

**SCHOOL IMPROVEMENT
PLAN**

FOR

**TRI COUNTY
MIDDLE SCHOOL
(SCHOOLWIDE TITLE I)**

2009-2012

Home of the Vikings!

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A. MISSION STATEMENTS

Tri County Area Schools District Mission Statement

WE ASSURE EDUCATIONAL EXCELLENCE TO ALL STUDENTS, WHICH INSPIRES CONTINUOUS LEARNING IN A SAFE, PERSONAL ENVIRONMENT, SHARING THE RESPONSIBILITY WITH PARENTS AND COMMUNITY.

Tri County Middle School Mission Statement

In partnership with students, family, and community we will provide opportunities for all students to develop their individual potential for lifelong learning.

B. SCHOOL IMPROVEMENT TEAM STAKEHOLDERS

| Name | Position | Contact Information |
|------------------|----------------------|--|
| Kurt Mabie | Building Principal | kmabie@tricountyschools.com |
| Bill Cichewicz | Assistant Principal | bcichewicz@tricountyschools.com |
| Pauline Guilford | Classroom Teacher | pguilford@tricountyschools.com |
| Bill Putnam | Classroom Teacher | bputnam@tricountyschools.com |
| Susan Amacher | Support Staff | samacher@tricountyschools.com |
| Becky Butler | Secretary | bbutler@tricountyschools.com |
| Dee Korsen | District Level Staff | dkorsen@tricountyschools.com |
| Jacque Dines | Parent | j.dines@plasticplate.com |
| Angie Wall | Parent | angiewall95@yahoo.com |
| Ronna Longcore | Parent | 616-636-5141 |
| Cindy Ballivian | Parent | |

C. TEN COMPONENTS OF THE SCHOOLWIDE PLAN

1. COMPREHENSIVE NEEDS ASSESSMENT

Over the past 3 years, the Tri County Middle School administration and staff have collected and reviewed data in order to complete a comprehensive needs assessment including the completion of the ED YES! Self-Assessment. Sources of our data included student achievement data, school program/process data, perception data, and demographic data. Data results and conclusions drawn from them are found on the following pages.

Student and Staff Demographic Data

Tri County Middle School is a 6th-8th grade building. There are eight teachers and one resource room teacher in each grade level. We have full inclusion in each grade level and a self-contained CI classroom. There are four rotation teachers that teach all grades in Art, Computer, Gym, and Tech Ed. There is a Band teacher that teaches all grade levels and a Personal Economics teacher in 6th grade. We added a Personal Mastery teacher in the final

marking period of the 2008-2009 school year to work with several groups of our challenging students in a smaller classroom environment. Our school also has 4 classroom aides, a one-on-one student aide, a Media Specialist, one counselor, a half-time social worker, and a part-time nurse. We have ancillary services from the ISD as needed per student IEPs.

Tri County Middle School has approximately 548 students. Our student numbers have fluctuated slightly, but we have been able to maintain the number of classes and sections offered. In the 2007-2008 school year, our economically disadvantaged student numbers increased from 35% to 45%. We have maintained that number in the 2008-2009 school year. The majority of our students are Caucasian.

Student Achievement Data

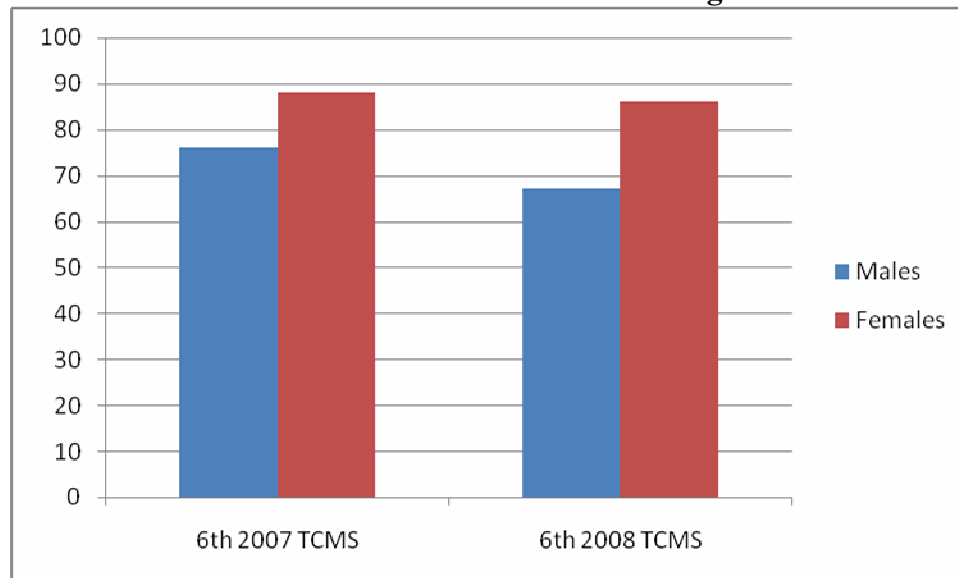
Based on the 2007 and 2008 MEAP data, Tri County Middle School has identified the following content areas for improving student achievement:

Sixth Grade Reading: All students proficient went down from 81% to 77%, which is also below the 2008 state average of 81%. There is a statistical difference between males and females as shown below.

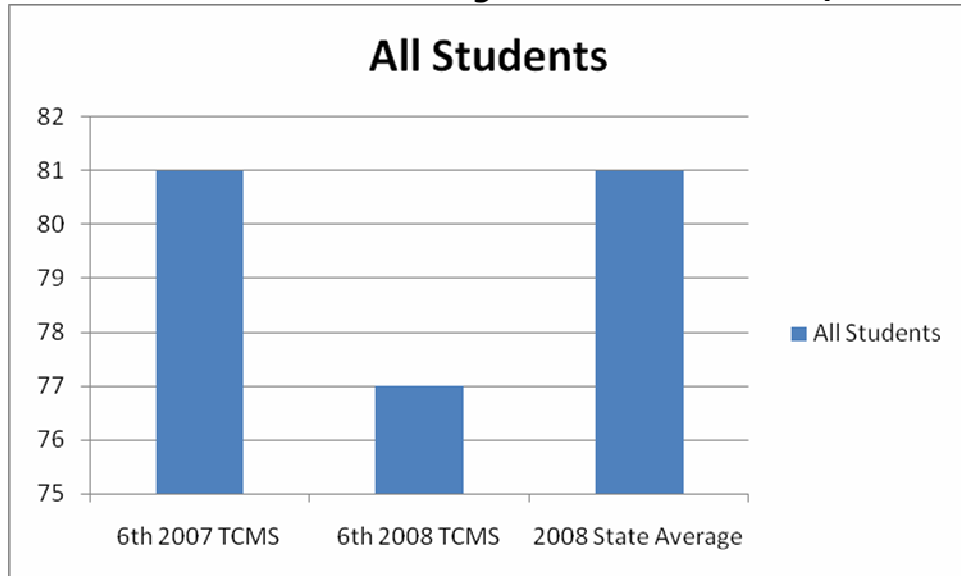
2008 Sixth Grade MEAP Reading Results

| Year | 6 th 2007 TCMS | 6 th 2008 TCMS | 2008 State Average |
|--------------|---------------------------|---------------------------|--------------------|
| Males | 76 | 67 | |
| Females | 88 | 86 | |
| All Students | 81 | 77 | 81 |

2008 Sixth Grade MEAP Gender Reading Results

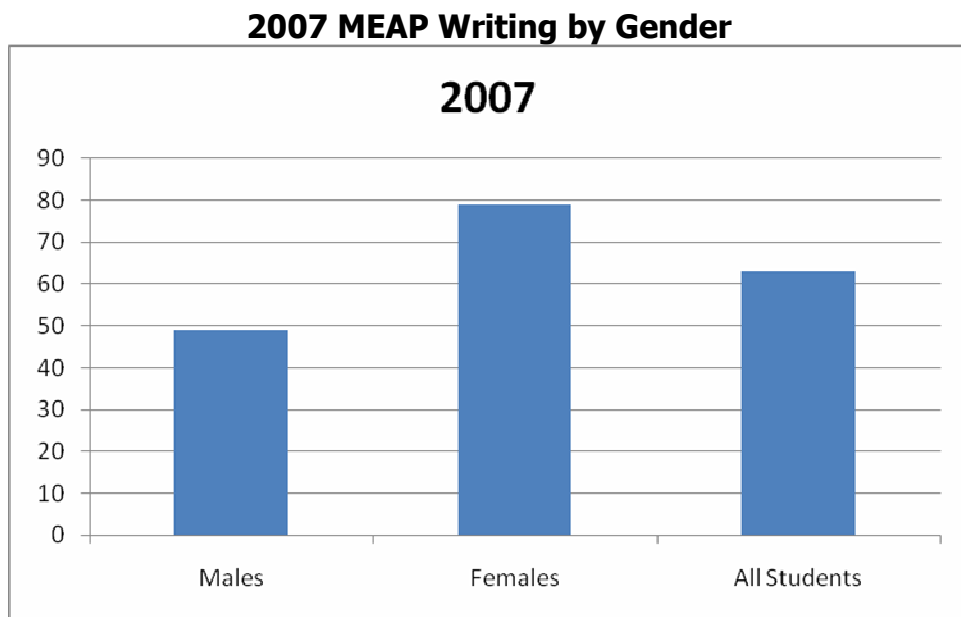


2008 Sixth Grade MEAP Reading Results All Students/State Avg.



Sixth Grade Writing: Although all students proficient went up from 63% to 70%, the staff found a statistical difference between males and females as shown below.

