

Edgerton Upper Elementary

School Improvement Plan

(Schoolwide Title I)

2009-2013

Revised as of 10/12/09

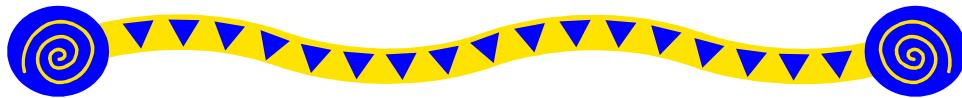


Table of Contents

Mission Statement.....	2
Team Members.....	2
Schoolwide Components	
1. Comprehensive Needs Assessment.....	2
2. Schoolwide Reform Strategies.....	8
3. Instruction by Highly Qualified Professional Staff.....	10
4. Strategies to Attract High-Quality Highly Qualified Teachers.....	10
5. High-Quality and Ongoing Professional Development.....	11
6. Strategies to Increase Parental Involvement.....	14
7. Preschool Transition Strategies.....	16
8. Teacher Participation in Making Assessment Decisions.....	16
9. Timely and Additional Assistance to Students.....	17
10. Coordination and Integration of Federal, State and Local Programs and Resources.....	17
Curriculum Alignment.....	18
Use of Community, Resources and Volunteers.....	19
Adult Roles in Community Education, Libraries and Community Colleges.....	19
Methods of Effective Use of Technology.....	19
On the Job Learning, Apprenticeship, Internships.....	20
Building Level Decision Making.....	20
Evaluation.....	20
Appendix A District Parent Involvement Policy.....	21
Appendix B Edgerton Parent Involvement Policy.....	23
Appendix C Parent/Teacher/Student Compact.....	24

MISSION STATEMENT:

Edgerton Upper Elementary School

The Edgerton Staff is committed to work cooperatively with students, families, and the community to facilitate mastery of essential academic and social skills by providing all students with opportunities to reach their personal best.

TEAM MEMBERS:

Name	Position	Contact Information
Linda Bolf	5 th Grade Teacher	lbolf@tricountyschools.com
Kristi Snarski	Secretary	ksnarski@tricountyschools.com
Jenny Warzynski	Title I Teacher	jwarzynski@tricountyschools.com
Michelle Spach	4 th Grade Teacher	mspach@tricountyschools.com
Sue Wanner	Principal	swanner@tricountyschools.com
Kim Alexander	Parent	hcclerk@charterinternet.com
Lori Reidt	Media Specialist	lreidt@tricountyschools.com
Sam Ketchum	Resource Room	sketchum@tricountyschools.com

SCHOOLWIDE COMPONENTS:

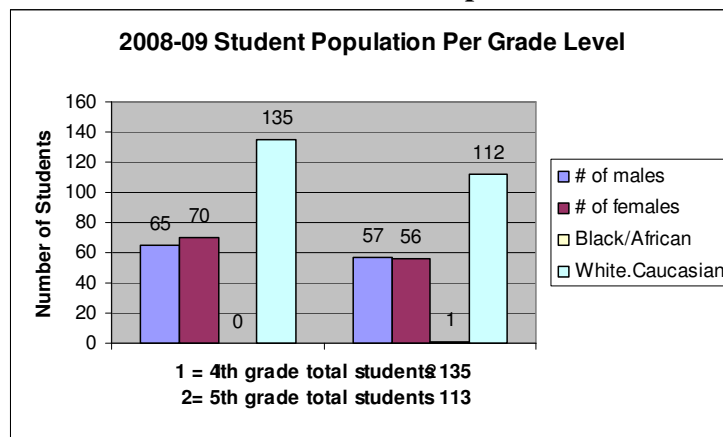
1. Comprehensive Needs Assessment:

In the winter of 2009, the building principal went to the Putting It All Together Conference and completed a portion of the school component profile and the Michigan Ed Yes Comprehensive Needs Assessment Report (Michigan Ed Yes!) with input from a team of teachers. On the Michigan Ed Yes! report from 2008, two areas that were noted as “getting started” or “partially implemented” remained the same in 2009. Staff reported that opportunities for collaboration are random and periodic and not built into the daily school schedule. The other area relates to parents being actively involved in school improvement initiatives and decision making. At this time parents regularly participate in school and class activities however, they have not been active in the school improvement process. Local and state assessment data underscore the need to improve writing instruction for our students especially our economically disadvantaged, special needs and male population to facilitate improved student writing. Student surveys on the climate in our building suggests students want more opportunities to personally speak with their teachers and would like more positive communication between school and home. Therefore, regular and meaningful school improvement conversations are needed between staff and parents for increased student achievement. In the winter of 2009, school improvement team members participated in five training sessions with an approved facilitator to develop a comprehensive Title I Schoolwide Improvement Plan. The team looked at demographic, process, perception and student achievement data. The analysis of this data produced the results found in the paragraphs below. The conclusions drawn from these results helped to develop the building level goals as found at the end of this section.

Student Demographic Data:

Edgerton Upper Elementary School is part of the Tri-County Area School District encompassing three counties within a 127 square mile radius. It is located 40 miles directly north of Grand Rapids, Michigan and is in the village of Howard City. The total number of students (Prek-12) enrolled in the district is 2,419. The district per pupil expenditure is \$7,747.83. Edgerton Upper Elementary School is a 4th/5th grade building that was built in 1934 and renovated in 1998. The Michigan State Board of Education recognized Edgerton Upper Elementary in 2005 because of its strong commitment to educational excellence and significant academic improvement with the Michigan Blue Ribbon Exemplary School Award. Edgerton has had a significant student turnover rate and 50% of the students qualify for free and reduced meals.

