

School Improvement
Plan For
Holton Elementary
School

2009

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A. DISTRICT AND SCHOOL MISSION STATEMENTS

Holton Public Schools District Mission Statement

The Holton School Team, Students, Community, Home and Personnel, is committed to lifelong learning. Within a safe and positive environment, students can learn how to learn, to think, to get along with others, and to respect themselves and the world.

Holton Elementary School Mission Statement

Holton Elementary is committed to building a solid foundation of learning in a safe and caring environment.

B. SCHOOL IMPROVEMENT TEAM STAKEHOLDERS

Name	Position	Contact Information
Carol Dawson	Building Principal	cdawson@holton.k12.mi.us
Licia Camburn	Parent	licialiciacamburn@hotmail.com
Sharon Almond	Paraprofessional	salmond@holton.k12.mi.us
Laura Fialek	Kindergarten teacher/ Title 1 Reading Specialist	lfialek@holton.k12.mi.us
Angie Brueck	Preschool teacher	abrueck@holton.k12.mi.us
Debora McLeod	First grade teacher	dmcleod@holton.k12.mi.us
Heather Knevitt	First grade teacher	hknevitt@holton.k12.mi.us
Leslie Smith	Second grade teacher	lsmith@holton.k12.mi.us
Kim Gorbach	Special Education/ Computer teacher	kgorbach@holton.k12.mi.us
Tammy Fowler	Third grade teacher	tfowler@holton.k12.mi.us

C. TEN COMPONENTS OF THE SCHOOLWIDE PLAN

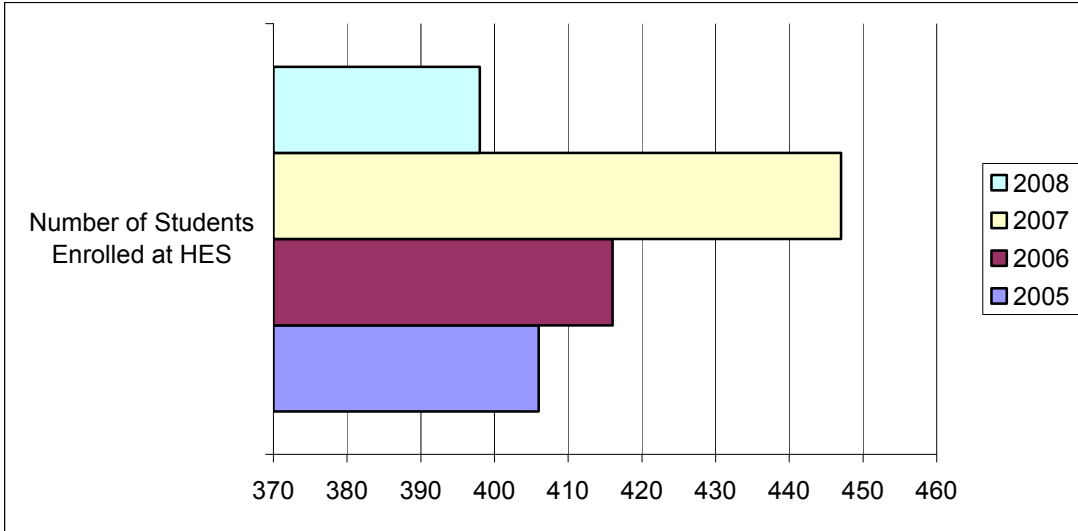
1. THE COMPREHENSIVE NEEDS ASSESSMENT

School Programs/Process Data

In the winter of 2009, the Holton Elementary School Improvement team and the entire staff worked together to complete the comprehensive needs assessment (CNA) required for the NCA (North Central Accreditation) process through the seven standards NCA uses in their CNA. The NCA comprehensive needs assessment also includes our demographic data, however, we also used the MEAP Annual Ed Demographic Summary from our district's data warehouse to help us with a better picture of our demographics. We also collected parent, staff and student perception data with surveys we administered in May 2009. We used our MEAP data, Dibels Oral Reading Fluency data and our SWIS (behavior) data to help us determine what our goals should be in the coming year for achievement. In the sections below, a summary of each type of data will be provided.

