	Reduction in disciplinary infractions among all groups.
Evidence	Student discipline among sub groups will be analyzed by teachers. Dates and agendas will be compiled for parent education programs that have been offered to parents of students with discipline concerns.

Component III. Instruction by Highly Qualified Professional Staff (Teachers and Paraprofessionals)

McKinley 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 of 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.

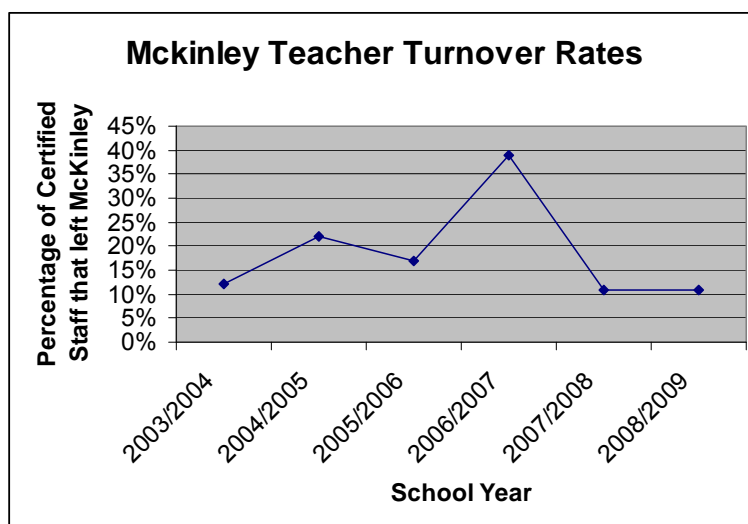
All Title I paraprofessionals meet the federal mandate of No Child Left Behind and are highly qualified. These individuals have completed at least two years of study at an institution of higher education in allied or related courses, or have been awarded an associate's degree or higher, and pass the state ACT WorkKeys or pass the state of Michigan test for teacher certification or the ESP ETS Paraprofessional Assessment or successfully complete the portfolio process. The personnel department ensures that all Title I paraprofessionals maintain their highly qualified status by monitoring their credentials and requiring proof of their credentials to be submitted to the personnel office.

Component IV. Strategies to Attract Highly Qualified Teachers to High Need Schools

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 placing pre-student teachers with veteran elementary teachers at McKinley.

McKinley Elementary School works with the district to attract highly qualified teachers by participating in the following activities: providing mentors for new teachers, new teacher orientation, scheduled professional development, professional learning communities, and teacher leadership programs including the Galileo Leadership Consortium.

The McKinley teacher turnover rates are:



2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
12%	22%	17%	39%	11%	11%

The above table shows the percent of certified staff who left McKinley each school year. The average of the past five years is 20%.

At the end of 2004-05, one building had to be closed due to decreased enrollment. This caused multiple layoffs throughout the district. At the end of 2006-07, two buildings had to be closed due to decreased

enrollment. This caused multiple layoffs once again. 2007/08 has brought more stability to the staff, and 2008-09 remained at a lower rate of turnover. These numbers should become increasingly more stable as the district is coming to the end of its downsizing or "right"-sizing period.

Component V. High-Quality and Ongoing Professional Development

Professional Development is planned based on need. McKinley Elementary School as well as the Van Dyke Public School District strongly believes that professional development must be sustained and supported over time. We value ongoing professional development which supports the development of knowledge and skills of McKinley staff members.

**VAN DYKE PUBLIC SCHOOLS
PLAN FOR PROFESSIONAL DEVELOPMENT
2009 - 2010 SCHOOL YEAR**

DATE	GOAL AREA	GRADE / STAFF	PROFESSIONAL DEVELOPMENT TOPIC	EVIDENCE
July	Reading	K - 12	F.A.S.T. Reading	Sign in Sheets
September	ELA / Math / Science / Social Studies	9 – 12	SLC Functioning	Sign in Sheets
	School Improvement	McKinley S.I. Chairs	Results from School Survey	Sign in Sheets
	School Culture	McKinley Staff	Culture- Kay Cornell-Galileo	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content Delivery	Teacher Leaders	Technology Platform	Sign in Sheets
	School Improvement	K - 5 Teachers	School Culture	Sign in Sheets
October	ELA / Math / Science / Social Studies - Core Content Delivery	Teacher Coaches	Interactive White Board	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content Delivery	Teacher Leaders and Principals	Measuring What Matters	Sign in Sheets