2008-2009 Student Population



Student turnover or mobility rate during the past year: 12%

Students who qualify for free/reduced priced meals: 50% (123 students)

Students receiving resource room services: 6% (15 students)

Students receiving speech services: 6% (15 students)

Average class size: 23 students

Average daily student attendance: 94%

Staff Demographic Data:

	Full-time	Part-time
Administrator	1	
General Education Teachers		
• 5 th grade	5	
• 4 th grade	6	
Special Education Teacher	1	
Specials Teacher		
• Art/Media	1	

<ul style="list-style-type: none"> • Art/PE/Health • Music 	1	1
Title I Teacher		1
Social Worker		1
Speech Therapist		1
Secretaries	1	1
Paraprofessionals	4	
Total Number	20	5

Parent/Community Demographic Data:

Edgerton Upper Elementary serves families in Howard City and the surrounding area. Edgerton is located on the US 131 corridor between Grand Rapids and Big Rapids. Our population’s average household income includes 22% of families earning between \$30,000-\$50,000 and 28% of families earning between \$50,000 - \$75,000. The education level of our community consists of 82% of adults having at least a high school diploma in comparison to 88% for the state and 11.3% of adults having a Bachelor’s degree in comparison to 25.3% for the state. Our population consists of 28% of the community between birth and 19 years of age, 36% between 20 and 44 years of age and 10% of the population falls in the category of senior citizen.

Process Data/Resource Integration:

As stated in the opening paragraph, in the winter of 2009, the building principal went to the Putting It All Together Conference and completed a portion of the school component profile and the Michigan Ed Yes Comprehensive Needs Assessment Report (Michigan Ed Yes!) with input from staff. Demographic, Process, Perception, and Achievement data was gathered and analyzed by the schoolwide planning team in the spring of 2009 and shared with all staff to gather more feedback.

As a result of the 2009 Ed YES! reporting and the schoolwide planning process, the following areas have become a major focus for the 2009-2010 school year for staff and parents.

Strand I, Teaching for Learning:

- Development of Common Grade Level Assessments in all core areas

Strand III, Personnel and Professional Learning

- Collaboration time for grade level and content area teams

Strand IV, School and Community Relations

- Parent Involvement and Learning at Home
- Ways to gather and analyze perception data

Edgerton Upper Elementary School receives federal and state grant funds to improve learning for all students, especially those most at risk of failing the State’s core academic standards. These funds include Title I Part A, Title II, Part A, Title II Part D, 31 A, Safe and Drug Free Schools, and the Schoolwide Planning grant.

These funds provide a variety of programs and resources to support disadvantaged and at risk learners. Programs supporting these students are:

- Title I pull out instruction 20 minutes per day in reading
- Title I push in math support in the classroom

- Extended day for math and writing
- Title I paraprofessionals
- Conflict management for peer to peer conflict resolution
- Professional development training
- Curriculum review and assessment analysis
- My Access software writing program

The school improvement team reviewed programs and resources in the spring of 2009 and found that additional training in the My Access writing program was needed to facilitate improvements of student writing.

Teacher Perception Data:

Teachers had time to reflect on their progress of the programs, resources, and processes at Edgerton while completing the Ed YES Indicators. The results obtained from the Michigan Ed YES! Report indicate a need for staff collaboration time, development of common assessments, parent involvement opportunities and ways to gather and analyze perception data.

Our conclusion from the Michigan Ed YES! Comprehensive Needs Assessment showed the greatest impact for student success and improvement would be to have a common daily or weekly collaborative team planning time built into the school day where student instruction is not compromised. We also need to increase opportunities for regular parental involvement in the school improvement process to assist in the facilitation of improved student learning.

Student Perception Data:

Students are surveyed yearly concerning building climate in our school. This takes place during the end of the first quarter of the school year and at the end of the school year. . The total number of students surveyed in the fall of 2008 was 248. Below are the results of the 2008-2009 school year survey.

Student Building Climate Survey Summary

There are lots of chances for students in my school to talk with a teacher one on one.	Often/Sometimes	77%
	Not Very Often/Never	18%
The school lets my parents know when I have done something well.	Often/Sometimes	69%
	Not Very Often/Never	24%

(%s are rounded to the nearest whole number)

Student Survey Perception Conclusions

Students rated their overall building climate experience with their teachers as positive. However, 24% do not think the school lets parents know when they have done something well and 18% didn't feel there were a lot of opportunity to talk one on one with teachers.

After reviewing the above data the following conclusions were made:

- Staff will improve listening skills and ways to provide opportunities for student one on one time by participating in Capturing Kids Hearts training.

- Positive communication between staff and parents will take place regularly throughout the year for both students who are doing well and for students who may be struggling.

Parent Perception Data:

Edgerton staff administered a climate survey to parents, staff and students in the 2008-2009 school year. The Edgerton parent surveys indicated that parents have an overall positive experience with the building climate. However, past surveys have not been specifically directed towards curriculum and program decision making. Parents have also indicated through conversations at parent teacher conferences, open house, and daily contacts, that math support for students is also desired. Staff have targeted parental involvement as a focus area for the 2009-2010 school year. Staff will participate in training to learn how to gather parent perceptions and how to analyze the data to improve the parent involvement component of the schoolwide plan.

Student Achievement Data

Local Assessment

Data from the Storytown holistic writing assessment and the My Access writing program indicate that a specific and consistent approach to teach writing needs to be developed and implemented. Though our students have shown growth with each assessment, our goal is to have 80% of all students scoring a 5 or better based on a 6 point rubric.