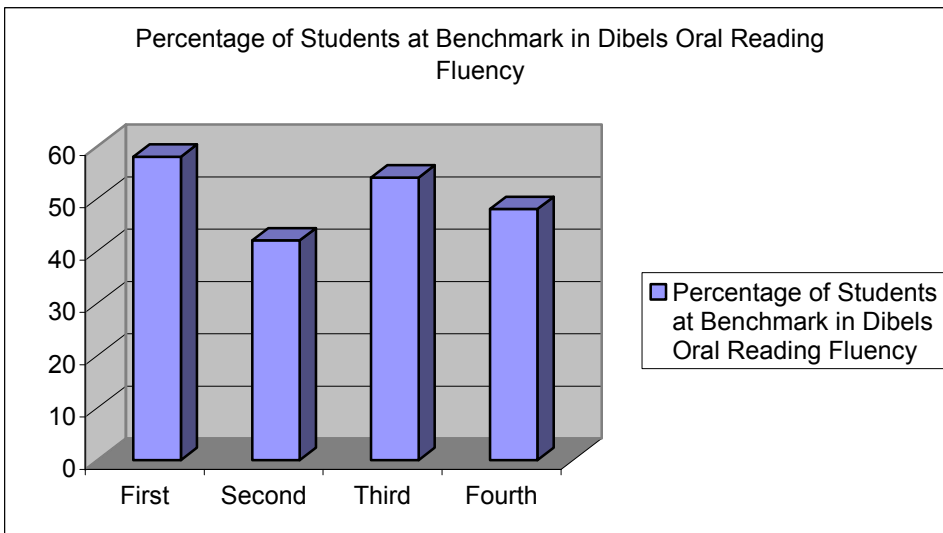
Student and Staff Demographic Data

Holton Elementary School (HES) is a preschool-4th grade building with 3 teachers at each grade level preschool-4th. There are 2.5 resource room teachers. Two additional teachers are here each day to provide music, art, physical education and math lab enrichment classes. We also have a full time school social worker. The teachers at HES have been teaching an average of 12.5 years. There are approximately 450 students (including preschool). HES has the greatest percentage of economically disadvantaged students in the district at 71% for the 2008-09 school year with the majority of the entire population being Caucasian. Our enrollment data showed a significant drop between 2007 and 2008. Our district research is showing this to be movement of our families to locations other than our district to find employment as the main cause of dropping enrollment numbers.



Student Achievement Data

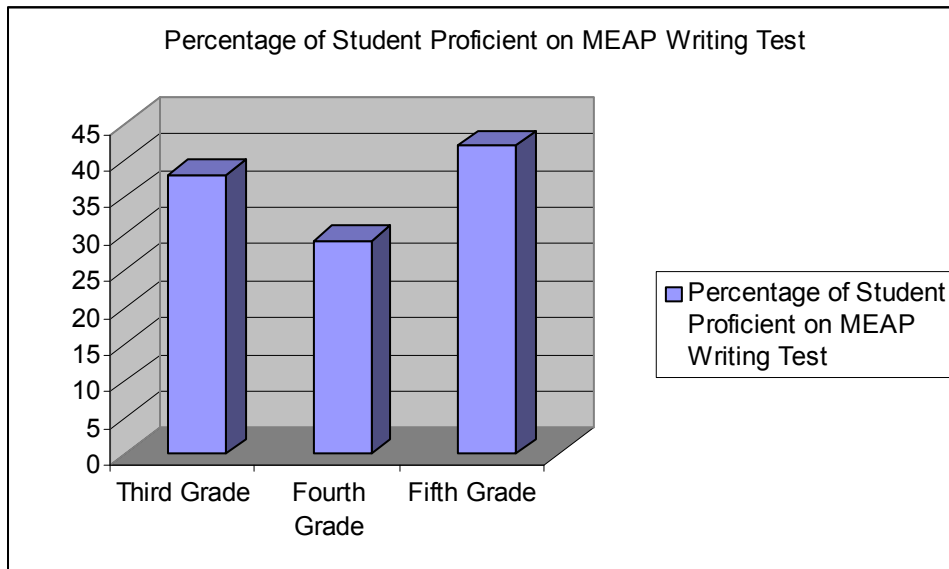
After reviewing our Dibels Oral Reading Fluency data for the 2008-2009 school year, we have found that in grades 1st-4th an average of only 50.5% of our students are reading at benchmark (grade) level.



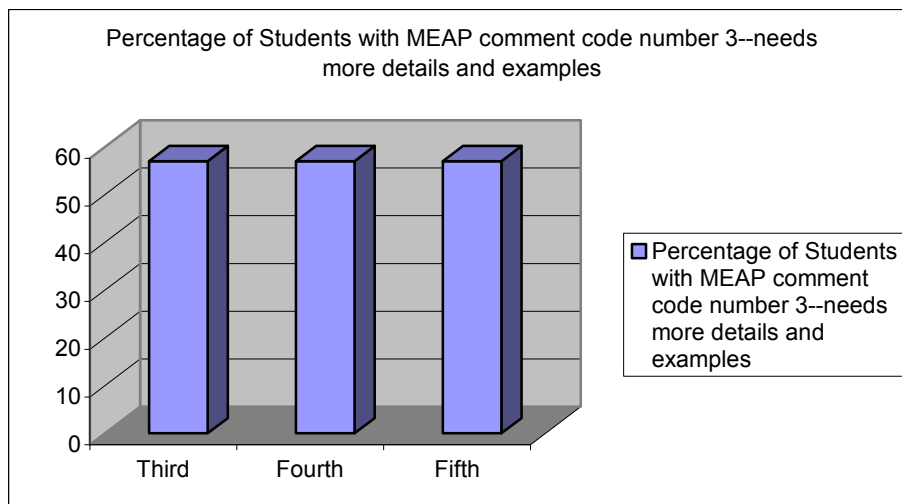
Goal #1:

By May 2010, HES will show a 7% increase in students who are at the established (benchmark) level on the Dibels Oral Reading Fluency test. (Targets: 1st=64%, 2nd=49%, 3rd=61%, 4th=55%)

After reviewing the MEAP data for writing for the 2008-09 test cycle, it is clear that our children are significantly behind in their ability to be proficient in writing.