| 2007 MEAP Writing by Gender | |
|------------------------------------|----|
| Males | 49 |
| Females | 79 |
| All Students | 63 |

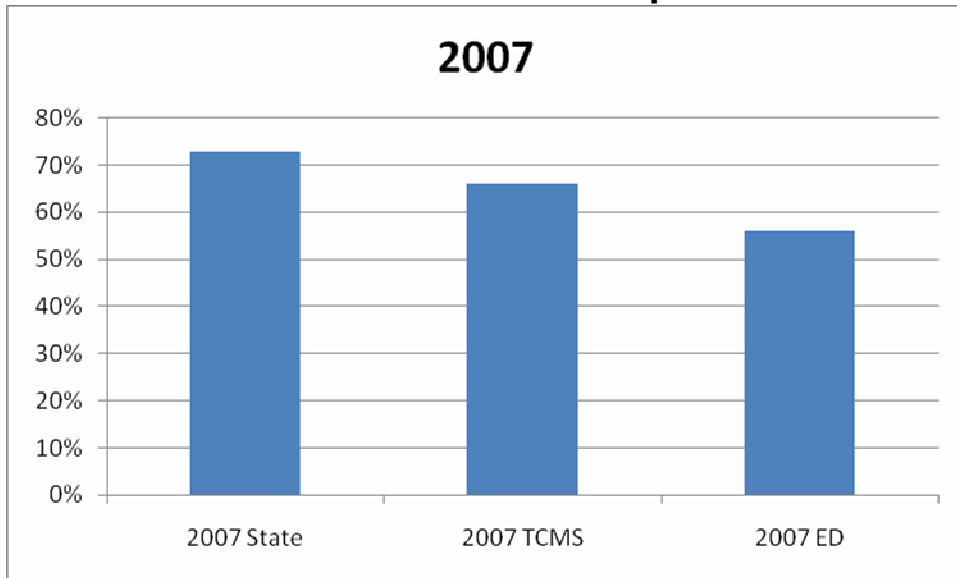


Sixth Grade Math: 2007 and 2008 MEAP data show Tri County Middle School students perform below the state average as shown in the chart below. Also, the subgroup of ED, in 2007, was performing lower than the aggregate grade.

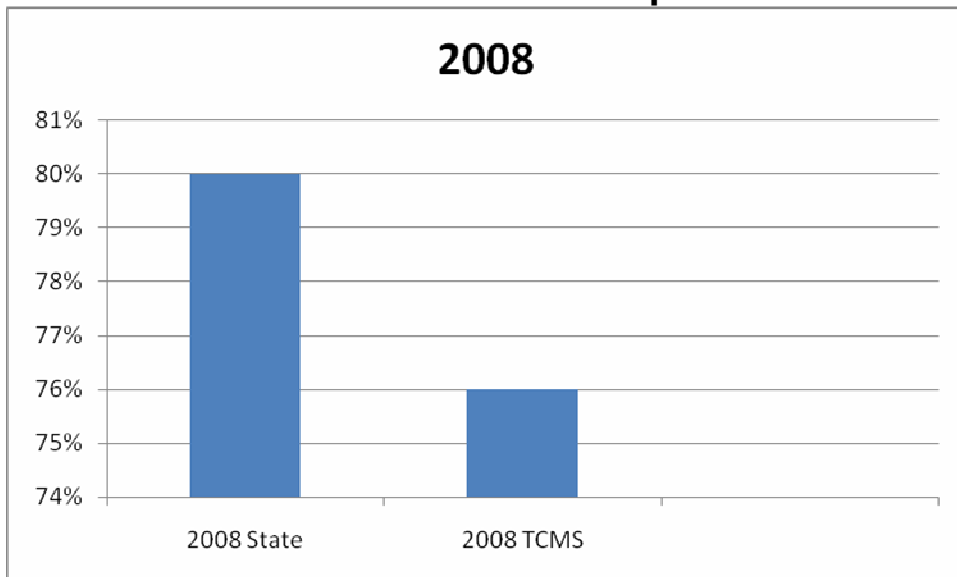
2007-2008 Sixth Grade MEAP Comparisons

| | |
|------------|-----|
| 2007 State | 73% |
| 2007 TCMS | 66% |
| 2007 ED | 56% |
| 2008 State | 80% |
| 2008 TCMS | 76% |

2007 Sixth Grade MEAP Comparisons



2008 Sixth Grade MEAP Comparisons



Seventh Grade Reading: All students proficient went down from 80% to 70%, which is below the 2008 state average of 80%.

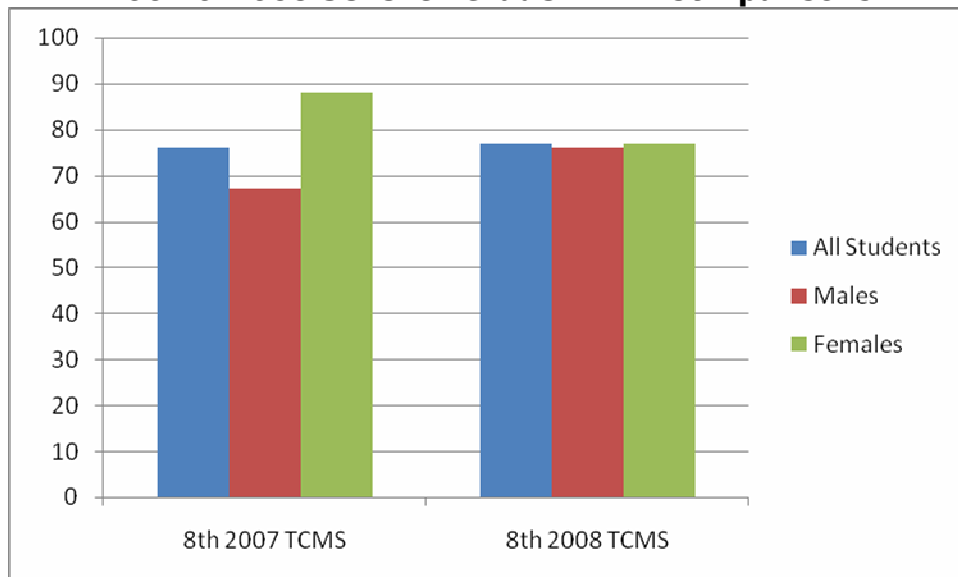
Seventh Grade Writing: All students proficient went down from 83% to 69%, which is below the 2008 state average of 78%.

Eighth Grade Reading: There is a statistical difference between the number of males and females proficient as shown below.

2007 & 2008 Seventh Grade MEAP Comparisons

| | 8th 2007 TCMS | 8th 2008 TCMS | 2008 State Average |
|--------------|---------------------------------|---------------------------------|---------------------------|
| All Students | 76 | 77 | 76 |
| Males | 67 | 76 | |
| Females | 88 | 77 | |

2007 & 2008 Seventh Grade MEAP Comparisons

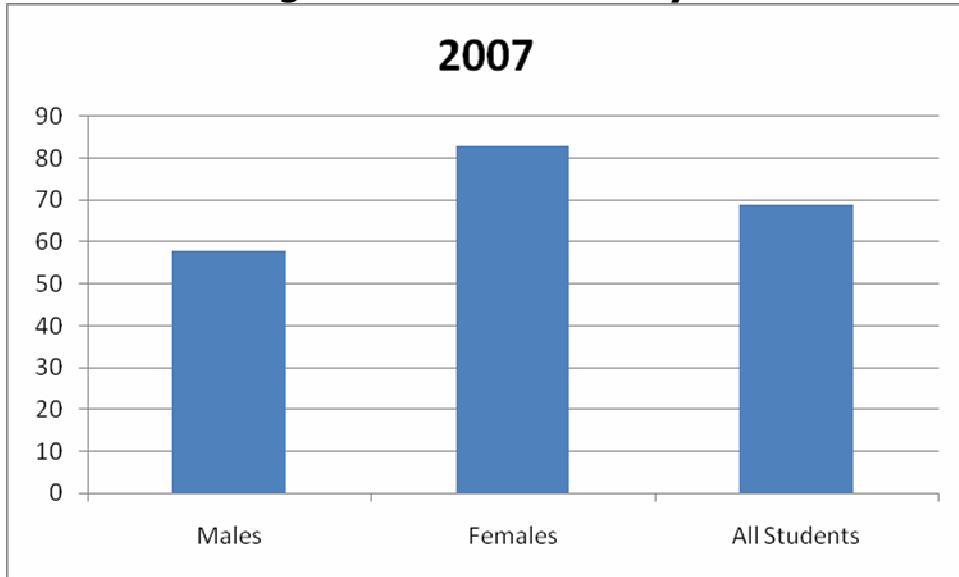


Eighth Grade Writing: The aggregate average of 69% in 2008 is below the state average of 74%. Also, the staff found a statistical difference between males and females as shown below.