Though 4th and 5th grade student data indicates a lack of proficiency in writing, 4th graders outperform 5th grade students on both assessments. This suggests a disconnect in the writing curriculum and or the way the rubric is applied to student writing. Staff will need to develop and implement a very structured writing program and collectively score student writing assessments.

According to our Storytown holistic writing assessment the following results were obtained:

- September 2008: 45% of 4th grade students scored 2.9 or less
- January 2009: 16% of 4th grade students scored 2.9 or less
- May 2009: 16% of 4th grade students scored 2.9 or less
- September 2008: 45% of 5th grade students scored 2.9 or less
- January 2009: 32% of 5th grade students scored 2.9 or less
- May 2009: 21% of 5th grade students scored 2.9 or less

2008-2009 Fall/Winter Storytown Holistic Writing Scores

4th Grade				5th Grade			
Holistic Writing	9/08	1/09	5/09	Holistic Writing	9/08	1/09	5/09
Level 1 (5.0 – 6.0)	16%	42%	41%	Level 1 (5.0 – 6.0)	4%	19%	36%
Level 2(3.0-4.99)	40%	42%	43%	Level 2 (3.0-4.99)	51%	50%	43%
Level 3 (<2.9)	45%	16%	16%	Level 3 (<2.9)	45%	32%	21%

According to our My Access writing Assessment given in September 2008, the following results were obtained:

- September 2008:18% of 4th grade students scored 2.9 or less.
- September 2008: 43% of 5th grade students scored 2.9 or less.

- May 2009: 7% of 4th grade students scored 2.9 or less
- May 2009: 8% of 5th grade students scored 2.9 or less

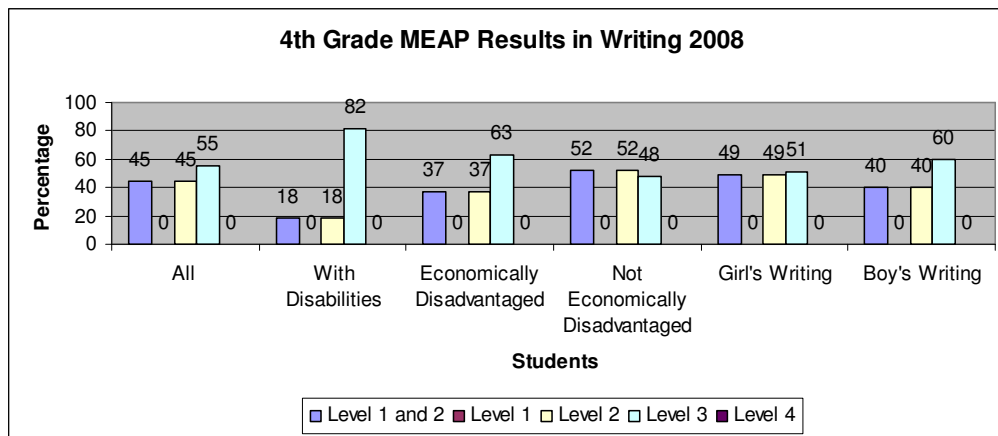
My Access Writing Scores

4 th Grade			5 th Grade		
MyAccess Writing	9/08	5/09	MYAccess Writing	9/08	5/09
Level 1 (5.0 – 6.0)	14%	30%	Level 1 (5.0 – 6.0)	4%	21%
Level 2 (3.0-4.99)	68%	63%	Level 2 (3.0-4.99)	53%	70%
Level 3 (<2.9)	18%	7%	Level 3 (<2.9)	43%	8%

State Assessment Data

The graphs below describe the writing results from the fall 2008 Michigan Education Assessment Program (MEAP) testing of 4th and 5th graders.

The MEAP results for 4th grade students indicate that 55% of all students are not proficient in writing. Of this 55%, students with disabilities, boys and economically disadvantaged students show the greatest weakness in writing.



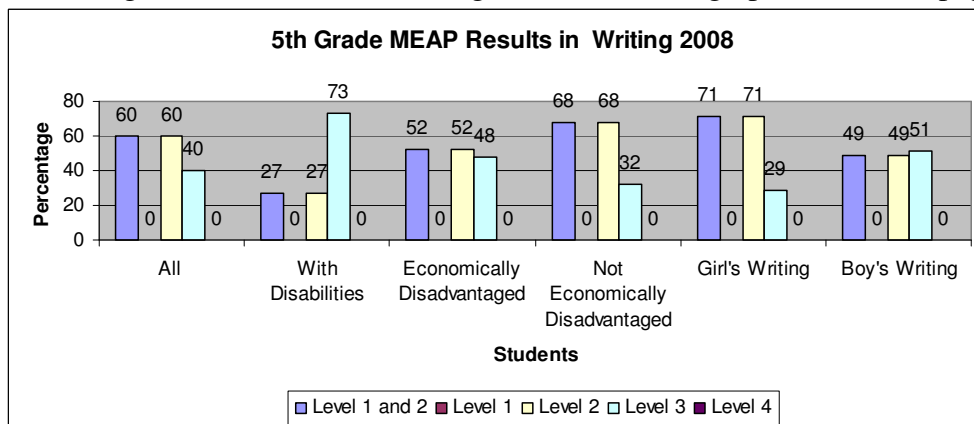
Level 1 = Advanced

Level 2 = Proficient

Level 3 = Partially proficient

Level 4 = Not proficient

The MEAP results for 5th grade students indicate that 60% of all students are not proficient in writing. Of this 60%, students with disabilities, boys and economically disadvantaged students show the greatest weakness in writing as shown on the graph on the next page.