	ELA / Math / Science / Social Studies - Core Content Delivery	Elementary Teachers	Standards Based Grading / Assessment	Sign in Sheets
	School Improvement	McKinley Staff	School Improvement-Grace Velchansky MISD consultant	Sign in Sheets
	ELA/Math	Building Teams	Response to Intervention MISD	Sign in Sheets
November	ELA / Math / Science / Social Studies - Core Content Delivery	Teacher Coaches	Interactive White Board	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content Delivery	Teacher Leaders and Principals	Measuring What Matters	Sign in Sheets
	Reading / Math	Principals and Teachers	Response to Intervention	MISD Registration
	Reading	K - 2 Teachers, Kindergarten Assistants	Waterford	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content Delivery	Elementary Teachers	Standards Based Grading / Assessment	Sign in Sheets
	Math	Elementary Teachers	Everyday Mathematics Training	Site Visit Schedule
	Math	New Teachers	Everyday Math Training	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content Delivery	Teacher Leader Training	Teacher Leadership - Capacity Building	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content Delivery	Building S.I. Chairs	Facilitating School Improvement MISD	Sign in sheets MISD
	ELA/Math/ Science/ Social Studies- Core Content	Elementary Teachers	Powerschool Online Standards-Based Report Card Training	Sign in Sheets
December	ELA / Math / Science / Social Studies - Core Content Delivery	Teacher Coaches	Interactive White Board	Sign in Sheets

	Reading	K - 2 Teachers, Kindergarten Assistants	Waterford	Sign in Sheets
	Reading / Math	Principals and Teachers	Response to Intervention	MISD Registration
January	ELA / Math / Science / Social Studies - Core Content Delivery	Teacher Coaches	Interactive White Board	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content	Pre K - 12 Teachers	Professional Learning Communities Revisited Anthony Muhammed	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content Delivery	Elementary Teachers	Standards Based Grading and Assessments	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content	Pre K - 12 Teachers	Teacher Leadership -Four Hats of Shared Leadership	Sign in Sheets
	Social Studies Content	Elementary Teachers (Grade Level Meetings)	Social Studies Curriculum Alignment	Sign in Sheets
March	ELA / Math / Science / Social Studies - Core Content Delivery	Teacher Coaches	Interactive White Board	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content	Pre K - 12 Teachers	Teacher Leadership - Seven Norms of Collaboration	Sign in Sheets
	Reading	McKinley Team	Daily 5 Café	Sign in Sheets MISD
April	ELA / Math / Science / Social Studies - Core Content Delivery	Teacher Coaches	Interactive White Board	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content	Elementary Teachers	Standards Based Grading and Assessments	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content	Teacher Leadership	Non - Verbal Strategies	Sign in Sheets

May	ELA / Math / Science / Social Studies - Core Content Delivery	Technology Coaches	Interactive White Board	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content	Elementary Teachers	Standards Based Grading and Assessments	Sign in Sheets
	ELA / Math / Science / Social Studies - Core Content	Pre K - 12 Teachers	Teacher Leadership - Action Research	Sign in Sheets

Component VI. Strategies to Increase Parent Involvement

Legislative Citation-Strategies to increase parental involvement in accordance with section 1118...[NCLB Act Sec. 1114 (b) (1) (f)]

Rubric requirements:

Rubric Requirement 1: Parents were clearly involved in the design, implementation, and evaluation of the schoolwide plan.