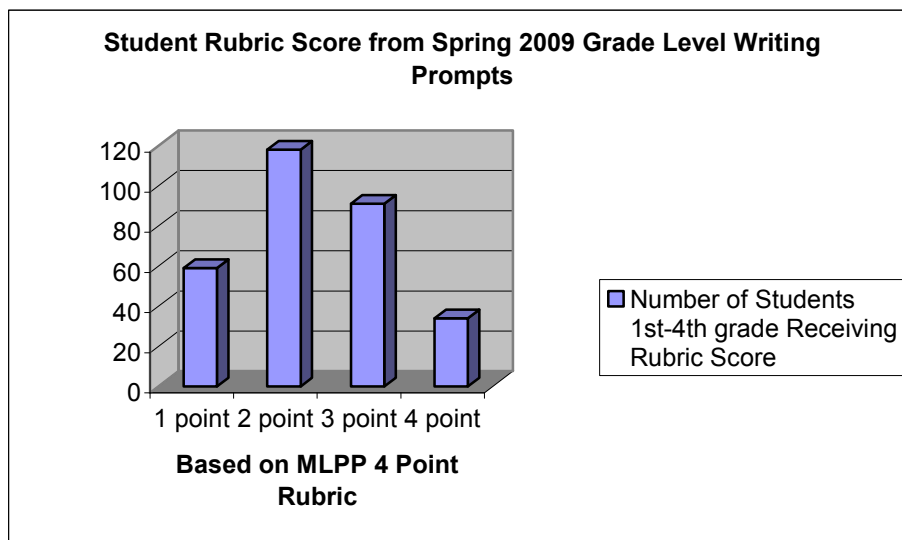
As we further broke down our data, we found that our main deficiency in writing comes from a student's failure to add details and examples to their writing.



Goal # 2:

By May 2011, HES students will show an increased ability to use details and examples in their writing. As a result, the MEAP comment codes for writing will show a 7% decrease on the #3 comment code—*Needs details and examples to adequately develop the ideas and content*. (Targets: 3rd=50%, 4th=50%, 5th=50%). We will also show a 5% increase in overall writing scores for level 1 and 2 on the MEAP. (Targets: 3rd=43%, 4th=34%, 5th=47%).

At HES, we also assess the children three times per year (fall, winter, and spring) with a grade level writing prompt. Each grade level picks an age appropriate prompt and asks students to respond to the prompt using skills they have learned based on Lucy Calkins Writing instruction and classroom work with the 6 Traits of Writing. The teachers grade each student's work with the MLPP (Michigan Literacy Progress Profile) 4-point rubric. HES will use our writing prompt assessments to further ensure writing growth in our building.



Goal #2 continued:

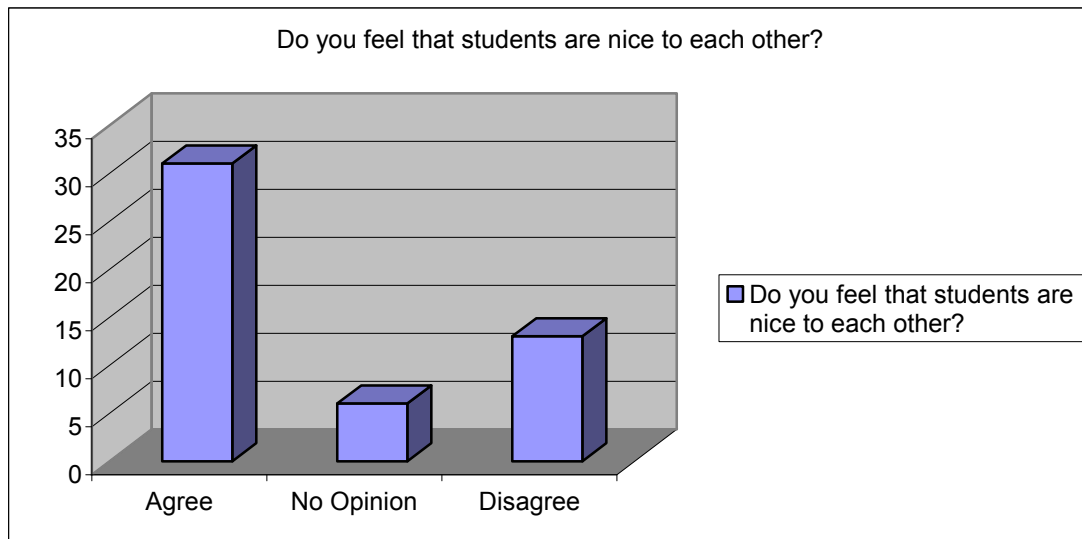
We will also use our Grade Level Writing Prompts in the fall, winter and spring to monitor writing growth building wide. By Spring 2010, HES will show a 5% decrease in students receiving a one or two on the MLPP rubric and a 5% increase on students receiving a three or a four on the

MLPP rubric. (Targets: Levels one and two decrease 5% from 58% of students to 53% of students and levels three and four increase 5% from 42% of students to 47% of students).

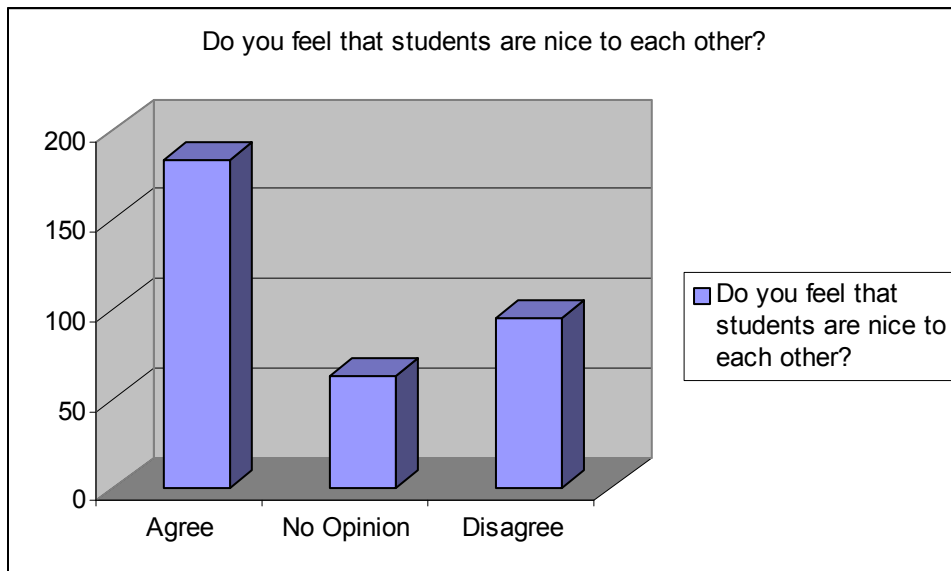
Perception Data—Staff, Parents and Students