Level 1 = Advanced

Level 2 = Proficient

Level 3 = Partially proficient

Level 4 = Not proficient

After a detailed analysis of the Michigan Ed Yes!, parent surveys, and writing assessments, Edgerton staff have come to the conclusion that the following areas need to be addressed for all students, especially students with disabilities, boys and economically disadvantaged. The following goals have been developed to help ALL students meet the state standards:

- Goal 1: Student writing achievement will increase
- Goal 2: Collaboration with regular team time will be implemented on a monthly basis
- Goal 3: A balanced parental involvement program will be developed and implemented

2. Schoolwide Reform Strategies (Goals and Action Plan):

Edgerton staff has identified strategies to help meet the needs of students, especially the identified subgroups, so that ALL students are moving towards meeting the State academic standards at the proficient or advanced levels.

The strategies listed in the Action Plan below will increase the quality and quantity of the instruction for ALL students and staff as well. Each strategy is linked to research of successfully researched models.

The strategies will provide an accelerated and enriched curriculum based on research for the students most at-risk of failing the core academic expectations so that ALL students have the opportunity to become successful.

Edgerton staff has developed the following action plan to assist in the attainment of the newly developed schoolwide goals. The action plan also demonstrates the fulfillment of the requirements of PA 25 and the schoolwide rubric.

Goal Area # 1	Writing
Rationale (Need)	According to the local assessments: 58% of 4 th grade students were below the basic level 80% of 5 th grader students were below the basic level According to the state assessment (MEAP) 2008: 55% of 4 th grader students were below proficient 40% of 5 th grade students were below proficient
Goal 1	Student writing achievement will increase annually as assessed by the above state and local assessments.
Objective	By June of 2010, student writing proficiency will increase by 5% at each grade level.
Instructional Strategy	Implement common writing prompt in each class four times a year using MyAccess to inform instruction & provide feedback.
Research	Marzano; Strategies That Work – Setting objectives and providing feedback
Professional Development	Full staff training, on the MyAccess writing program.
Parent Involvement	Student led parent/teacher conference to show parents MyAccess and the holistic scoring rubric.
At-Risk Students' Support	Students will work one on one and/or in small groups with a

	paraprofessional to improve their individual writing using MyAccess to enhance their writing skills.
Evaluation	In May of 2010, local and state assessments will be analyzed along with holistic and classroom writing scores. Students, parents, and teachers will also be surveyed to see if the instructional strategy worked. Quarterly MyAccess scores that were given throughout the year will also be analyzed.
Evidence	The SI team will collect data to evaluate the effectiveness of the professional development, parent involvement and teaching strategies used to improve student writing.

Goal Area #2	Collaboration Team Time During The School Day				
Rationale (Need)	According the Ed YES! Self-Assessment, over the last 7 years, Edgerton Upper Elementary School is not meeting minimum criteria for collaboration. Staff continue to rate this area as “partially implemented”.				
Goal	Edgerton will increase teacher collaboration time.				
Objective	By June of 2010, Edgerton staff will have implemented monthly teacher collaboration time.				
Instructional Strategy	Develop a calendar for monthly teacher collaboration time with agendas for collaboration topics.				
Research	Rick Stiggins, Robert Marzano – supporting teacher collaboration time to improve student learning				
Professional Development	Staff will read two research articles; 1 st Stiggins and 2 nd Marzano regarding teacher collaboration and writing assessments in July-August and discuss at first collaborative meeting in 2009.				
Parent Involvement	In the first parent newsletter, staff will share articles or quotes regarding the monthly teacher collaboration progress and invite a parent representative to participate in meetings.				
At-Risk Students’ Support	Individual student needs will be discussed during teacher collaboration meetings. Teachers will share research based differentiated instructional strategies to be implemented in the classroom and Title I.				
Evaluation	Staff survey on teacher collaboration.				
Evidence	<table border="0"> <tr> <td>1. Agendas/Minutes</td> <td>3. Staff Surveys</td> </tr> <tr> <td>2. Sign-In Sheets</td> <td>4. Newsletter</td> </tr> </table>	1. Agendas/Minutes	3. Staff Surveys	2. Sign-In Sheets	4. Newsletter
1. Agendas/Minutes	3. Staff Surveys				
2. Sign-In Sheets	4. Newsletter				

Goal Area #3	Parent Involvement
Rationale (Need)	According the Ed YES! Self-Assessment, over the last 7 years, Edgerton Upper Elementary School has shown no improvement of their self evaluation in providing effective parent involvement.
Goal	Edgerton will increase effective parent involvement.
Objective	By June 2010, Edgerton staff will implement a balanced parent involvement program including a minimum of two parent

	inservices.
Instructional Strategy	Staff will create a Parent Involvement Action Plan that incorporates all of the required parent involvement activities, including but not limited to: 1. A parenting training 2. A learning at home parent writing night
Research	Joyce Epstein's Home, School, and Community Partnerships (2009) supporting a balanced PI program and involve parents in student learning
Professional Development	In July and August, staff will read two articles from Joyce Epstein's research regarding a balanced parent involvement program and discuss readings during collaborative team meetings.
Parent Involvement	Parents will be invited to attend a minimum of two parent activities to help increase student learning. 1. A parent training 2. A learning at home parent writing night 3. Shadow your student day
At-Risk Students' Support	Parents of at-risk students will get a personal invitation to the parent activities; daycare and refreshments will be provided.
Evaluation	1. Staff surveys on research articles 2. Parent surveys on parent activities
Evidence	1. Agendas 2. Minutes 3. Sign-In Sheets 4. Surveys 5. Attendance

3. Instruction by Highly Qualified Professional Staff

One hundred percent of the fifteen teachers at Edgerton Upper Elementary School are highly qualified. They all possess a Bachelor's degree, state certification and show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification (M.T.T.C.), a graduate degree or coursework that is equivalent to an undergraduate major in any subject area directly related to the area in which they instruct, credentialing in any subject(s) or developmental level, or the High Objective Uniform State Standard of Evaluation (H.O.U.S.S.E.).