Home-School Compact:

- Student Council Members worked on the student section for 2009-10 in Spring 2009.
- A committee of 8 teachers worked on the teacher section for 2009-10 in Spring 2009.
- Three parent representatives worked on the parent section for 2009-10 in Spring 2009.
- Annual Title I Information Meeting was held on 10/30/09.
 - parents in attendance also approved the compact for 2009-10.
- Annual Title I Information presentation again during conferences, but it is also currently available in a powerpoint on our school website

Parent Involvement Policy: Parent representatives listed on the schoolwide plan reviewed and approved the McKinley Parent Involvement Policy in January 2009. In addition, a meeting on May 29, 2009, included a review of the district parent involvement policy. The policy will be published in the school newsletter at a minimum of once per school year, be shared at Title I Parent Advisory Team meetings, and also be provided to parents upon request throughout the year. The policy is also posted on the school website in the school improvement plan.

Parent Involvement Calendar- These events were selected by parents, staff, and the principal to provide a variety of interesting and educational opportunities for parents to share with their child(ren). The events include both evening and daytime events to allow options for varying parent work schedules. In addition, many parents volunteered at events. Parents are invited to participate in all scheduled school events, whether during the school day or in the evening. These events include but are not limited to: student assemblies, Fall Open House and Curriculum Night, School Halloween Parade, Family Math, Reading, and Science Nights, Mom & Me/Dad & Me maturation seminars, Book Fair, Art Fair, talent show, bake sales, PTO, classroom field trips, Girls Scout camp, classroom volunteers (working with students), holiday celebrations, attending Homecoming Parade with student council, popcorn sales, Pastries with Parents Day(s), Achievement Celebrations every other Friday, and monthly PBS Choice day to reward positive behavior.

For parents who are unable to attend daytime events, communications and activities are sent home after presentations. The follow-up notes include details of what students learned in the presentation and suggestions for discussion/activities that parents could do with their child. A calendar of planned Parent Involvement Events will be prepared annually (Appendix A). In addition, newsletters and notes home provide parents with upcoming parent involvement opportunities.

Title I Parent Advisory Team (P.A.T.) A team of parents has been established to allow opportunities for staff and parents to meet and work together on planning and coordinating Title I school improvement, as well as reviewing plans, compacts, and policies.

Rubric Requirement 2: The plan includes an assurance that a school-level parent involvement policy exists meeting NCLB requirements of Section 1118. The policy is attached to this plan.

A district parent involvement policy (Appendix B) has been in place for several years. In November 2009, parents from each elementary school were invited to a meeting to review and update the district policy. A school parent involvement policy (Appendix C) and home-school compact (Appendix D) are used in the Title I program. These documents are distributed to parents through the school newsletter or at parent-teacher conferences. Parents have opportunities to provide input to the plan.

Rubric Requirement 3: Activities outlined in Section 1118 (e)(1-5, 14) and 1118 (f) must be included in the plan.

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

Section 1118 (e) (1) Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress.

Teachers at McKinley Elementary regularly provide parents with assistance in understanding the State Standards and the MEAP tests. At Parent-Teacher conferences and Open House, teachers discuss the grade level content expectations which are incorporated in our standards-based report cards. Parents are also provided with information regarding the MEAP tests. Teachers also explain the MEAP reports with parents to assist them in understanding their child's progress. In addition, teachers provide ongoing communication with parents regarding their child's progress toward mastering these standards through progress reports.

Section 1118 (e) (2) Provide materials and training to help parents work with their children.

Teachers provide numerous opportunities for parents to work with their child. Materials such as books, math and spelling games, math and reading calendars, flashcards, Dolch lists, and science experiments, are sent home with instructions for parents. In addition, parents of students who receive F.A.S.T. reading interventions have opportunities to support our F.A.S.T. reading program by learning to help their child with timed readings for fluency and using the pressure release technique when doing guided reading with their child. All students receive access to our computer programs, Compass Odyssey and Study Island, from home via the internet. Parents were given login and passwords for their children at conferences.

Section 1118 (e) (3) Train staff to build effective parent involvement.

A full day of training for School Improvement Teams in the district to build effective parent involvement was provided on April 8, 2009 for several staff members. Five School Improvement team members from McKinley attended. This training was facilitated by district Student and Community Affairs Coordinator and Assistant Superintendent of Curriculum and Instructions. Information from this meeting was brought back and shared with staff members. Similar training will be provided annually for staff to build effective parent involvement.