2007 Eighth MEAP Results by Gender

| | |
|--------------|----|
| Males | 58 |
| Females | 83 |
| All Students | 69 |

2007 Eighth MEAP Results by Gender



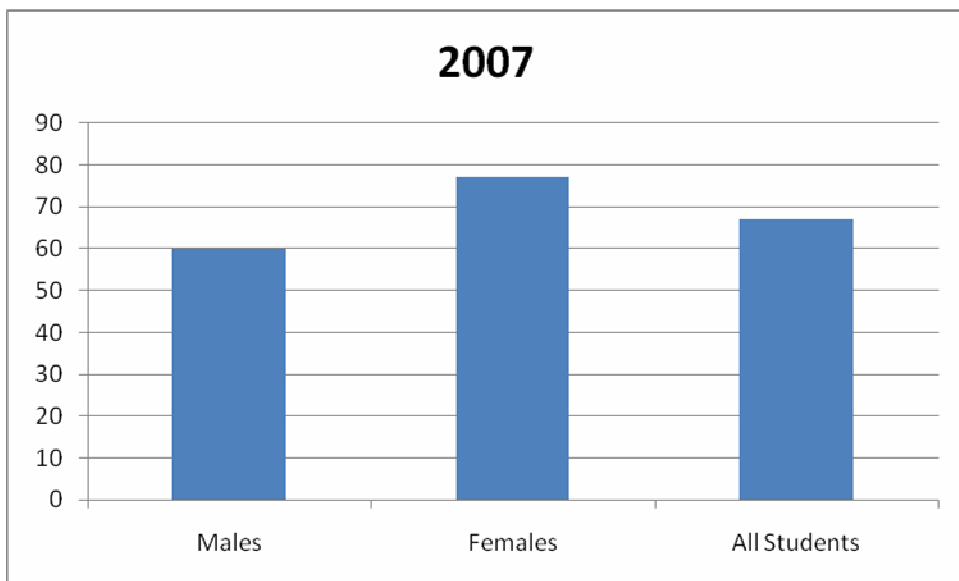
Eighth Grade Math: 2007 and 2008 MEAP data show Tri County Middle School students improved however, their 2007 average was below the state average as shown in the chart below. Also, there was a statistical difference in 2007 between the male and females.

2007 & 2008 Eighth Grade MEAP Comparisons

| | |
|------------|-----|
| 2007 State | 72% |
| 2007 TCMS | 67% |
| 2008 State | 76% |
| 2008 TCMS | 77% |

2007 Eighth Grade MEAP Results by Gender

| | |
|--------------|----|
| Males | 60 |
| Females | 77 |
| All Students | 67 |



LOCAL ASSESSMENT DATA

MATH

Tri County Middle School staff has chosen a goal of 80% or more of our students achieving 80% or better on their quarterly assessments in Math. Based on this, we have determined the number of students achieving 80% or better is too low. See data below:

| | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
|-------------------|-------|-------|-------|-------|-------|
| 6 th 1 | 46% | | | | |
| 2 | 40% | | | | |
| 3 | 70% | | | | |
| 4 | | | | | |
| 7 th 1 | 48% | | | | |
| 2 | 25% | | | | |
| 3 | 11% | | | | |
| 4 | | | | | |
| 8 th 1 | 32% | | | | |
| 2 | 36% | | | | |
| 3 | 24% | | | | |
| 4 | | | | | |

WRITING

Tri County Middle School staff has chosen a goal of 80% or more of our students achieving 80% or better on their quarterly assessments in Writing. Based on this, we have determined the number of students achieving 80% or better is too low. See data below:

| | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
|-------------------|-------|-------|-------|-------|-------|
| 6 th 1 | 28% | | | | |
| 2 | 65% | | | | |
| 3 | 68% | | | | |
| 4 | | | | | |
| 7 th 1 | 36% | | | | |
| 2 | 55% | | | | |
| 3 | 57% | | | | |
| 4 | | | | | |
| 8 th 1 | 49% | | | | |
| 2 | 47% | | | | |
| 3 | 61% | | | | |
| 4 | | | | | |

An analysis of our local assessment and MEAP scores indicate that we have a need in math and writing.

School Programs/Process Data

Tri County Middle School staff participates in program evaluation annually through analysis of state and local data, parent & teacher surveys, and the completion of the EdYES! Self-Assessment. The School Improvement Team is responsible for the review of new policies and programs to help improve areas of weakness as indicated by data collected during teacher team meetings and common prep times. The team meets once a month to discuss and analyze this

data and to look at current research that would effectively eliminate or strengthen the areas of weakness found. During the monthly staff meetings, the School Improvement Team reports the data, current research found, and suggestions on how to make improvements. Teams are created to further research, develop and implement different programs such as MiBLSi. After implementation of these new programs or policies, data (perception and/or student achievement) is collected to review if the new program or policy is having a statistically significant effect. If so, these results are brought to the entire staff for consideration of school-wide implementation.

Tri County Middle School is using the results of our EDYes! Report to drive School Improvement. We have seen improvements in the areas of Instruction Planning and Delivery, as well as Shared Leadership. Data collection has been an area of focus that has allowed us see both the strengths and weaknesses in student achievement on both our local assessments and MEAP scores. The EDYes! Report rating in some areas dropped from previous years, showing us that we are not as strong in some areas that we thought we were. The main concerns were in the areas of Uses Best Practices (III.2.B.1). Multiple Sources (V.1.A.4) and Data-Driven Decision Making (V.2.B.2). Looking at the indicators requirement, Uses Best Practices indicates that professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement. This was scored in the Partially Implemented area. The Multiple Sources indicator states that the school generates, identifies, collects and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision making. This area was scored as Partially Implemented. Data-Driven Decision Making is indicated by decisions that are informed/supported by careful, appropriate analysis and interpretation of sufficient data of good technical quality. This was scored in the Getting Started area. For these reasons we applied for and received a grant to implement the MiBLSi program in our school.

The MiBLSi team is a data driven team that focuses on student achievement in reading and improvement in school wide behavior. The MiBLSi team meets once a month and attends a fall, winter and spring data review seminar to analyze the data it has received on AIMSWEB testing (student reading scores) and SWIS data (student behavior data). The team also arranges for experts to come to monthly staff meetings and demonstrate reading and vocabulary strategies for the teaching staff to use in their daily lessons to help students master their material. The team also reports to staff on the positive accomplishments of the students and discusses program or policy options that might continue to increase student achievement and behavior improvement. After staff review and discussion, a decision on the implementation of new programs is made by all staff. The MiBLSi committee is then responsible for the implementation and review of the new programs.

The Middle School Concept allows our teachers a common team time to review student achievement data and create interventions for students who may be struggling. Interventions are monitored by both the teachers and principal on a bi-weekly schedule to monitor the effectiveness of the intervention and to find if further or more intense intervention need to be put into place.

Programs have been reviewed in terms of implementation and key programs that will assist staff in improving student learning are listed on page 10.

In addition to the robust classroom curriculums offered at Tri County Middle School during the regular school day, we offer our students a variety of other programs.