One hundred percent of the four instructional paraprofessionals are highly qualified as documented by the attainment of an Associate's Degree or a proficient score on the WorkKeys Assessment in Reading, Writing, and Math.

4. Strategies to Attract High-Quality Highly Qualified Teachers

Edgerton Upper Elementary has a low teacher turnover rate. Our building was formed 11 years ago with over half of the founding teachers still teaching at Edgerton. Our teachers average 13 years of experience.

District level initiatives to attract and keep highly qualified teachers include competitive salary and benefit package and mentors for all new teachers for the first four years of their career. Tri County is a financially stable school district that offers new teacher orientation an aligned curriculum with professional development opportunities.

At the school level, teachers at Edgerton are offered daily planning periods and professional development opportunities. Teachers at Edgerton work as a team and are a vital part of the schools decision making. Edgerton is a 2005 Michigan Exemplary Blue Ribbon School, earning this award for being exemplary in all areas.

5. High-Quality and Ongoing Professional Development

Edgerton staff receive high quality and on going professional development. These professional development opportunities are focused on achieving our schoolwide goals.

Goal Area	When	Activity	Who	Cost	Evidence
Goal 1	Monday June 1, 2009	MyAccess Writing Program preparation to integrate into curriculum	4 th /5 th staff Media Specialist Special Education 2 paraprofessionals	\$1,800.00 stipend	<ul style="list-style-type: none"> •Sign-In/Out sheets •Agenda •Minutes •Common writing rubric •Student report card and writing schedule
Goal 2	Friday June 26, 2009	MyAccess training	4 th /5 th staff Media Specialist Special Education 2 paraprofessionals	\$1,800.00 stipend My Access literacy specialist \$4,000.00	<ul style="list-style-type: none"> •Sign In/Out sheets •Agendas •Minutes
Goal 1, 2, 3	Tuesday Aug 4, 2009	MyAccess training	4 th /5 th staff Media specialist Special Education 2 paraprofessionals	\$1,800.00 stipends paraprof MyAccess literacy specialist \$4,000.00	<ul style="list-style-type: none"> •Student/Parent tip sheet on how to use •MyAccess from home. •Planning document to celebrate student writing •Evening program •Sign In/Out sheets •Agenda

					<ul style="list-style-type: none"> •Minutes •Quarterly curriculum map including writing assessments
Goal 2	Wednesday Aug. 5, 2009	Review, research articles on collaboration and professional learning communities Design plan to incorporate regular staff collaboration	4 th /5 th staff Media Specialist Special Education 2 paraprofessionals	\$1,420.00 stipends	<ul style="list-style-type: none"> •Sign In/Out sheets •Agenda •Minutes •Collaboration design/plan •Artifacts created to document collaboration meetings
Goal 3	Tues – Thurs. Sept. 2, 3, 4, 2009	Capturing Kids Hearts training	All staff 2 secretaries 2 paraprofessionals	\$7,600.00	<ul style="list-style-type: none"> •Sign In/Out sheet •Staff survey-evaluation of training •Student survey
Goal 3	Sept 2009	Title I Parent training Plan activities identified by parent school improvement representatives (Shadow Your Student Day)	All staff Title I 2 paraprofessionals	\$600.00 stipend \$200.00 snacks, childcare	<ul style="list-style-type: none"> •Sign In/Out sheet •Agenda •Minutes
Goal 2	Sept. 2009- May 2010	Collaborative staff meetings Analyze writing assessment and adjust strategies as needed Literacy coach	4 th /5 th staff Media specialist Special Education	\$15,000.00 \$9,000.00	<ul style="list-style-type: none"> •Sign In/Out sheet •Agenda •Minutes •Data analysis work sheet

5. High-Quality and Ongoing Professional Development Continued:

Goal 3	October 2009	Training on student lead conferences specifically related to MyAccess	4 th /5 th staff, Special Education	\$1,200.00	<ul style="list-style-type: none"> •Sign In/Out sheet •Agenda •Minutes •Student lead conference document to be used at conferences
Goal 3	Sept 2009	Title I Parent training Plan activities identified by parent school improvement representatives (Shadow Your Student Day)	All staff Title I 2 paraprofessionals	\$600.00 stipend \$200.00 snacks, childcare	<ul style="list-style-type: none"> •Sign In/Out sheet •Agenda •Minutes
Goal 2	Sept. 2009- May 2010	Collaborative staff meetings Analyze writing assessment and adjust strategies as needed Literacy coach	4 th /5 th staff Media specialist Special Education	\$15,000.00 \$9,000.00	<ul style="list-style-type: none"> •Sign In/Out sheet •Agenda •Minutes •Data analysis work sheet
Goal 3	October 2009	Training on student lead conferences specifically related to MyAccess	4 th /5 th staff, Special Education	\$1,200.00	<ul style="list-style-type: none"> •Sign In/Out sheet •Agenda •Minutes •Student lead conference document to be used at conferences
Goal 1, 3	February 2010	Title I parent meeting	4 th & 5 th staff Title I teacher Title I paraprofessionals	\$600.00 stipends \$200.00 snacks, childcare	<ul style="list-style-type: none"> •Sign In/Out sheet •Agenda •Minutes
Goal 1, 3	April 2010	Edge Showcase celebrating student	4 th & 5 th staff Title I teacher Title	\$600.00	<ul style="list-style-type: none"> •Sign In/Out sheet

		writing	I paraprofessionals		
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6. Strategies to Increase Parental Involvement

Edgerton Upper Elementary School does not have a parent or booster club. However, parents are always encouraged and invited to participate in all facets of their child’s education. Parents regularly volunteer to work with teachers in their classrooms, chaperone field trips, help plan specific activities, oversee book fairs, the winter market, science dissection, walking club, sub sales, and a healthy snack cart. A number of parents and various community members are an integral part of the Edge fishing experience, 5k Sneaker Run/Walk and our community Walk-a-Thon.