Section 1118 (e) (4) Collaborate with other programs to coordinate parent involvement.

The district and school collaborate with Headstart, Parents as Teachers, Our World of Fours, and Leaps and Bounds to coordinate parent involvement. A memorandum of understanding has been approved by Van Dyke Public Schools and Macomb County Headstart.

Section 1118 (e) (5) Provide information in a format and language that parents can understand.

McKinley Elementary School with assistance from the Macomb Intermediate School District (MISD), provides translation services for families who speak a language other than English. In addition, the MISD bilingual tutors communicate with parents regularly and will attend meetings with parents upon request. Van Dyke Public Schools also employs a Bilingual Consultant who is assigned to coordinate these services for families. In addition, staff members make every effort to provide easy-to-read-and-understand communications with English-speaking parents. Staff members are sensitive to the varying needs of parents to be able to read and understand information concerning their child. Staff members provide assistance in situations where parents may need additional help in understanding information.

Section 1118 (e) (14) Provide other reasonable support for parent involvement as parents may request.

McKinley staff makes every effort to assist parents with parent involvement upon their request. We understand that parents have a range of availability, interest, and need regarding parent involvement and we strive to accommodate them with a variety of parent involvement opportunities. Parents are invited and encouraged regularly to participate in school functions, volunteering at school events, and assisting in the classroom. Parents take an active role in recruiting parents to volunteer. Teachers also provide a variety of ways in which parents may choose to participate. New opportunities have been added for parents for the 2009-10 school year. They include:

Section 1118 (f) Provide full opportunities for participation of parents with Limited English Proficiency of with disabilities and for parents of migratory children.

Students who are Limited English Proficient: While McKinley Elementary does not have significant numbers of Limited English Proficient students, the school does provide services for those students who need them. Students who are Limited English Proficient are identified and recommended immediately for evaluation through an ELPA screening provided by the district's Bilingual Consultant. Once a student has been referred to the Macomb Intermediate School District to receive bilingual tutoring, the school is now officially aware of the child's need. Teachers pay close attention to communications with parents of these students to ensure that they are receiving necessary information as well as full opportunities in the school.

Students who have disabilities: Students who have disabilities of any kind also go through a specific process of identification and referral. Once a student has qualified for Special Education Services, they receive full benefits of the Special Education program for their specific disability. In addition, staff keeps a close watch over students with disabilities to ensure that their needs are being met appropriately, as well as keeping in contact with their parents.

Migratory students: At this time, McKinley does not have any migratory students.

Rubric Requirement 4: The schoolwide plan describes how it plans to evaluate the parent involvement component of the schoolwide plan.

At McKinley Elementary, data is collected from volunteer sign-up lists for school activities; parent surveys; event sign-in sheets, and event ticket sales to measure participation and gather information. We review the data to determine number of parents participating in each event. The McKinley Parent Teacher Organization (P.T.O.) provides the school with input and feedback regarding school activities and events. The P.T.O. also is directly involved in the planning and implementation of many of the family events at McKinley. The P.T.O. consists of a team of 10-15 core members who meet monthly with the principal and other staff representatives. (In addition, there is a group of approximately 75 parents who have volunteered to help out with specific events or tasks.) The P.T.O. has ongoing open communication with the principal. When the parent group raises a concern, action is taken. The school investigates the situation by collecting pertinent information, (ie. Surveys, follow-up surveys, discipline write-ups, conference attendance, parent meetings, student achievement and progress, etc). Staff and parents work together to provide solutions to any problems and address any concerns that may arise. For parents who do not participate in P.T.O., other avenues for input are provided. The principal will plan "open forum" meetings, such as "Coffee with the Principal," during which parents may speak openly in a casual setting. Parents are also encouraged to make an appointment to speak to the principal privately if they choose, but the principal makes a great effort to exercise an "open door" policy whenever possible.