- ✓ After school extended day
- ✓ Grade Recovery (in place of summer school)
- ✓ Basic Skill Recovery for Math, Reading and Writing
- ✓ Lunch time homework help
- ✓ Foster Grandparents
- ✓ High School Level classes (for graduation requirement credit) during and after school day
- ✓ Team-teaching (Middle School concept)
- ✓ Inclusion
- ✓ Instructional support
- ✓ Circle of Friends
- ✓ RTI

Through Professional Development, many staff members have brought to their classrooms the following teaching strategies and practices:

- ✓ Peak
- ✓ Differentiated Instruction
- ✓ Capturing Kids Hearts
- ✓ MiBLiSi
- ✓ Thinking Maps
- ✓ Assessment Strategies
- ✓ Intervention Strategies
- ✓ Service Learning
- ✓ MAMSE

As a building we have acquired technology that allows us to offer a variety of ways to present the material to our students. This technology includes:

- ✓ Smart Boards
- ✓ Data Projectors
- ✓ Data Cameras

Parent and Teacher Perception Data

Parental surveys have been given to our parents during parent-teacher conferences and results are analyzed to determine if and when programs need to be modified, if communication is clear, and if parent needs are being met. Based on analysis of the EdYES! Self-Assessment with input from the staff, attendance/participation numbers at Parent-Teacher conferences, and past parent surveys, we have discovered that we have a low rate of parental involvement in our building. Because research has shown that parental involvement is directly related to student achievement, this is a need that must be addressed based on teacher perceptions.

Conference Turnout

| November 2006 | 6 th | 7 th | 8 th | Overall |
|----------------|-----------------|-----------------|-----------------|---------|
| Total Students | 178 | 186 | 190 | 554 |
| Parent Turnout | 73% | 69% | 59% | 67% |

Conference Turnout Continued

| | | | | |
|----------------|-----------------|-----------------|-----------------|---------|
| February 2007 | 6 th | 7 th | 8 th | Overall |
| Total Students | 176 | 183 | 191 | 550 |
| Parent Turnout | 39% | 39% | 28% | 35% |

| | | | | |
|----------------|-----------------|-----------------|-----------------|---------|
| November 2007 | 6 th | 7 th | 8 th | Overall |
| Total Students | 167 | 187 | 185 | 539 |
| Parent Turnout | 59% | 67% | 53% | 60% |

| | | | | |
|----------------|-----------------|-----------------|-----------------|---------|
| January 2008 | 6 th | 7 th | 8 th | Overall |
| Total Students | 167 | 186 | 180 | 539 |
| Parent Turnout | 37% | 37% | 31% | 34% |

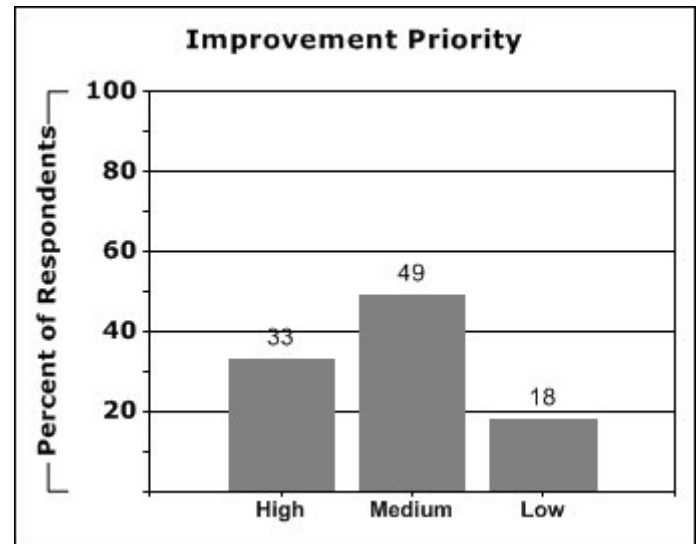
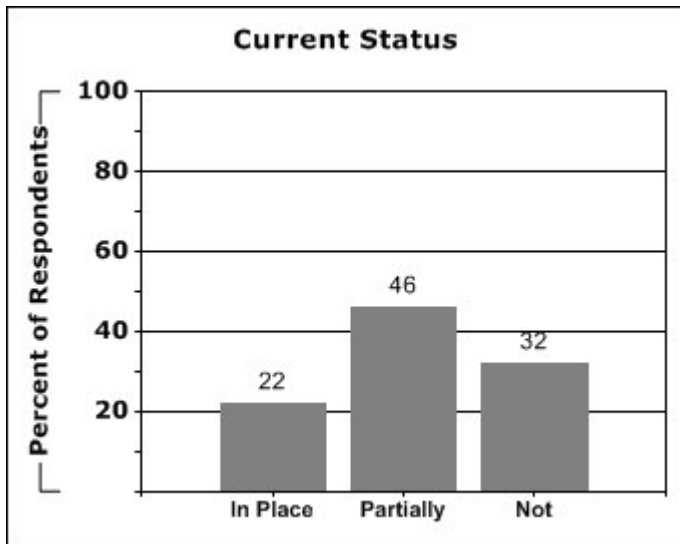
| | | | | |
|----------------|-----------------|-----------------|-----------------|---------|
| November 2008 | 6 th | 7 th | 8 th | Overall |
| Total Students | 196 | 165 | 199 | 560 |
| Parent Turnout | 64% | 70% | 44% | 59% |

| | | | | |
|----------------|-----------------|-----------------|-----------------|---------|
| January 2009 | 6 th | 7 th | 8 th | Overall |
| Total Students | 198 | 163 | 195 | 556 |
| Parent Turnout | 48% | 43% | 48% | 47% |

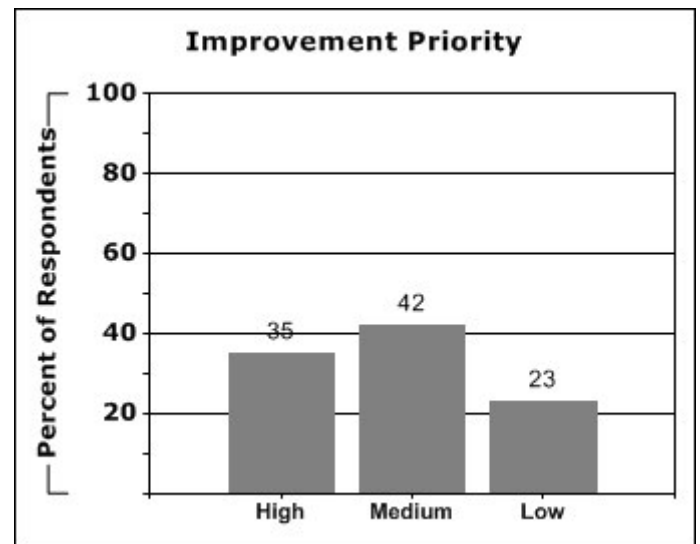
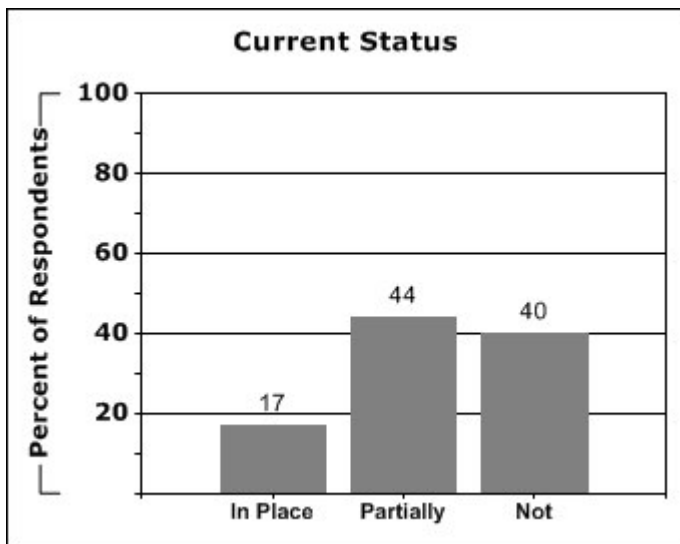
In the May of 2009, the staff participated in the PBS Self-Assessment survey through the MiBLSi program. These questions were divided into 4 different areas: Schoolwide, Nonclassroom, Classroom, and Individual. The questions focused on behavior, classroom management, and support for behavioral issues. The questions were rated as being In Place, Partially in place, or Not in place. The survey also had the teachers rank the improvement priority of these items as High, Medium, or Low. In the Schoolwide area, one of the highest "Not" ratings (78%) coupled with a "High" improvement priority rating (55%) regarded a school-wide support team having a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning. In the Nonclassroom area, a question regarding the status of student behavior and management practices being evaluated quarterly from data received a "Not" rating of 74% along with a Medium/High combined rating of 68%. The Individual area saw the largest number of questions with a "Not" rating coupled with a "High" improvement priority. One of the highest dealt with a behavior support team that responds promptly to students who present chronic problem behaviors. (70% "Not"; 68% "High"). Through the MiBLSi program, we will collect behavioral data using the SWIS collection tool. The team will track the five largest behavioral issues and make a plan of action to deal with them. They will also identify those students with the largest number of behavioral infractions and refer them to a behavioral support team. Using the SWIS data, we will put in place a Positive Reward System to reinforce the positive behaviors the majority of the students exhibit. Baselines for behavior have already been established.