Edge parents are very supportive of their children by participating in the following ways:

- 90% attendance at student/parent orientation prior to the first day of school.
- 91% attendance at Parent/Teacher conferences in the fall of 2008.
- 88% attendance at Parent/Teacher conferences in the winter of 2009.
- 16% of our students participate in a before or after school Title I Math program.
- 16% of our students participate in a Title I pull out program for reading instruction.

Parents Involved in Design, Implementation, and Evaluation

- Edgerton Upper Elementary parents will be involved in the design, implementation, and evaluation of the school wide plan through the school improvement process. The results of the evaluations will be used to determine the success rate of programs and changes necessary to improve parent involvement. Parents will be surveyed annually to help evaluate the parent involvement activities and to gather parent perception data.
- The schoolwide improvement team developed a teacher/parent/student compact that will be annually reviewed with parents at Parent/Teacher conferences or prior, along with curriculum parent companion guides (*See Appendix C*).

School Level Parent Involvement Policies

- Tri County Area School District has a parent involvement policy that meets the NCLB requirements of 1118. *See Appendix A. 7175 Parent(s)/Guardian(s) Involvement Policy – Title I Programs.*
- Edgerton Upper Elementary has a school level parent involvement policy that reflects the district policy for implementation of parental involvement. *See Appendix B.*

Strategies to Involve parents: Section 1118(e) (1) through (5) and (14) and section 1118 (f)

1. Assist parents in understanding of the State Content Standards and monitoring progress:

- Curriculum Maps
- Orientation
- Newsletters
- Progress reports
- Report cards
- Parent/Teacher conferences
- Phone conferences

- Teachers will send home brochures explaining the state content standards
2. **Provide materials and training to help parents work with their children:**
 - Edgerton will implement a curriculum night. During this night, parents will receive information regarding Grade Level Content Expectations and training in the use of strategies to help improve academic achievement. Parents will learn how to use games and activities to support concepts taught in the classroom. Games and activities may include, flash cards, study skills, and internet resources. The 2009-2010 focus will be in writing.
 3. **Training staff to build effective parent involvement:**
 - Edgerton staff will be trained in “Capturing Kids Hearts” which will allow and facilitate parent involvement and improve teacher/student/parent communication.
 - In July/August, the staff will read articles on parent involvement and best practices and discuss at collaborative team meetings.
 4. **Collaborate with other programs to coordinate parent involvement:**
 - Edgerton coordinates with the Mobile Dentist which allows parents the opportunity to provide convenient dental care at a low cost or free.
 - Edgerton coordinates an annual Health Fair. Parents and students learn to make healthy choices in nutrition, exercise and medical screening through the Montcalm Community College Nursing Program.
 - The Michigan State Department of Education presented internet safety for students and parents. This presentation advises students of internet predators and advocates how to stay safe online.
 - Latch key is available before and after school for parents who need safe and reliable child care for their Tri County students.
 5. **Provide information in a format and language that parents can understand:**
 - Edgerton sends home a school wide newsletter every month. This updates parents on current programs, important dates of up and coming events, and student achievements. Teachers send home periodic newsletters that update parents on concepts being taught in the classroom along with expectations.
 - All students are supplied with a student handbook which includes a planner. The handbook provides families with school wide expectations, policies and a school calendar. The planner is used daily for communication between students, teachers, and parents.
14. **Provide reasonable support for parent involvement:**
 - Edgerton classrooms are equipped with a variety of supplies such as chapter books, glue sticks, scissors, colored pencils, reference books, and much more. These supplies are readily available for students and parents to use at home when needed for academic success.

f. Provide full participation of parents with limited English proficiency or disabilities:

- Parents of English as a Second Language students will be provided with an interpreter when needed. They will receive written communication in their home language as needed.
- Parents with disabilities will be accommodated in any way necessary on an individual basis. Edgerton staff is committed to help parents understand and assist their child.

Individual student achievement is reported to parents at parent/teachers conferences. In the spring, state assessment (MEAP) parent reports are sent home to parents as well. If an interpreter is needed to assist families in understanding the reports, one is provided.

7. Preschool Transition Strategies

Edgerton Upper Elementary is a 4th and 5th grade building and all preschool transitions are done at MacNaughton Elementary through:

- Opportunities for preschool students to visit Kindergarten classes:
 - Kindergarten Round-up
 - Open houses
 - Pre-Kindergarten summer camps
- Great Start Readiness program
- Early childhood training opportunity for teachers
- Alternate classroom visits between the preschool and kindergarten teachers
- Connecting with area preschool families via newsletters, newspapers, and flyers

Third grade students transitioning to Edgerton Upper Elementary experience a walk through visitation in the spring. Parents and students are invited to an orientation in the fall. Third through fifth grade teachers provide student information to the following year's teacher. Fifth grade students transition to sixth grade through a summer orientation at the middle school. All special education students transition to the next grade through Individual Education Plans (IEP).

8. Teacher Participation in Making Assessment Decisions

All teachers are involved in decision making with the use of local common assessments. Teachers regularly collect, record and analyze assessment data to improve academic success of all students using a building data sheet. The collaboration takes place during staff meetings, committee meetings, and professional development time. The decisions made drive classroom instruction using research based programs and strategies to improve academic achievement of all students. Staff is also involved in analyzing state assessment data each spring to determine if state and local assessment data is matching and identify learning targets needed for all students.