Rubric Requirement 5: The school explains how the results of the evaluation will be used to improve the schoolwide program.

McKinley Elementary values and respects parent input. McKinley Elementary uses all information collected from parent and student surveys, parent feedback, and parent input to continuously improve our Schoolwide program. The following examples illustrate just a few of the ways we evaluate and our plan and make improvements based on the results of the evaluation. Based on the results of surveys, concerns were raised about the safety of students when being dropped off and dismissed in front of the building. This was resolved by rerouting traffic as well as creating a Curbside Committee of parent volunteers to assist with drop-off and dismissal. Based on the results of surveys, bullying was identified as a concern. The staff will expand its bullying program. Based on the concern about MEAP scores, teachers are now providing parents with additional tools to help students at home with specific MEAP related content in Math and Reading, as well as providing parents and students access from home to our online computer programs.

**Exceptional*: The school-level parent involvement policy applies to the entire school population and their parents, and it clearly supports the goals and strategies outlined in the schoolwide plan.*

McKinley Elementary strives to be exceptional in the area of parent involvement. The staff understands that the partnership between the school and the home is critical to the success of each learner. Strong partnerships exist between staff, parents, and community members. We work to improve our program on an ongoing basis. We value the input of parents and use it to make improvements to our program that will benefit and support all students and their parents. (See Appendix B for McKinley Parent Involvement Policy.)

For the 2009-2010 School year, the principal and staff have been working closely with parents to expand parent involvement opportunities. This year McKinley has four separate parent groups:

1. Parent Teacher Organization (P.T.O) - provides student-centered activities for fun and education, funded through fundraising programs.
2. Parent Networking Group, (PNG): created by McKinley parents for the purpose of educating, supporting and involving all McKinley parents. They seek out parents to volunteer and help to plan events and opportunities within the school for parents.
3. Title I Parent Advisory Team (P.A.T.): planning and coordinating of Title I school improvement and parent involvement
4. McKinley Volunteer Program (M.V.P.): This parent-led group works with the staff to provide in-school tutoring for at-risk students, as well as noontime enrichment activities.

Component VII. Preschool Transition Strategies

Opportunities are provided to pre-school parents through the district's kindergarten round up which takes place in February, April, and May. Kindergarten round up provides an opportunity to provide parents with materials and strategies that can be used throughout the summer to help parents to ensure their children make a successful transition to kindergarten. Parents are able to meet kindergarten teachers at Kindergarten Round-up. Specific information shared at kindergarten round up includes:

- Kindergarten Curriculum Information
- Reading Readiness
- Establishing New Routines
- Following Directions
- Social Skills

At Kindergarten round-up, parents receive a “Kindergarten Readiness” packet with activities that can be used throughout the summer. These materials are also given out to families that register their children during the summer. Parents are encouraged at the round up to attend spring open houses to visit the school before the end of the current school year.

Kindergarten teachers present to Our World of Fours parents, which is the district’s pre-school program offered through the Michigan Great Start initiative. The focus of the presentation is on kindergarten readiness.

Regular communications are sent home by teachers to kindergarten parents throughout the school year. Articles in newsletters at the beginning of the school year place emphasis on Kindergarten readiness.

In addition, kindergarten teachers attend training with pre-school teachers or schedule grade level meetings a minimum of one time per school year.

Van Dyke Public Schools is in the process of developing a transition team that will coordinate with the district’s Our World of Fours, Early Childhood Development programs, Head Start and other pre-school programs.

In Summer 2009, Van Dyke offered a Pathways to Kindergarten program to all students registered for Kindergarten in Fall of 2009. Kindergarten teachers provided students with a two-week introduction to help prepare students for kindergarten. Four half-day classes of 12-13 students were held. Bus transportation was provided for all students to and from their homes.

On the first day of school 2009, parents of new kindergartners attended a “Tea and Tissues” meeting with kindergarten staff to introduce them to the kindergarten program.

Component VIII. Teacher Participation in Making Assessment Decisions

Teachers have input into all areas relating to student achievement. Specifically, teachers collaborate 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 2008 – 2009 school year, teachers are developing the Social Studies curriculum.