Individual Summary Charts

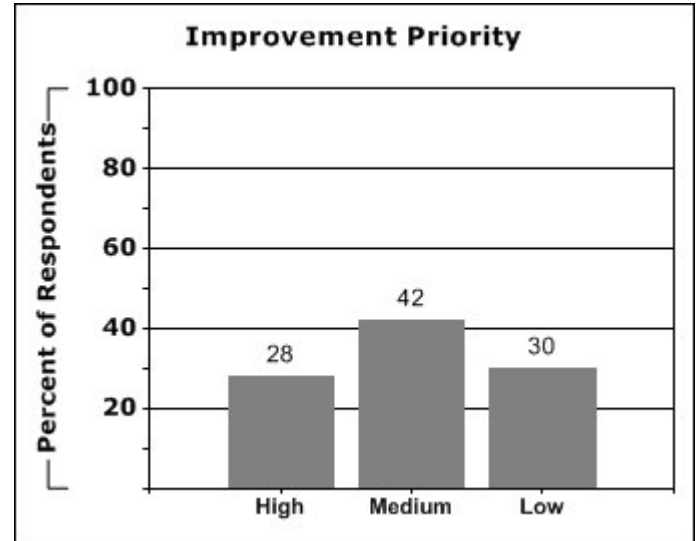
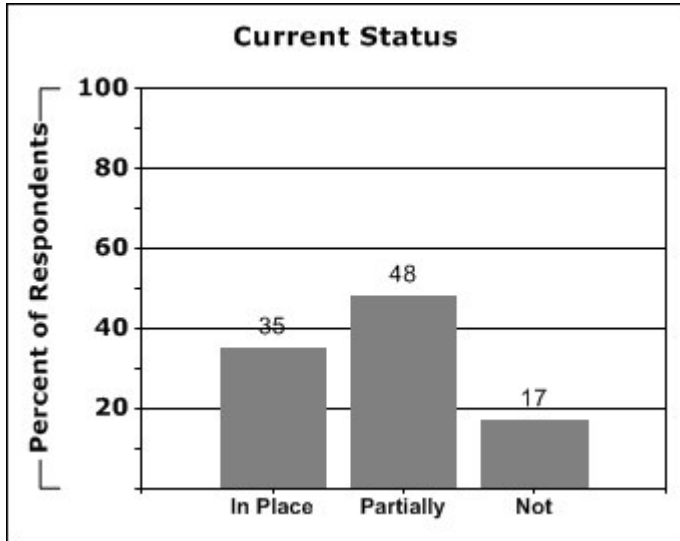
School-wide



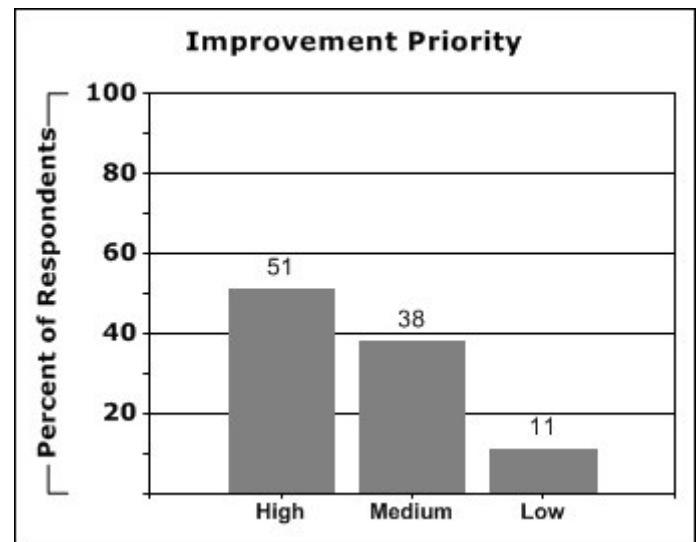
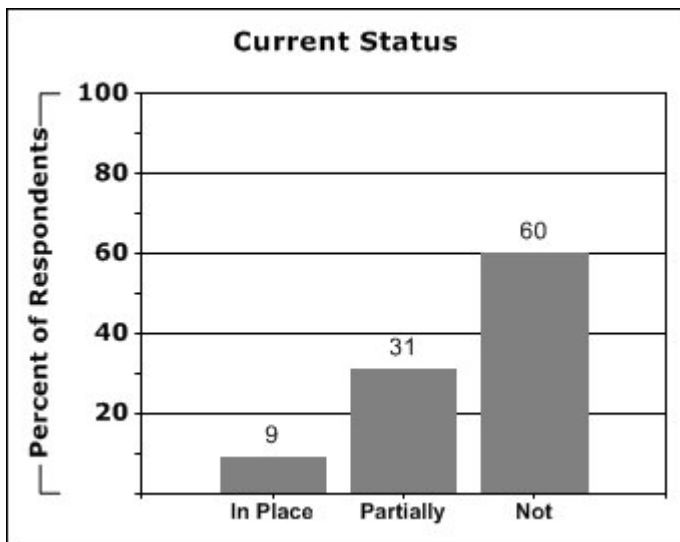
Nonclassroom



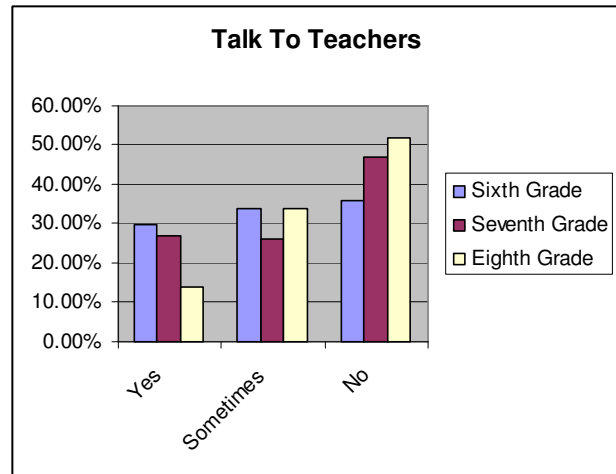
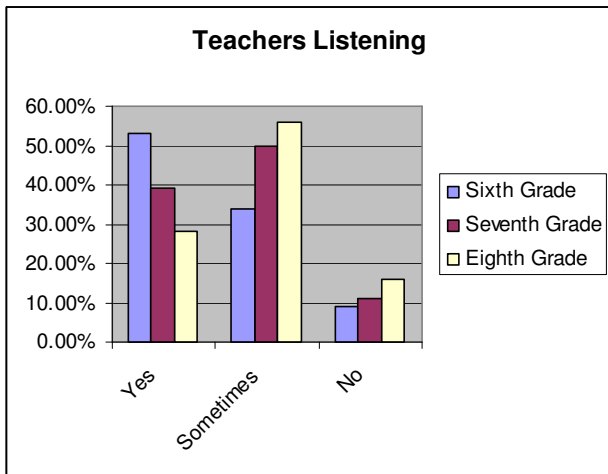
Classroom



Individual



Students did report high marks for teachers in the area of caring how they do academically. However, the students did indicate that they do not feel as though the teachers listen to them or that they can talk to the teachers about personal issues. As a school we need to change our climate in order for all people to feel valued, respected, and safe. It is from this information that the staff feels professional development of Capturing Kids Hearts will be an effective training relationship and listening skills. These will begin the process of changing our school climate.



After reviewing all the data in this comprehensive needs assessment, the Tri County Middle School staff has developed the following three goals to help improve the academic achievement for all students.

Goal #1. The number of students who are proficient in reading will increase.

Goal #2: The staff will create a positive, respectful building atmosphere.

Goal #3: The number of students who are proficient in math will increase.

2. SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

| | |
|----------------------------------|--|
| Goal Area #1 | Reading |
| Rationale | The MEAP results show an aggregate average below the state average in 2008, as well as a statistical difference between the number of male and female students proficient in the Sixth and Eighth grades. |
| Goal | The number of students who are proficient in Reading will increase. |
| Objective | By June of 2011 the number of students who are proficient in Reading will increase by 3% as measured by the MEAP. |
| Instructional Strategy | Implement MiBLiSi reading strategies in all classrooms. |
| Research | MiBLiSi (Michigan Department of Education initiative) |
| Professional Development | Train staff in MiBLiSi during the 2009-2010 school year. |
| Parent Involvement | Distribute informational material with first day letters, at open house and during parent-teacher conferences that describe strategies for success in reading. In addition, it will be made available to all households in the district through the district newsletter. |
| At-Risk Students' Support | Paraprofessionals Foster Grandparents Inclusionary teaching Basic Skill Recovery Classes Differentiated and Peak Instruction using other MiBLiSi strategies |
| Evaluation | 1. Compare the MEAP scores from the previous years 2. Analysis of MAZE (MiBLiSi testing 3 times per year) |
| Evidence | Copies of informational materials given to parents. Copies of the TC News distributed to district households. Agendas and sign-in sheets from Professional Development Administration observations of teachers implementing MiBLiSi strategies Results of MiBLiSi testing |

| | |
|----------------------------------|--|
| Goal Area #3 | Math |
| Rationale | Upon examination of MEAP and local quarterly reports, our data shows our students are not at the proficient level as required by the state. Also, our economically disadvantaged students perform at a much lower rate of proficiency than the aggregate group. |
| Goal | The number of students who are proficient in math will increase. |
| Objective | By May of 2011, we will see an improvement of our Math MEAP scores and we will see our local quarterly assessments improve by 5-10% annually beginning in June of 2010.. |
| Instructional Strategy #1 | 1. Implementation of Capturing Kids Hearts program by all staff members and in all areas of the school. 2. Math Coach |
| Research | The Flippen Group – Capturing Kids Hearts Zemelman, Daniels, and Hyde – Best Practice |
| Professional Development | All staff members will be trained in Capturing Kids Hearts in September 2009. There will be dialogue between staff over areas of the Best Practice book during staff, team, and departmental meetings beginning in Spring of 2009. Also, Math teachers will be trained by a Math Coach during the 2009-2010 school year in proven strategies to help their students understand the material. |
| Parent Involvement | Information on Capturing Kids Hearts will be shared with parents during the open house in September and during Parent-Teacher conferences. There will be a newspaper article informing the parents of this program in the local paper, as well as communication from the principal periodically giving ideas, quotes, and information on what is being done in the school with this program. |
| At-Risk Support | 1. The premise of Capturing Kids Hearts is to build relationships between teachers and all students, especially at-risk students. 2. Math Recovery Classes |
| Evaluation | Analysis of MEAP and local quarterly reports. |
| Evidence | Sign in/sign out sheets for professional development activities and staff meetings Staff meeting agendas Team and departmental meeting notes Newsletters Paper article |

| | |
|----------------------------------|---|
| Goal Area #2 | Building atmosphere |
| Rationale | Student surveys show a negative perception of the climate of the building. This negativity crosses over into the attitude of the students as well as their academic performance. |
| Goal | Staff will create a positive, respectful building atmosphere.. |
| Objective | 80% of the students will respond positively to a building climate survey by the end of the 2010 school year, with a 5% increase per year in each of the following years. |
| Instructional Strategy #1 | Implement Capturing Kids Hearts strategies within each classroom. |
| Research | The Flippen Group |
| Professional Development | All teachers will be trained in Capturing Kids Hearts in September 2009. |
| Parent Involvement | Information on Capturing Kids Hearts will be shared with parents during the open house in September and during Parent-Teacher conferences. There will be a newspaper article informing the parents of this program in the local paper. |
| At-Risk Support | 1. Counseling Support Groups 2. Circle of Friends 3. The premise of Capturing Kids Hearts is to build relationships between teachers and all students, especially at-risk students. |
| Evaluation | 1. An annual building climate surveys. 2. Discipline reports will show a 10% decrease in the number of discipline referrals in the top 5 categories by the end of the 2010 school year. 3. DFI reports will show a decrease in the number of students failing. |
| Evidence | Sign in and sign outs to professional development activities and staff meetings. Agendas for staff meetings. Surveys Lesson plans Administration observations Discipline reports |

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF (TEACHERS AND INSTRUCTIONAL PARAPROFESSIONALS)

One hundred percent of the thirty-five teachers at Tri County Middle School are highly qualified. They all possess a Bachelor’s degree and state certification and show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification (M.T.T.C.), or 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, or 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 five 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. Four of those paraprofessionals also are trained in Crisis Prevention Intervention (CPI) and CPR, and three have completed the Paraeducator Certification Program. One of our paraprofessionals has attained her Bachelors Degree as well as her Teaching Certification.

4. STRATEGIES TO ATTRACT HIGH-QUALITY HIGHLY QUALIFIED TEACHER TO HIGH NEED SCHOOLS

Tri County Middle School has 33 teaching staff members. The turnover rate of those members is less than 1 person per year due to death, retirement, promotions, and new jobs. The number of years of teaching experience of our staff is as follows:

| 0-3 years | 4-8 years | 9-15 years | >15 years |
|------------------|------------------|-------------------|---------------------|
| 6 | 8 | 13 | 9 |

Specific initiatives and draws to teaching at Tri County Middle School are listed below.

Building Community

- ✓ Teaming
- ✓ Common prep
- ✓ Class sizes
- ✓ AYP met
- ✓ Sense of community rapport

Compensation

- ✓ Fund equity
- ✓ Average salary
- ✓ Compensation package
- ✓ Supportive Board of Education

Comprehensive Professional Development

- ✓ Focused on needs of kids/staff
- ✓ New teacher training (continuing)
- ✓ Off site Professional Development supported
- ✓ MiBLiSi two Elementaries and Middle School aligned/Capturing Kid's Hearts district wide training/PEAK, Differentiated instruction/Mind Mapping
- ✓ Technology in all classrooms
- ✓ Mentoring

5. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Tri County Middle School staff receive on-going and sustained professional development on an annual basis. Each professional development activity is aligned to the goals developed in the comprehensive needs assessment. Specific professional development plans for the 2009-2010 school year are listed in the chart below.

| Goal | When | Activity | Who | Completed | Evidence |
|----------------|--|---|---|------------------|---|
| #2 and #3 | September 2009 | Capturing Kids Hearts Training | <ul style="list-style-type: none"> ✓ All Instructional Staff ✓ All Paraprofessional Staff ✓ All Office Staff | | Agenda Sign In/Sign Out |
| #1, #2, and #3 | Beginning Spring of 2009 | Reading and dialogue on Best Practices book during staff, team and departmental meetings | <ul style="list-style-type: none"> ✓ All Instructional Staff ✓ Principals | | Team notes Agendas Sign In/Sign Out Departmental notes |
| #1 and #3 | During 2009-2010 staff meetings and/or Professional Development Days | MiBLiSi training | <ul style="list-style-type: none"> ✓ All Instructional Staff ✓ Principals | | Agendas Sign In/Sign Out |
| #1, #2, and #3 | During 2009-2010 staff and/or Professional Development Days | Dissemination of information for School Improvement and Professional Development activities | <ul style="list-style-type: none"> ✓ All Instructional Staff ✓ Principals ✓ Parents | | Agendas Sign In/Sign Out |

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Parents were clearly involved in the design of the TCMS schoolwide plan and will be involved in the implementation and evaluation beginning in the 2009-2010 school year. TCMS schoolwide plan includes a school level parent involvement policy that is included in Appendix 3. Parent involvement, as outlined in Section 1118 of NCLB, are present in our schoolwide plan as evidenced below:

- ✓ Tri County Middle School will provide opportunities for substantial, meaningful parental involvement at school.
- ✓ Tri County Middle Schools assists parents in understanding of the state's content standards and assessments and how to monitor the child's progress. Currently we have the following:
 - ☒ Parent-Teacher Conferences twice per year, and also at request of parents or teachers
 - ☒ Progress Reports sent on regular basis
 - ☒ Open houses with Parent Guides distributed
 - ☒ Student agendas
 - ☒ Daily assignments emailed at parent request
 - ☒ Beginning in the 2009-2010 school year, we will offer online access to student grades, attendance, and discipline records and daily assignments
- ✓ Tri County Middle School will provide materials and training to help parents work with their children at home by providing opportunities for parents to attend extended day with their students to learn how to help their student with their homework. We will also provide parent training on how to help their child study during open house/curriculum night which would include course syllabus and curriculum outline.
- ✓ Tri County Middle School will train our staff to build effective parent involvement by utilizing Best Practices (Zemelman, Daniels, and Hyde) suggestions for how parents can encourage and support their child's learning as evidenced by the agendas and meeting notes of the staff and team meetings.
- ✓ Tri County Middle School collaborates with other programs to coordinate parent involvement through:
 - ☒ Volunteers
 - ☞ Reality Store
 - ☞ Book Fair
 - ☞ Members of various committees
 - ☞ Odyssey of Mind coaches
 - ☞ Providing transportation to enrichment classes offered through the universities
 - ☒ Community
 - ☞ Collaborate with youth pastors and churches for family needs such as clothing and food
 - ☞ Helping Hands canned food drive
 - ☞ Toys for Tots
- ✓ Tri County Middle School provides information in a format and language that parents can understand.

- ✓ Tri County Middle School provides other reasonable support for parent involvement as parents may request, such as calculators, extra textbooks, phone and email conversations, and parent meetings with all team members.
- ✓ Tri County Middle School provides full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.