In the spring of 2009, the school improvement team and building principal developed and gave a survey to all parents, students and staff at HES. We used our survey information to form at least one improvement goal for each group. Here is a list of the building goal we have set for each group based on our survey data:

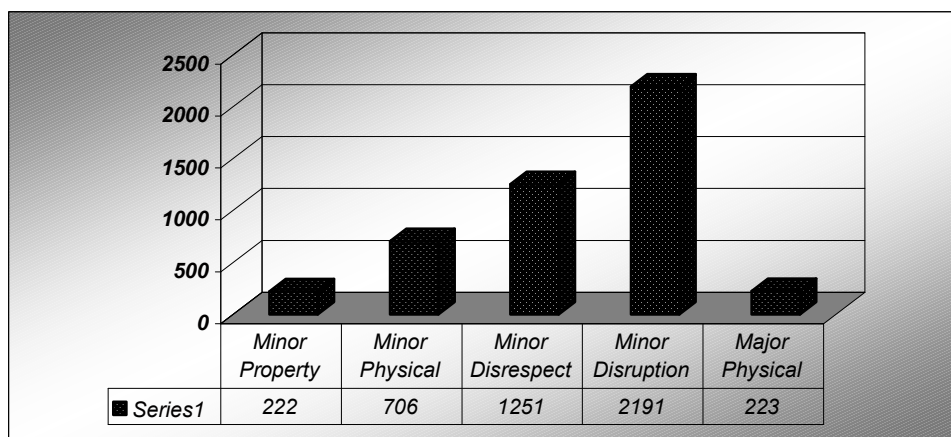
- Staff Goal—the staff data showed a desire for a higher level of neatness in our building. Our goal is to work with the maintenance supervisor to find out ways we can work together to make the school cleaner.
- Parent Goal—the parent data showed us that parents are worried that their students have to deal with too much bullying. We have set the goal to use our school social worker to bring back a classroom program to help children refrain from and respond to bullying. Their data also showed a desire for more effective communication from the school and our goal is to add a curriculum corner to our school newsletter to better inform parents on what is happening academically at HES.



- Student Goal—the student data showed that students are worried about being bullied at school. In addition to the social worker program mentioned above, we also plan to train teachers to use a social skills program we purchased for our school that has not been used in the past.



After reviewing our parent and student perception data and our SWIS data (school wide behavior data) for the 2008-2009 school year, the school improvement team has determined that many of our students and parents feel like there is excessive bullying going on at HES. Our behavior data does not specifically address bullying but it does show an excessive amount of behavior referrals. These were the top 5 areas of behavior problems with a total number of behavior referrals in these areas of 4593.



Goal #3:

By June 2010, HES will show a 15% decrease in students who are referred for behavior problems in our top 5 problem areas: minor disruption, minor disrespect, minor physical, major physical and minor property misuse. (Target: 3904 or less behavioral referrals in the top 5 problem categories— 689 (15%) less than 2008-09 school year).

We feel that by working to lower the amount of student behavior referrals through coaching and consistency, all of our students will have more time focused on academics and less on behavior issues.

2. SCHOOLWIDE REFORM STRATEGIES

Holton Elementary has completed the 2008-2009 comprehensive needs assessment through NCA (North Central Accreditation). As a result of this needs assessment and an assessment of our achievement data, the following action plan has been developed to address the gap in student achievement in order to help all students reach proficiency in the State’s content standards and expectations. The strategies below will be implemented in the 2009-2010 school year. These are researched based and will increase the quality and quantity of student learning. This plan provides for an enriched and accelerated curriculum to help move each student towards proficiency.

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #1	Reading
Smart Goal 1	By May 2010, HES will show a 7% increase in students who are at the established (benchmark) level on the Diblels Oral Reading Fluency test. (Targets: 1 st =64%, 2 nd =49%, 3 rd =61%, 4 th =55%)
Instructional Strategy #1	Implement the Reader’s Workshop Pilot program in 6 classrooms to ensure children are reading at their independent level during instruction time.
Research	Lucy Calkins’ Art of Teaching Reading and research by the College of New York
Professional Development	Six classroom teachers will attend extensive training at the area ISD regarding the implementation of this pilot program. They will also share their learning with the entire staff during professional development meetings.
Parent Involvement	Parents will be informed that their child is part of this pilot program and asked to make a commitment to read at home every night with their child.