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

Edgerton has a process in place to identify students experiencing difficulty mastering curriculum objectives. Edge staff analyzes MEAP, MyAccess, Storytown holistic data. Students scoring at Level 3 or below in writing are screened using additional standardized testing to determine the need for Title I services. Once identified, these students are provided Title I services through an intensive 20-minute per day pull-out and/or a twice-weekly before or after school program. Data collected through frequent progress monitoring is used to differentiate instruction (computer application programs, increased utilization of manipulatives, focused instruction using visualization strategies) for individual students in all classrooms and Title I programs.

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

Edgerton staff include all federal, state and local funds to coordinate the schoolwide program to assist in achieving the schoolwide goals. The chart below outlines each of the schoolwide components and how the coordinated funds will be used. Any state or local agency that is a part of the schoolwide program is included in the chart below.

Schoolwide Components	Fund Sources	Programs
1. Comprehensive Needs Assessment	<ul style="list-style-type: none"> ▪ General Fund ▪ Schoolwide Planning Grant 	<ul style="list-style-type: none"> ▪ Edgerton Upper Elementary Schoolwide Transition Process
2. Schoolwide Reform Strategies	<ul style="list-style-type: none"> ▪ General Fund ▪ Schoolwide Planning Grant 	<ul style="list-style-type: none"> ▪ Edgerton Upper Elementary School Improvement/ Schoolwide Plan
3. Instruction by Highly Qualified Professional Staff	<ul style="list-style-type: none"> ▪ Title II A first then General Fund 	<ul style="list-style-type: none"> ▪ All Staff (Teachers and Paraprofessionals) are currently highly qualified.
4. Strategies to Attract Highly-Qualified Teachers to High Needs Schools	<ul style="list-style-type: none"> ▪ General Fund ▪ Title II A 	<ul style="list-style-type: none"> ▪ New Teacher Orientation Program ▪ Mentoring and Training ▪ District Professional Development ▪ Conferences to support continual learning ▪ New Teacher Training @ Local and ISD level

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

5. High-Quality and Ongoing Professional Development	<ul style="list-style-type: none"> ▪ Title II A ▪ Title II D ▪ Title IV ▪ General Fund 	<ul style="list-style-type: none"> ▪ Grade Level Meetings ▪ Capturing Kid’s Hearts ▪ Battle Creek Science Training ▪ Writing Across the Curriculum
6. Strategies to Increase Parental Involvement	<ul style="list-style-type: none"> ▪ Title I ▪ General Fund 	<ul style="list-style-type: none"> ▪ Curriculum Nights ▪ Open Houses ▪ Parent/Teacher Conferences ▪ Parent Involvement Evening Education Programs
7. Preschool Transition Strategies	<ul style="list-style-type: none"> ▪ Not available at 4th & 5th grade building. Offered through MacNaughton Elementary 	<ul style="list-style-type: none"> ▪ Kindergarten Round-up ▪ Open Houses ▪ Pre-Kindergarten Summer Camps ▪ Great Start Readiness Program for 4 year olds
8. Teacher Participation in Making Assessment Decisions	<ul style="list-style-type: none"> ▪ General Fund ▪ Title II A 	<ul style="list-style-type: none"> ▪ Curriculum Meetings ▪ Grade Level Meetings
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<ul style="list-style-type: none"> ▪ Title I A ▪ Title II A ▪ Title IV ▪ General Fund 	<ul style="list-style-type: none"> ▪ Extended Day ▪ Paraprofessionals ▪ Social Work ▪ Conflict Management
10. Coordination and Integration of Federal, State, and Local Programs and Resources	<ul style="list-style-type: none"> ▪ General Fund 	<p>Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and administrative offices staff.</p>

At this building level, child nutrition is supported by the National School Lunch Program. Capturing Kids Hearts is a program that will support staff in assisting with violence prevention and is funded with Safe and Drug Free Schools and Title II Part A funds.

CURRICULUM ALIGNMENT:

As state level curriculum changes, teachers will receive training through the local ISD. Teachers then share information and train staff at the building level during professional development time, staff meetings and grade level meetings. Teacher collaboration meetings will ensure best practices, resources, and assessments are in place at each grade level.

USE OF COMMUNITY, RESOURCES AND VOLUNTEERS:

Edgerton Upper Elementary realizes the importance of the utilization of community resources and volunteers to enhance student achievement.

Community Resources

- Leppinks donates items to various school functions
- Creekside Computers provide affordable computers to families in need
- Skate Estate provides skating passes for incentives
- The Village of Howard City is a collaborative partner on community walk-a-thon, 5K Sneaker Run/Walk, Ensley Park Improvement projects
- Montcalm Community College Nursing program collaborates with our health/nutrition and fitness programs

Recruiting Volunteers

- Volunteers sign up at Orientation
- Volunteer receive promotional flyers on activities that volunteers are needed or are personally contacted

ADULT ROLES IN COMMUNITY EDUCATION, LIBRARIES AND COMMUNITY COLLEGES:

- Edgerton Upper Elementary collaborates with the public library by helping students apply for library cards, communicating and giving updated lists for Accelerated Reader quizzes to the library and promoting the public libraries monthly reading programs at school.
- Edgerton Upper Elementary collaborates with Montcalm Community College Nursing program to help support the schools health curriculum.
- Edgerton Upper Elementary does not participate with Adult and Community Education due to the age of our students. The High School level would be the appropriate source. For more information contact the High School at 231-937-4338.
- Edgerton Bell choir participates in the Business Expo

METHODS OF EFFECTIVE USE OF TECHNOLOGY:

Tri County Area Schools has an approved District Technology plan on file and posted on the district website. The district plan was approved on July 5, 2006 and expires on June 30, 2009.