At McKinley, 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 for learning.

Training in formative assessments included developing assessment plans based on the work of Rick Stiggins. 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 MEAP 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 that affect student achievement. This information is analyzed to the grade level content expectation level and triangulated with subgroup and demographic.

In addition, consultants from the Macomb Intermediate School District provide training related to formative and summative assessments and using data to inform decisions.

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

Teachers use a variety of assessment methods in addition to standardized assessment data from MEAP. Formative and summative assessments include: using standards based report cards, DRA, MLPP, Math Unit tests, Study Island, Compass Odyssey, and observations. Teachers may refer a student for a child study team meeting based on areas of concern. These areas typically include but are not limited to academic and behavioral issues. The team meets regularly for initial and follow-up meetings. The team meetings may include a combination of general education teacher(s), special education teacher(s), and support staff (social worker, psychologist, Title I Curriculum Coordinator/Intervention Specialist, and school administrator). The team works together to identify areas of strength and areas of difficulty for each individual student, and then works together to provide timely and additional assistance for that student in the classroom. Follow-up meetings are scheduled regularly to monitor and revise the implementation and success of the plan for each child who has been identified for child study. Parents are also informed of the recommendations of the team, and encouraged to not only give their input, but be included as a key role player in the success of their child.

Within the classroom, teachers at all levels implement many strategies to provide additional assistance for students who are having difficulty. These may include but are

not limited to the following strategies: reteaching, small group instruction, one-to-one assistance (provided by teacher, assistant, volunteer), early intervention or response to intervention with teaching consultant/curriculum consultant, additional time on Waterford or Compass computer programs.

Differentiation takes place in classrooms on a daily and ongoing basis through a variety of strategies which may include: accommodations such as, simplified instructions, extended time, modified assignments; specific reading comprehension strategies, ([Strategies that Work](#) by Stephanie Harvey, 2007), leveled books and guided reading ([Guided Reading](#) by Irene Fountas and Gay Su Pinnell, 1995), one-to-one assistance (from a teacher, assistant, volunteer, study buddy), teaching concepts more than one way ([Brain-Based Learning](#) by Eric Jensen, 2000).

For the 2009-10 School Year, McKinley has established an Rtl (response to intervention) team, who has been attending a series of trainings provided by the MISD. The MISD is working with school teams throughout the county to assist schools in implementing Rtl for the 2010-11 school year.

Also for the 2009-2010, school year the district's elementary schools are implementing the use of substitute teachers to provide a common weekly Professional Learning Community meeting in each elementary school. This allows teachers time to meet to analyze data and plan for student achievement. In addition, the substitute teachers provide interventions for at-risk students four days per week.

Component X. Coordination and Integration of Federal, State, and Local Programs and Resources

McKinley 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.

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

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
3. Instruction by Highly Qualified Professional Staff	Title IIA General Fund	All staff and paraprofessionals are highly qualified
4. 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

5. 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
6. Strategies to Increase Parental Involvement	Title I GSRP Parent Teacher Organization	"Say Yes to No" Positive Behavior Support School Assemblies Family Math Night Family Science Night Author Programs Maturation Programs Open House/Curriculum Night Ice Cream Social Holiday Shop Field Day
7. Pre-school Transition Strategies	Title I GSRP General Fund	Kindergarten Round Up Open House Kindergarten Transition Team
8. Teacher Participation in Making Assessment Decisions	Title IIA General Fund	Grade Level Meetings Data for Student Success Curriculum Meetings Grade Level Meetings Formative and Summative Assessment Training
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Title I 31A General Fund Workforce Investment Grant	Curriculum Coordinator/Intervention Specialist FAST Reading Compass Learning Study Island Writer's Workshop After School Tutoring Literacy Library Positive Behavior Support Summer School
10. 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

Curriculum Alignment

The Van Dyke Public Schools Board of Education recently approved a new standards based report card for elementary students. The report card is based on the Michigan grade level content standards for the core academic subjects. The District reviews curriculum on an on-going basis and will review Social Studies during the 2008 – 2009 school year. Plans are underway to re-align the science curriculum to the standards that were released by the Michigan Department of Education in 2008. In addition, the district works with educational consultants from the Macomb Intermediate School District to ensure that the Van Dyke curriculum is aligned with state and national standards.