At-Risk Students' Support	The Reader's Workshop philosophy is such that each child will be reading at their own level during their reading instruction. Teachers support this by building their classroom libraries with enough low level books to meet the needs of all at-risk students.
Evaluation	By May 2010, Dibels Oral Reading Fluency scores will be used to determine if scores increase by 7% in each grade level. Staff also uses Dibels testing throughout the year to constantly monitor growth.
Evidence	The building administrator and Dibels data review team will monitor Oral Reading Fluency progress at 3 different ISD directed data reviews to make sure the school is on pace to reach the goal.
Instructional Strategy #2	Utilize the Accelerated Reader program goal chart to make sure children are spending the proper amount of time reading at their individual reading level.
Research	Richard Allington, What Really Matters Most in Response to Intervention---kids must read at their own level to grow in reading.
Professional Development	Teachers will take the time to review grade level reading goals set by Accelerated Reader and create a plan to help students meet their goals.
Parent Involvement	We will be having a Parent Education Night to help parents understand how to use the Accelerated Reading program from home.
At-Risk Students' Support	Our building will continue using available funds to purchase low level books so at-risk students have plenty of books at their level to access for reading.
Evaluation	Teachers will check monthly to make sure students are working to reach their Accelerated Reading goals
Evidence	The building level administrator will collect data on Accelerated Reading goals each month to monitor student growth and help teachers with ideas to help struggling students.

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #2	Writing
Smart Goal 1	By May 2011, HES students will show an increased ability to use details and examples in their writing. As a result, the MEAP comment codes for writing will show a 7% decrease on the #3 comment code— <i>Needs details and examples to adequately develop the ideas and content</i> . (Targets: 3 rd =50%, 4 th =50%, 5 th =50%). We will also show a 5% increase in overall writing scores for level 1 and 2 on the MEAP. (Targets: 3 rd =43%, 4 th =34%, 5 th =47%). We will also use our Grade Level Writing Prompts in the fall, winter and spring to monitor writing growth building wide. By Spring 2010, HES will show a 5% decrease in students receiving a one or two on the MLPP rubric and a 5% increase on students receiving a three or a four on the MLPP rubric. (Targets: Levels one and two decrease 5% from 58% of students to 53% of students and levels three and four increase 5% from 42% of students to 47% of students).

Instructional Strategy #1	Fully implement the use of the Lucy Calkins' Writer's Workshop to engage students in daily writing. Teachers will regularly confer with students during the school year.
Research	Lucy Calkins' Writer's Workshop "Units of Study for Teaching Writing" primary grades and grades 3-5.
Professional Development	Revisit best practice writing lesson conversations among the staff during grade level meeting times to identify ways to improve details and examples in student writing. Share writing samples with other grade level teachers.
Parent Involvement	We will publish student's writing samples in our school newsletter to highlight good use of details and examples. We will also have a writing celebration night for students and parents to come to school to celebrate their writing.
At-Risk Students' Support	Teachers will monitor student writing during their conferring times and pay careful attention to the needs of the low level writers. They will use this knowledge to build additional group conferring/mini lesson times with at-risk students.
Evaluation	In May of 2011, MEAP writing comment codes will be used to determine if the writing smart goal has been met.
Evidence	The building level administrator and school improvement team will verify that the PD, parent involvement and at-risk strategies are implemented. Student work samples will be available to show growth.
Instructional Strategy #2	Utilize the 6 Traits posters to help inform students how to improve their writing.
Research	6 Traits Writing Program, "6+1 Traits of Writing" by Ruth Culham and "Creating Young Writers: Using the Six Traits to Enrich Writing Process in Primary Classrooms" by Vicki Spandel.
Professional Development	Teachers will be given additional training from building principal (former professional developer in writing) during PD days to focus on best practices for using the 6 Traits in writing.
Parent Involvement	Parents will have an opportunity to attend a learning night about writing and the 6 traits. They will also receive their own copy of the 6 traits rubric to encourage good writing at home.
At-Risk Students' Support	Teachers will help at-risk students focus on one trait at a time and not overwhelm them with too many writing requirements at once.
Evaluation	In May of 2011, MEAP writing comment codes will be used to determine if the writing smart goal has been met.

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #3	Behavior
Smart Goal 1	By June 2010, HES will show a 15% decrease in students who are referred for behavior problems in our top 5 problem areas: minor disruption, minor disrespect, minor physical, major physical and minor property misuse. (Target: 3904 or less behavioral referrals in the top 5 problem categories—689 (15%) less than 2008-09 school year).

Instructional Strategy #1	Continue to use the RTP (Responsible Thinking Process) school wide to help children think through and take responsibility for their behavior.
Research	Edward E. Ford "Discipline for Home and School" books one and two.
Professional Development	The entire district was trained during the 2008-09 school year on how to use RTP. This year will be building conversations and guest speakers from other districts helping us continue to grow as an RTP school.
Parent Involvement	Parents will be invited to an RTP Education night to learn more about our behavior program and ask questions.
At-Risk Students' Support	This program helps with all students but for our severely, behaviorally at-risk students we also have specific behavior plans written for them and included in their IEP to assure they have a plan that will work for them.
Evaluation	The building administrator and RTP teacher will regularly monitor behavior data and share information with classroom teachers.
Evidence	By June 2010, HES will show a 15% decrease in students who are referred for behavior problems in our top 5 problem areas.
Instructional Strategy #2	Utilize the Second Step program in our kindergarten through 4 th grade classrooms.
Research	Second Step: A Violence Prevention Curriculum
Professional Development	Teachers will take the time to review the Second Step curriculum in a whole group training session with our school social worker.
Parent Involvement	We will be having a Parent Education Night to help parents understand how to role-play social scenarios with their children. The role playing activities will enable parents and children to practice appropriate social behavior at home.
At-Risk Students' Support	Our school social worker will use this program with at-risk students in a one-to-one or small group setting to reinforce the concepts in a smaller setting.
Evaluation	Teachers will keep track of their SWIS data monthly to determine the areas of behavior they need to target to help children in their classroom feel safe and productive at school.
Evidence	By June 2010, HES will show a 15% decrease in students who are referred for behavior problems in our top 5 problem areas.