Edgerton Uses Technology in the Following Areas

- Accelerated Reading program
- My Access for student writing
- Internet for research
- Computer programs for displaying and sharing student work
- Utilizing word for developing their writing and developing ideas
- Integrated class projects initiated by our media specialist

ON THE JOB LEARNING, APPRENTICE, INTERNSHIPS:

Edgerton Upper Elementary does not participate with On the Job Learning, Apprentice, Internships due to the age of our student. Tri County High School would be the appropriate source. For more information contact the High School at 231-937-4338. However, Edgerton does provide a program called the “Edge Crew” where students fill out an application for a school job and interview with the principal. If hired they perform their job for approximately three months at which time they need to reapply for a new position if they desire.

BULDING LEVEL DECISION MAKING:

Edgerton staff make building level decision with staff input and administrator facilitation. Discussion to make decisions occur at staff meetings, professional development meetings, grade level meetings, and will be made at the newly implemented staff collaboration meetings. School improvement decision are recommended to the staff by the school improvement team, including parents and support staff.

EVALUATIONS:

Edgerton staff will evaluate the school improvement plan and process annually and will include parent input on the school improvement team.

- Evaluation of the process will be gathered through a staff survey each May. Results of the staff survey will be discussed and any new ideas or changes will be considered and implemented the following year.
- Evaluation of the goals and strategies will be conducted by the school improvement team each June to determine if goals were met and strategies were implemented.
- Each professional development activity will be evaluated through staff surveys to determine effectiveness and ways to improve on going professional development.
- Parent Involvement activities will be evaluated through parent surveys as they occur. Parent suggestions will be taken to the staff for consideration of program planning.
- Lastly, either a peer review or an outside facilitator will be invited conduct a school improvement evaluation to provide outside feedback to the Edgerton School Improvement team in June of each year.

Appendix A

7175 Parent(s)/Guardian(s) Involvement Policy - Title I Programs

In accordance with the requirement of the No Child Left Behind Act, the Tri County Area Schools Board of Education encourages parent(s)/guardian(s) participation in Title I programs. Parent(s)/Guardian(s) must be offered substantial and meaningful opportunities to participate in the education of their children.

The Board directs that the following actions be implemented to insure compliance with federal law:

The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;

Invitations to parent(s)/guardian(s) to attend at least one annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;

Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/ guardian(s) if practicable;

Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;

Information regarding child's achievement and progress;

A provision for input by Title I staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the Title I staff or parent(s)/guardian(s);

Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;

Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;

Ongoing communication between school and parent(s)/guardian(s); and

Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc).

Written Plans/Policies

The Tri County Area School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

Involve parent(s)/guardian(s) in the development of the plan;

Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;

Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;

Integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;

Review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;

Assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and

Distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Approved: June 12, 2006

LEGAL REF: 20 USCA 6318 (No Child Left Behind Act)

Appendix B

School-Level Parent Involvement Policy

1. Parents will be involved in the planning, implementation, evaluation and improvement of Edgerton's Title I programs through the School Improvement Process.
2. Parents will be invited to a beginning of the school year orientation that will provide:
 - Title I information
 - Suggestions for development, planning, evaluation and operation
3. When needed, assistance will be given to parents in a user friendly format.
4. Edgerton's student handbook will communicate what the student selection and criteria are for Title I students.
5. Achievement and progress will be communicated through mid term progress reports every four weeks and report cards four times per year.
6. Title I staff will provide current progress reports for each making period to be attached to report cards.
7. Edgerton Title I families will be offered an opportunity to attend a parent meeting with the Title I staff on home/school learning.
8. Professional development will be offered through:
 - Best practice articles
 - Book studies
 - Brainstorming
9. Communication between school and parents will occur throughout the school year through:
 - Newsletters
 - Conferences
 - Phone calls
 - Progress reports
10. A beginning of the year open house and a family meeting night will help foster parent communication.

Appendix C

Edgerton Upper Elementary School 2009-2010 Student/Teacher/Parent Compact

STUDENT AGREEMENT

It is important that I work to the best of my ability; therefore, I shall strive to do the following:

- Come to school ready to learn.
- Finish my schoolwork and participate in classroom activities.
- Follow all school rules.
- Respect others and their belongings.
- Help maintain a school environment that is safe, friendly, productive and clean.
- Set aside a regular time and place each night to complete homework.
- Act at all times in a manner that reflects pride in self, family and the District.

Signature _____

TEACHER AGREEMENT

It is important that students achieve, therefore, I shall strive to do the following:

- Provide a positive atmosphere for teaching and learning.
- Demonstrate care and concern for each student, by accepting them as important and worthwhile.
- Make efficient use of academic learning time.
- Provide an environment that allows for positive communication with parents.
- Encourage students and parents by providing information about student progress.
- Give students strategies to increase competence.
- Enforce the rules and policies of the school consistently and fairly.

Signature _____

PARENT/GUARDIAN AGREEMENT

I want _____ to achieve, therefore, I will encourage him/her by doing the following:

- Making sure that my child is punctual and attends school regularly.
- Supporting the school in its efforts to maintain proper discipline and provide a safe and orderly learning environment.
- Encouraging my child to do his/her best.
- Attending parent-teacher conferences and other school functions.
- Communicating and cooperating with teachers and other school personnel.
- Establishing a time for sharing daily school experiences and completing homework.

Signature _____