Our school will evaluate parent involvement component of the schoolwide plan by conducting surveys throughout the school year. We will use the results of these evaluations to make adjustments to our plan according to parent's needs and suggestions.

Tri County Middle School has developed a school/parent compact which includes the responsibilities of the students, parents, and a teacher for the child's learning. This compact was developed in the spring of 2009 through the school improvement process. The compact is used annually at the beginning of the school year, and is attached in Appendix 2.

Tri County Middle School staff will provide parents with individual academic achievement in a language they can understand at parent-teacher conferences and at other times as requested by parents.

7. PRESCHOOL TRANSITION STRATEGIES

Tri County Middle School does not contain Preschool, we do however offer transitional strategies for the parents, students and staff of our incoming Sixth Graders and our outgoing Eighth Graders. These are listed below:

Incoming 6th graders

Students

- ✓ Orientation in 5th grade
- ✓ Spring visitation
- ✓ Teacher escort students first week around the building

Parents

- ✓ 6th grade orientation
- ✓ Welcome letters
- ✓ Open house

Teachers

- ✓ 5th and 6th grade teacher bridging meeting
- ✓ IEP transition

Outgoing 8th graders to 9th grade

Students

- ✓ Full student body tour/visitation of High School
- ✓ Scheduling by counselors in spring
- ✓ Descriptions of student programs offered through the high school
- ✓ Special needs visitation
- ✓ Access to advanced classes at High School during Middle School years

Parents

- ✓ Parent scheduling meeting/
- ✓ Marquee
- ✓ Weekly newsletter

Teacher

- ✓ Transition IEP's
- ✓ Mathematics placement
- ✓ Academic information forwarded in form of MEAP, Local assessment data, MiBLSi data

8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

Tri County Middle School teachers have developed common quarterly assessments for all core areas and at each grade level. Teachers are developing common classroom assessments.

Tri County Middle School teachers are involved in student achievement data analysis to improve the academic achievement of all students. Teachers and department teams meet regularly to analyze data from common, quarterly and standardized assessments. The teachers utilize common prep time, team and departmental time, staff meetings and professional development time for this data analysis. These assessments and analysis are evidenced by reports filed with Administration as well team and departmental meeting notes.

9. TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

Tri County Middle School staff has a process in place for identifying those students having difficulty mastering the state standards at the proficient or advanced level.

- a. Quarterly reports
- b. RTI
- c. MiBLSi
- d. Classroom assessments
- e. MEAP
- f. CA60's

Tri County Middle School staff provides timely, effective additional assistance to students experiencing difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level by providing the following supplemental programs:

- ✓ After school tutorial with transportation provided
- ✓ After school grade recovery with transportation provided
- ✓ Lunch time academic assistance
- ✓ 6th hour tutorial for academically at risk
- ✓ Math and L.A. content recovery
- ✓ Co-teaching/Inclusionary teams

- ✓ Social Worker
- ✓ Para- Pro support
- ✓ Team Time/Parent involvement
- ✓ Individualize tutoring
- ✓ Tri County Middle School staff has articulated Differentiated Instruction into its plan.
- ✓ Thinking maps
- ✓ Capturing Kid’s Hearts
- ✓ Counselor/Social Worker
- ✓ Interactive Technology
- ✓ Differentiated instruction
- ✓ Team Time/Parental involvement
- ✓ Team Teaching (allows for cross-curricular instruction)

Measurements are in place that provide sufficient information on which to base effective assistance.

- ✓ Local assessment
- ✓ Quarterly assessment
- ✓ MEAP
- ✓ MiBLiSi

10. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES

Tri County Middle School’s programs and resources are coordinated and integrated toward the achievement of the school wide goals. See table below.

| Schoolwide Components | Funding Sources | Programs |
|---|---|--|
| 1. Comprehensive Needs Assessment | <ul style="list-style-type: none"> ✓ General Fund ✓ Schoolwide Planning Grant | <ul style="list-style-type: none"> ✓ Tri County Middle School Schoolwide Transition Process |
| 2. Schoolwide Reform Strategies | <ul style="list-style-type: none"> ✓ General Fund ✓ Schoolwide Planning Grant | <ul style="list-style-type: none"> ✓ Tri County Middle 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 Paraprofessional) is currently highly qualified. |
| Schoolwide Components | Funding Sources | Programs |
| 4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools | <ul style="list-style-type: none"> ✓ General Fund ✓ TitleII A | <ul style="list-style-type: none"> ✓ New Teacher Orientation Program ✓ Mentoring and Training ✓ District Professional Development |

| | | |
|---|---|--|
| | | <ul style="list-style-type: none"> ✓ Conferences to support continual learning ✓ New Teacher Training @ Local and ISD level |
| 5. High-Quality and Ongoing Professional Development | <ul style="list-style-type: none"> ✓ TitleII A ✓ TitleII D ✓ Title IV ✓ General Fund | <ul style="list-style-type: none"> ✓ Literacy Coach ✓ Grade Level Meetings ✓ Reading First ✓ Capturing Kid’s Hearts ✓ Putting Reading First ✓ Teacher Academics ✓ Thinking Maps ✓ Literacy Instruction ✓ Battle Creek Science Training ✓ Writing to Learn ✓ Writing Across the Curriculum ✓ Handwriting without Tears ✓ RTI ✓ Co-teaching Training ✓ Math Coach |
| 6. Strategies to Increase Parental Involvement | <ul style="list-style-type: none"> ✓ Title I ✓ Great Start Readiness Program ✓ Title IV ✓ Great Parents Great Start ✓ General Fund | <ul style="list-style-type: none"> ✓ Curriculum Nights ✓ Open Houses ✓ Parent/Teacher Conferences ✓ Parent Involvement Evening Education Programs ✓ On-Line Parent Portal ✓ Newsletter |
| 7. Preschool Transition Strategies | <ul style="list-style-type: none"> ✓ General Fund ✓ Great Start Readiness Program ✓ Great Parents Great Start | <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 ✓ TitleII A | <ul style="list-style-type: none"> ✓ Assessment FOR Learning Trainings ✓ Curriculum Meetings ✓ Grade Level Meetings ✓ Data Warehouse training for IGOR |
| 9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards | <ul style="list-style-type: none"> ✓ Title I A ✓ Title II A ✓ 31a At-Risk ✓ Title IV ✓ MiBLiSi | <ul style="list-style-type: none"> ✓ Extended Day ✓ Paraprofessionals ✓ Structured Language materials ✓ Social Work |

| | | |
|--|----------------|---|
| | ✓ General Fund | ✓ Conflict Management |
| 10. Coordination and Integration of Federal, State, and Local Programs and Resources | ✓ General Fund | Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and administrative office staff. |
| | ✓ | |

D. CURRICULUM ALIGNMENT

Tri County Middle School reviews its curriculum annually to assure alignment with the state standard, benchmarks and GLCEs.

E. USES OF COMMUNITY RESOURCES AND VOLUNTEERS

Tri County Middle School partners with support staff, students, parents and churches to help students and families.

- ✓ Field Trips
- ✓ Positive Behavior Rewards
- ✓ Local Library Books
- ✓ Angel Tree (Christmas needs of students)
- ✓ Angel Fund (financial needs of students)
- ✓ Local churches for coats for kids
- ✓ Scholastic Book Fairs
- ✓ Honors assemblies and educational assemblies
- ✓ Toys for Tots
- ✓ Helping Hands food drive
- ✓ Willing to Wait (abstinence education)

Basic health services (vision, hearing, and dental) and instruction are provided on an annual basis to those students who may not have otherwise access to these services. Local law enforcement agencies provide boater safety instruction.

F. ROLE OF ADULT AND COMMUNITY EDUCATION, LIBRARIES, AND COMMUNITY COLLEGES

Our school does not have a formal process for partnering with Library, Adult Education and Community Ed, Community College and Learning Community. However, information regarding these topics can be found at the secondary level by contacting Wendy Kik. However, we do have a partnership with Central Michigan University for enrichment activities for some of our gifted learners.

G. METHODS OF EFFECTIVE USE OF TECHNOLOGY

Tri County Area School District has a technology plan that was approved on 7/5/06 and expires on 6/30/09.