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF

The instructional staff at Holton Elementary School meets all state and federal requirements to obtain the highly qualified status. The staff updates their credentials with our central office to maintain accurate records. The staff also submits annual logs documenting their professional development activities for the year to our central office. Staff is only assigned to positions in their qualification area.

All paraprofessionals have met the NCLB (No Child Left Behind) requirements for the highly qualified status.

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

The teacher-turnover rate at Holton Elementary School is not high. Other than retiring teachers, we do not have a staff that leaves to take employment in other schools or districts.

Overall, our teachers have an average of 12.5 years teaching experience with our district.

23 Highly Qualified Teachers: Number of Years Teaching

0-3 years	4-10 years	11-15 years	16+ years
3	6	8	6

We utilize a variety of strategies to attract high quality teachers to Holton Elementary School. These strategies include:

- Competitive salary and benefits package
- Mentor teacher program for beginning teachers
- Extensive professional development opportunities at school or through our local ISD (Intermediate School District)
- We include teachers in the school improvement process, and several other school/district initiatives
- Up to date curriculum resources
- On-line job recruitment

5. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

The staff at HES receives ongoing and sustained professional development. Our professional development is directly aligned to our school improvement plan and our comprehensive needs assessment.

Professional Development Map 2009-10

Goal	When	Activity	Who	Evidence
#3	September 2009	Second Step: A Violence Prevention Curriculum	All Building staff, principal	Staff sign-in sheet and agenda
#1	June 2009-June 2010	Reader's Workshop Pilot	6 Teachers: 1 st , 2 nd , 2 nd , 3 rd , 3 rd , 4 th (volunteer basis), principal	Staff sign-in sheet and teachers report back to entire staff
#3	Summer 2009 and September 2009	Responsible Thinking Process Book Study and Training/ Questioning session	All building staff, principal	Staff sign-in sheet and book study guide
#1,2,3	August 4-12, 2009	P.E.A.K. Training	11 Teachers across the building (volunteer basis), principal	Staff sign-in sheet and teachers report back to entire staff
#2	September 2009	Creative Writing	All teaching staff, principal	Staff sign-in sheet and agenda
#1	November 2009	Data Driven— Looking into using our Dibel information effectively	All teaching staff, principal	Staff sign-in sheet and agenda
#1,2,3	2009-10 School Year	Grade level meetings	All teaching staff, principal	Staff sign-in sheet and agenda
#1	Summer/Fall 2009	Book Study: <u>The Daily Five</u> by Boushey & Moser	All teaching staff, principal	Staff sign-in sheet and group discussions led by building principal
#1,2,3	Monthly during 2009-10 school year	School improvement meetings	Teachers, paraprofessionals, parents and principal	Group sign-in sheet and agenda

#1	March 2010	Reader's Workshop group training session	All teaching staff, principal	Staff sign-in sheet and agenda
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6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Holton Elementary staff will provide 5 parent involvement activities for the 2009-2010 school year. HES believes involving parents in learning about the programming at school will increase ability to help their children at home. We believe this bridge between home and school will increase student achievement. A parent involvement policy and parent compact are used in Holton Elementary's Title 1 program (see appendix). Parent involvement surveys will be distributed and evaluated by the school improvement team.

Goal	When	What	Evidence
#3	September 2009	Sleep & Routine	Sign in sheet and agenda
#1,3	September 2009	Responsible Thinking Process & Understanding the MEAP test	Sign in sheet and agenda
#1,2,3	October 2009	Parent/Teacher Conferences	Attendance sheet
#1	November 2009	Zoo Phonics and Accelerated Reader Parent training	Sign in sheet and agenda
#2	February 2010	Handwriting Without Tears, Writers Workshop by Lucy Calkins and Six Traits of Writing	Sign in sheet and agenda
#1,2,3	March 2010	Parent/Teacher Conferences	Attendance sheet

#1	May 2010	Math Games and Summer Reading ideas	Sign in sheet and agenda
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7. PRESCHOOL TRANSITION STRATEGIES

Holton Elementary’s plan for connecting with preschool-aged children includes an Open House before the first day of school to see their classroom and meet their teacher. Our plan also includes activities during the school year. We have special visitation activities when preschool students participate in kindergarten activities in the actual kindergarten classrooms.

Holton Elementary houses several preschool programs including: GSRP (Great Starts Readiness Program), ECSE (Early Childhood Special Education), and Head Start. Several times per year the preschool program teachers and facilitators meet to discuss preschool topics including but not limited to the transition between preschool and kindergarten.

Holton Elementary School conducts a Kindergarten Round-Up each spring. Children are introduced to teachers and classrooms. Parents are able to ask questions regarding enrollment, curriculum or every day operations. The preschool teachers, kindergarten teachers, school secretary and building principal attend Kindergarten Round-Up. We also have a Family Resource Center in our building with a DHS (Department of Human Services) worker available during our round-up time.

Parent informational meetings are held throughout the year to discuss:

- Tips for home and school connections
- Sleep and routine
- Community resources
- Accelerated Reader program
- Everyday Math curriculum
- Zoo Phonics
- Handwriting Without Tears
- Department of Human Services

8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

The Holton Elementary staff members have input into the decisions regarding the use of school based academic assessments.