Uses of Community Resources and Volunteers

McKinley has established partnerships with a variety of organizations to support student, parents, and families. These include: Salvation Army, Warren Goodfellows, Lord of the

Harvest Church, Warren Firefighters, Warren Police Department, United Way, Detroit Science Center, General Motors, Y.M.C.A., Warren Kiwanis, Catholic Charities RSVP volunteers, Leaps and Bounds, C.A.R.E. Agency, Girl Scouts of America, Warren Parks and Recreation, Michigan State University Extension Program, and Warren Rotary Club.

The PTO supports the school by helping to sponsor: Family activity nights, ice cream socials, field trips, holiday shops, book fairs, and assemblies.

Component XI. Evaluation

McKinley 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 McKinley 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 McKinley 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.

Appendices

McKinley Parent Involvement Calendar 2009-2010

September 8	"Tea and Tissues" Kindergarten Parent Meeting (Staff, PTO)	February 25	Everyday Math Night with L. Powell, Everyday Math Consultant
18	Constitution Day – American Freedom Celebration-Doug Scheer (Soc. Stud. Comm.)	26	D.A.R.E. Graduation – 5 th grade
23	Curriculum Night with Guy Lewis performance (Staff)	TBD	Kindergarten Roundup
		TBD	Positive Behavior Support "Choice Day" (Staff, M.V.P.)
October 2	Positive Behavior Support "Choice Day" (Staff, McKinley Volunteer Program M.V.P.)	March 10	A.S.D. Meeting (Autism support for parents)
23	Fall Frenzy with Science Activities (P.T.O. and Science Committee)	11	Family Reading Night (Reading Committee)
30	Annual Title I Parent Information Meeting	18	Parent Teacher Conferences (Staff)
30	Positive Behavior Support "Choice Day" (Staff, M.V.P.)	23	International Pot Luck
		30	Music Program
		TBD	Positive Behavior Support "Choice Day" (Staff, M.V.P.)
		TBD	Ann Arbor Hands-On Museum Family Math Night (District-wide at LMS)
November 4	Family Math Game Night – Gizmos (Math Committee)	April 14	Computer Evening for Parents (Staff, P.A.T.)
25	Positive Behavior Support "Choice Day" (Staff, M.V.P.)	15	Family Literacy Night Dinner
		22	Family Writing Night (Writing Committee Kindergarten Roundup)
		28	A.S.D. Meeting (Autism support for parents)
		28	P.B.S. Parent Meeting (P.B.S. District Coordinator)
		TBD	Positive Behavior Support "Choice Day" (Staff, M.V.P.)
December 7	Title I Parent Advisory Team (P.A.T.) Meeting	May 20	Ice Cream Social (P.T.O., P.A.T., Staff)
7-11	Santa Shop (P.T.O.)	TBD	Michigan Parade (Social Studies Committee)
10	Parent-Teacher Conferences	TBD	Positive Behavior Support "Choice Day" (Staff, M.V.P.)
18	Positive Behavior Support "Choice Day" (Staff, M.V.P.)		
January 12	P.B.S. Parent Meeting (P.B.S. District Coordinator)	June 4	Title I Volunteer Breakfast –district - wide (Title I Parent Coordinator)
12	ASD Meeting (Autism support for parents)	11	Talent Show (Student Council)
14	Dolch Word Bingo (P.A.T.)	14	Field Day
26	Ann Arbor Hands-On Museum Family Science Night (District-wide at LMS)	16	Fifth Grade Farewell
TBD	Positive Behavior Support "Choice Day" (Staff, M.V.P.)	TBD	Positive Behavior Support "Choice Day" (Staff, M.V.P.)