Tri County Middle School staff utilizes technology in a variety of ways to enhance student learning through:

- ✓ Accelerated Reader to improve the reading level of all students.
- ✓ Grade Quick Gradebook is used to enter and analyze student assessment data to inform instruction and remediation.
- ✓ MiBLSi testing and data analysis is being used to assess reading abilities.
- ✓ SWIS program is used to document and analyze behavior data.
- ✓ Classroom sets of calculators are provided to teachers to enhance math lessons.
- ✓ Each grade level has a smart board available for their use as well as clickers.
- ✓ Classroom Jeopardy game is available to all staff for use in their classroom to enhance instruction.
- ✓ United Video Streaming is employed as a method to differentiate instruction for all students.
- ✓ All staff and students have internet access in order to research educational topics.
- ✓ All staff communicates via e-mail and voicemail to increase parent awareness of student progress.
- ✓ At parents request assignments for all classes per grade level are sent via e-mail to parents.
- ✓ Special Education students have access to fusion writers to aid in note taking in class.
- ✓ Through the Tri County Area Schools website, parents can access information about the school budget, annual reports, calendar, Mission Statement, technology plan and curriculum.
- ✓ Student grades, attendance, and discipline summaries will be available on line for parents with the start of the 2009 school year.
- ✓ Starting the fall of 2009 there will be an automated calling service to inform parents of school closing, discipline, announcements, and eligibility for sports.
- ✓ Starting in the 2009-2010, we will have our textbooks available online for parents to view and students to use at home.

H. ON THE JOB LEARNING

Service Learning is being developed for use with the students of Tri County Middle School. Further training is available through the High School, and information is available from Wendy Kik, Counselor at Tri County High School.

I. BUILDING LEVEL DECISION MAKING

Through our school improvement process and analysis of data from assessments and the ED YES! Self-Assessment, the school improvement team establishes the instructional needs and then develops goals and strategies to accomplish those goals and takes these recommendations to the whole staff for input and discussion. Parents, support staff, teachers and administrators are involved in building level decision making.

J. EVALUATION

Tri County Middle School staff will annually evaluate the implementation of the schoolwide plan and programs through the school improvement process. The staff will collect and analyze trend data, state and local data, and parent and staff perception data to determine if the building level goals were met.

The staff will identify students with the greatest need and use data to determine whether or not those students are achieving the standards. The school improvement plan will be reviewed and revised as needed to ensure continuous student improvement throughout the school year.

The entire staff shares in the evaluation process through timely discussions at staff meetings professional development follow-ups, and grade level team meetings. A plan review process will be used at Tri County Middle School by inviting an outside resource to review the plan and building school improvement process annually each spring such as a peer review with another local Title I middle school.

A calendar of events will be used during the 2009-2010 school year on a monthly basis as a guide to monitoring implementation of the schoolwide school improvement plan. This calendar can be found in Appendix 1.

K. APPENDICES

1. Calendar of Events
 - a. (Open Houses, Round-Ups, Conferences, Assessment Schedules, Parent Involvement, etc...)
2. Title I Parent Compact
3. District Parent Involvement Policy
4. School Level Parent Involvement Policy

Appendix 1: 2009-2010 Calendar of Events

May 2009

- ✓ Monthly Staff Meetings/Weekly Team and Department Meetings
 - ☒ MiBliSi Training
 - ☒ Best Practices discussions
- ✓ MAZE Testing
- ✓ Student survey

June 2009

- ✓ Capturing Kid's Hearts – Teen Leadership (Staff)
- ✓ RTI Training (Administration)

July 2009

- ✓ Capturing Kid's Hearts – Leadership (Principals)

August 2009

September 2009

- ✓ Monthly Staff Meetings/Weekly Team and Department Meetings
 - ☒ MiBliSi Training
 - ☒ Best Practices discussions
 - ☒ Math Coach
 - ☒ Data Analysis
 - ☞ DFI reports
 - ☞ Quarterly Reports (from May 09)
 - ☞ MAZE Data (from May 09)
- ✓ Administrative observations
- ✓ MAZE Testing
- ✓ 6th Grade Orientation
- ✓ Open House
 - ☒ Information to Parents
 - ☞ Capturing Kid's Hearts
 - ☞ MiBliSi
 - ☞ Grade Recovery
 - ☞ Parent Portal
- ✓ Press release
 - ☒ Capturing Kid's Hearts
 - ☒ Parent Portal
 - ☒ Parent/Student/Teacher Compact
- ✓ All Staff Professional Development – Capturing Kids Hearts
- ✓ Parent, Teacher, Student compact
- ✓ Newsletter

October 2009

- ✓ Monthly Staff Meetings/Weekly Team and Department Meetings
 - ☒ MiBLiSi Training
 - ☒ Best Practices discussions
 - ☒ Data Analysis
 - 👉 MAZE Data (from Sept 09)
 - 👉 DFI Report
- ✓ Administrative observations
- ✓ MEAP Testing
- ✓ Local Quarterly Assessments
- ✓ Newsletter

November 2009

- ✓ Monthly Staff Meetings/Weekly Team and Department Meetings
 - ☒ MiBLiSi Training
 - ☒ Best Practices discussions
 - ☒ Math Coach
 - ☒ Data Analysis
 - 👉 Quarterly Assessments
 - 👉 DFI Report
- ✓ Administrative observations
- ✓ Newsletter
- ✓ Parent/Teacher Conferences
 - ☒ Parent survey
 - ☒ Capturing Kid's Hearts Information
 - ☒ Parent Portal Information

December 2009

- ✓ Monthly Staff Meetings/Weekly Team and Department Meetings
 - ☒ MiBLiSi Training
 - ☒ Best Practices discussions
 - ☒ Data Analysis
 - 👉 DFI Report
- ✓ Administrative observations
- ✓ Newsletter

January 2010

- ✓ Monthly Staff Meetings/Weekly Team and Department Meetings
 - ☒ MiBLiSi Training
 - ☒ Best Practices discussions
 - ☒ Math Coach
 - ☒ Data Analysis
 - 👉 DFI Report
 - 👉 Quarterly Assessments
- ✓ Administrative observations
- ✓ Newsletter
- ✓ Local Quarterly Assessment Testing

February 2010

- ✓ Monthly Staff Meetings/Weekly Team and Department Meetings
 - ☒ MiBLiSi Training
 - ☒ Best Practices discussions
 - ☒ Data Analysis
 - 👉 DFI Report
- ✓ Administrative observations
- ✓ Newsletter
- ✓ MAZE Testing
- ✓ Parent Teacher Conferences
 - ☒ Parent Surveys
 - ☒ Parent Portal Information
 - ☒ Capturing Kids Hearts Information
 - ☒ High School Scheduling

March 2010

- ✓ Monthly Staff Meetings/Weekly Team and Department Meetings
 - ☒ MiBLiSi Training
 - ☒ Best Practices discussions
 - ☒ Data Analysis
 - 👉 DFI Report
 - 👉 MAZE Data (from Feb 10)
 - 👉 Quarterly Assessment Reports
- ✓ Administrative observations
- ✓ Newsletter
- ✓ Local Quarterly Assessment Testing

April 2010

- ✓ Monthly Staff Meetings/Weekly Team and Department Meetings
 - ☒ MiBLiSi Training
 - ☒ Best Practices discussions
 - ☒ Data Analysis
 - 👉 DFI Report
 - 👉 MEAP Scores
- ✓ Administrative observations
- ✓ Newsletter

May 2010

- ✓ Monthly Staff Meetings/Weekly Team and Department Meetings
 - ☒ MiBLiSi Training
 - ☒ Best Practices discussions
 - ☒ Data Analysis
 - 👉 DFI Report
- ✓ Administrative observations
- ✓ Newsletter
- ✓ MAZE Testing
- ✓ Student Surveys
- ✓ Fifth Grade Visitation

Appendix 2: Title I Parent Compact

Each student should be helped to reach his/her highest potential for intellectual, emotional and physical growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.

Students are responsible for:

- ✓ Showing respect and cooperating with all adults at the school.
- ✓ Coming to class on time, prepared to work.
- ✓ Completing all assignments to the best of their ability.
- ✓ Respecting the rights of others to learn without disruption.
- ✓ Showing respect for people and property by not using profanity, stealing or vandalizing.
- ✓ Practicing the rules in the Code of Student Conduct.
- ✓ Spending time at home on daily studying or reading.

Teachers are responsible for:

- ✓ Providing instruction in a way that will motivate and encourage their students.
- ✓ Providing a safe and positive atmosphere for learning.
- ✓ Explaining assignments so that my students have a clear understanding.
- ✓ Supplying clear evaluations of student progress to students and parents.

Parents are responsible for:

- ✓ Providing a caring environment, including adequate food and rest, so my child is ready to learn.
- ✓ Providing a time and place for quiet study and reading at home.
- ✓ Helping my child in any way possible to meet his/her responsibilities.

Student Signature

Date

Parent Signature

Date

Teacher Signature

Date

Appendix 3: School Level Parent Involvement Policy

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

In accordance with the requirement of the No Child Left Behind Act, the Tri County Middle School 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.

Tri County Middle School 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);
- ✓ Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc).

Written Plans/Policies

The Tri County Middle School, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a School Level 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 School's plan annually and to share the results of that review and evaluation with the parent's and staff;
- ✓ 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;
- ✓ Distribute the School Level 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 School'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