- Staff members have been working as grade level teams to develop common assessments for core curriculum areas.
- During the 2009-2010 school year, the staff will meet once a month with their grade level teams to continue working on common assessments with a focus this year in the areas of science and social studies.
- Staff members are invited to be involved in the annual district curriculum meeting.

The Holton Elementary staff members are involved in student achievement data analysis to improve the academic achievement of all students.

- Staff members are involved in disaggregating MEAP data to drive instruction.
- Staff members are involved in a regular data review of building assessments and use this information to drive classroom instruction.
- Staff members are involved in a team that disaggregates our Dibel test scores to drive our reading instruction building wide.

The Holton Elementary staff members are learning how to make effective analysis of student data and use it to drive instruction. These are some of the tools they are using to grow in this area:

- Whole staff book study on What Really Matters Most in Response to Intervention by Richard Allington.
- Staff meetings designed to break down classroom data and set mini goals to move students forward in their learning.
- Smaller data groups who meet to break down MEAP and Dibel data and report back to the whole group to help enhance instruction building wide.
- Upcoming professional development from the ISD to teach all staff how to read and use specific achievement data in our building.

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

Holton Elementary staff members offer a Care Team intervention program to help our struggling students. We use Care Team meetings for teachers to identify students struggling with academic needs and/or behaviors keeping them from mastering the content expectations. Our first step in the Care Team process is for the teacher or concerned staff member to fill out a Care Team Referral (see appendix). The principal and school social worker review the referral and set a date to convene a Care Team meeting right away. The Care Team works with the teacher to identify what interventions they have been using to help the student. Next, the team discusses additional specific interventions suggested by other teachers, the school social worker, the school psychologist, building principal and any other invited Care Team participants. Finally, the teacher makes sure they have a new plan of action for the child and that they have adequate resources to try the new intervention plan. The teacher keeps in contact with the principal or school social worker to monitor the new interventions and decides to set a new meeting if the interventions are not working. Differentiated instructional strategies for these staff and students include but are not limited to the following:

- Additional repetition of content expectations in the classroom
- Grade level discussions on best practice ideas to help struggling learners
- Additional learning time and programs for students to access during computer instruction for both math and reading
- Book study with the book What Really Matters for Struggling Readers: Designing Research-Based Programs by Richard Allington.
- H.A.L.O (Holton Additional Learning Opportunities) time 3 days per week for 30 minutes each day---this program uses 6 Title 1 paraprofessionals along with the classroom teachers to assist learners in reading—they address the specific needs of the students in decoding, comprehension and fluency while working with text at the child's independent reading level
- Summer school is offered for our at-risk 4th graders entering the Middle School

- Preschool (GSRP—Great Starts Readiness Program) is offered to families for students that are age 4 to help prepare them for school.

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

Holton Elementary coordinates and integrates funds from Title I, Title II A, Title II D, Safe and Drug Free Schools, 31a, Parent Teacher Organization Funds and district general funds to support a variety of programs as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role.

School Wide Components	Funding Source	Programs
1. Comprehensive Needs Assessment	<ul style="list-style-type: none"> • Title II A • General Fund 	Dibels, Lucy Calkins, running records, SWIS, IGOR data warehouse, MLPP, climate surveys, STAR math and reading
2. School Wide Reform Strategies	<ul style="list-style-type: none"> • Title I A • Title II A • General Fund 	Lucy Calkins, Dibels, Responsible Thinking Process, Accelerated Reader, Second Step, SWIS, Reader’s Workshop Pilot
3. Highly Qualified Teachers in All Core Area Classes	<ul style="list-style-type: none"> • Title II A • Special Education • General Fund 	Probationary teacher Mentor program, Special Education teachers HQ college credit reimbursement
4. Strategies to Attract Highly Qualified Teachers	<ul style="list-style-type: none"> • General Fund • Special Education 	Salary and benefits

5. Highly Qualified and Ongoing Professional Development for Teachers, Principals and Paraprofessionals	<ul style="list-style-type: none"> • Title II A • General Fund • Section 31a (at risk funds) 	PEAK training, Reader's Workshop Pilot training and materials, Second Step, Responsible Thinking Process, staff book studies
6. Strategies to Increase Parent Involvement	<ul style="list-style-type: none"> • General Fund • GSRP • SPLASH Grant 	Parent education nights, conferences, PTO meetings, volunteering, music program, track and field day
7. Preschool Transition Strategies	<ul style="list-style-type: none"> • General Fund • GSRP 	Open house, Kindergarten visitation and round-up
8. Teacher Participation in Making Assessment Decisions	<ul style="list-style-type: none"> • Title II A • General Fund 	Professional development, district curriculum meetings, ISD data review
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<ul style="list-style-type: none"> • Title I A • Title II A • GSRP • 21st Century Learning Grant 	Care Team, HALO, GSRP, summer school, staff book studies, Read Naturally, paraprofessionals
10. Coordination and Integration of Federal, State, and Local Programs and Resources	<ul style="list-style-type: none"> • General Fund 	School principal completes coordination of funds with school improvement team and central office

D. CURRICULUM ALIGNMENT

At Holton Elementary all core content areas are aligned with appropriate K-5 State of Michigan Grade Level Content Expectations. Building developed common assessments are utilized to guide instruction and monitor student learning. Periodic review of the curriculum, instructional strategies, and assessments will occur during monthly grade level meetings. Time is provided for department/grade level meetings, district meetings, and local

in-service days. Parents are included in the development process through the District School Improvement Team, building School Improvement Team, Parent Education Nights, Title I Parent meeting, parent surveys, and volunteering in the classrooms.