B. District Parent Involvement Policy

Van Dyke Public Schools

Parent Involvement Policy Mission Statement:

In order to support academic achievement, every student in Van Dyke Schools will have a parent or a primary caregiver who is empowered to participate actively in all aspects of his or her education. All Van Dyke Public Schools will actively promote and welcome parental participation and advocacy in all aspects of the educational process.

Van Dyke Public Schools Parent 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	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	Great Parents- Great Start	On-going	Anecdotal records and logs

C. McKinley Parent Involvement Policy

McKinley Parent Involvement Policy

McKinley Elementary School has developed a parent involvement policy based on the Van Dyke Public Schools parent involvement policy. The policy contains elements of Sec. 1118, No Child Left Behind Act – Sec. 1114 (b) (1) (f) and includes provisions for:

- Assisting parents in understanding the State’s content standards and assessments and how to monitor their child’s progress.
- Provides materials and training to help parents work with their children.
- Train staff to build effective parent involvement.
- Collaborate with other programs to coordinate parent involvement.
- Provide information in a format and language that parents can understand.
- Provide other reasonable support for parent involvement as parents may request.
- Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.

McKinley Elementary School Parent Involvement

McKinley Elementary School provides opportunities and encourages parents / guardians to be involved in every aspect of their child’s education. Parents / guardians who are involved in the academic, behavioral and social culture of school assist McKinley in helping every child to reach his or her potential. McKinley staff members will regularly communicate with parents and guardians to create an open door policy that welcomes all school stakeholders. The goals of parent / guardian involvement at McKinley Elementary School include:

- Providing information to parents regarding the Michigan Curriculum Framework and the grade level content standards for each content area. This will include information about standards based grading.
- Staff members will work with parents to communicate the results of formative and summative assessments including the results from the Michigan Education Assessment Program (MEAP).
- Teachers and McKinley staff members will provide parents / guardians with materials and training so that they will be able to support their child(ren) at home.
- McKinley teachers will receive training from district and Macomb Intermediate School District consultants to learn how to implement positive parent education programs in classrooms and the school.
- Staff members will collaborate with district and community agencies to provide coordination of programming for McKinley parents, guardians, and community members.
- McKinley staff members will provide information in a format and language that parents can understand.
- Staff members will support parents as they request assistance and support for their children.
- Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.
- Provide outreach to parents / guardians, community, and business to increase involvement in supporting and increasing student learning at McKinley Elementary School.

D. Parent Compact

Title I Home/School Compact McKinley Elementary School

A student's success depends upon the partnership between the student, parents, teacher, and principal. This compact states each of our intentions in this partnership to do our part to provide the greatest opportunity for success for:

Please print student's first and last name

Student:

- Come to school on time and ready to learn
- Complete and turn in class and homework assignments on time
- Always try to do my best in my work and my behavior
- Be respectful, responsible, and safe
- Follow all school and classroom rules
- Give my parents all papers and information sent home from school
- Ask for help when I need it
- Pay attention and participate in class
- Believe that I CAN learn

Student Signature _____

Parent/Guardian:

- Encourage my child to be respectful, responsible, and safe.
- Support the school in its efforts to maintain proper discipline and provide a safe and orderly learning environment.
- Encourage my child to do his/her best
- Make an effort to attend parent-teacher conferences and other school functions
- Communicate and cooperate with teachers and other school personnel.
- Establish a time for my child to share daily school experiences and complete homework.
- Make sure my child is on time and attends school regularly.

Parent Signature _____

Teacher:

- Respect cultural, racial, and ethnic differences.
- Provide a positive atmosphere for teaching and learning.
- Enforce the rules and policies of the school consistently and fairly.
- Respect and value the uniqueness of each child
- Assist each child in achieving his/her academic success
- Maintain open lines of communication with students and parents
- Seek ways to involve parents in the school program
- Demonstrate professional behavior and a positive attitude
- Seek best practices and research-based strategies for continuing high levels of student achievement.
- Believe that each child can learn

Teacher Signature _____

Principal:

- Represent all McKinley Elementary School staff in affirming this compact.

Principal Signature _____