E. USE OF COMMUNITY RESOURCES AND VOLUNTEERS

Holton Elementary utilizes a variety of partnerships to support staff, students, and parents. Holton Elementary School offers support in these ways:

Volunteers	Community Resources
PTO Fundraisers: assemblies, MEAP snacks, 4 th Grade Celebration, grade level study trips	Book It: An incentive based reading program through Pizza Hut
Book Fair: several times per year	Feelin’ Good Mileage Club: A school fitness initiative sponsored by Fifth Third Bank.
Classroom helpers: ongoing	Muskegon Museums: Come to our school several times per year with classroom activities for our 4 th grade students
Assemblies: Educationally driven	Holton Historical Society: Provides our students with private showings to help with our social study standards.
Accelerated Reader Program: Volunteer adults provide an open computer lab for students to have more access to this program.	Fazoli’s: Attendance rewards.

F. ADULT ROLES IN COMMUNITY ED., LIBRARIES AND COMMUNITY COLLEGES

Adult roles in community education, libraries and community colleges are not a focus at the elementary level. We do not have our own Community Education program. We belong to White Lake Area Community Education and they can be reached at 231-893-0515.

G. METHODS FOR EFFECTIVE USE OF TECHNOLOGY

The district's technology plan can be found on the district's website and has been approved by the Michigan Department of Education.

Holton Elementary staff utilizes technology in a variety of ways to enhance student learning. Examples include the following:

- Accelerated Reader to improve reading for all students.
- Read Naturally program used to additionally assist our at-risk readers.
- Pinnacle grade book is used to enter and analyze student assessment data.
- Smart Boards are utilized in one of our classrooms and our computer lab. We are working on funding the addition of other classroom Smart Boards.
- NEO2 Laptop mobile lab used in classrooms for additional Accelerated Reader time and writing.
- All staff communicates via email.
- Several teachers have created their own classroom web page linked to our district web page for parents and students to access.
- Honeywell Alert System to communicate with entire district or sub groups via telephone, email or text message.
- Voice amplification systems in several classrooms for student ease of hearing.
- Accelerated Math to improve math skills for all students.

H. ON THE JOB LEARNING

On the job learning and career preparation is a primary focus for our secondary schools. Please contact Holton High School at 231-821-1700 for more information.

I. BUILDING LEVEL DECISION MAKING

Through the use of the NCA Standards Assessment Report submitted to the state annually, all Holton Elementary staff participates in the self-assessment

rubric on an annual basis. As an entire building, our staff uses this tool to establish strategies and goals for moving to the highly functional level.

All staff and parents are involved in the decision making process in the following areas:

What	Who	How
Class lists	Teachers/Parents	Teachers fill out a student profile sheets and work as grade level teams to build classlists. Parents complete a Parent Input sheet to help with placement.
Fundraising	PTO	Monthly meetings including parents, teachers and principal.
Parent/teacher conferences	Teachers and parents	Sharing academic progress and continued plans for growth.
School Improvement Team	Teachers, Title 1 staff, principal, support staff and parent	Collaboration
Grade level meetings	Teachers	Meetings held every 3 rd Wednesday at 7:45
Care Team Meeting	Teachers, social worker, principal, psychologist	Collaboration and consensus based on research and best practices
Parent, Student and Staff surveys (see appendix)	Parents, students, and staff	Our staff breaks down survey data to establish areas of improvement for our building.

During the 2009-2010 school year our school improvement team will meet monthly to review student achievement, staff development, parent involvement, instructional programs and the progress/effectiveness of our school improvement plan.

J. EVALUATION

The Holton Elementary staff members will collect and monitor data throughout the school year to determine the progress of students throughout the implementation of the School Improvement Plan. The school improvement team will work with the entire staff to determine if the strategies embedded in the plan are realistic and effective. Holton Elementary will conduct an annual review of the school improvement plan through the use of the state's annual assessments and indicators of academic achievement. All staff members will participate in the evaluation process. The school improvement team will work with the entire staff to revise the plan as necessary to ensure continuous improvement of students in the program.

K. APPENDICES

1. District Parent Involvement Policies
2. Parent-Teacher-Student Compact
3. Care Team Referral Form
4. Parent Climate Survey
5. Student Climate Survey
6. Staff Climate Survey
7. Assessment Schedule

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170) 7175

State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District’s educational programs. It is recognized and appreciated that parents/guardians are the “first teachers” of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District’s Parental Involvement plan to all parent(s)/guardian(s).²

Title 1 Programs

In accordance with the requirement of the No Child Left Behind Act, the Holton Public Schools Board of Education encourages parent(s)/ guardian(s) participation in all school programs.

² MCL 380.1294 (1) No later than January 1, 2005, the Board of a school district or intermediate school district, or the Board of Directors of a public school academy shall adopt and implement a parent/guardian involvement plan designed to encourage parent/guardian participation. (2) The Board or Board of Directors shall provide a copy of the parent/guardian involvement plan to the parent/guardian of each pupil. The Board of Directors may provide the copy of the policy by including the policy in its student handbook or a similar publication that is distributed to all pupils and parents/guardians. (3) The Board or Board of Directors shall provide a copy of the parent involvement plan to the department upon request by the department.

Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170) 7175-2

The Board directs that the following actions be implemented by the administration to insure compliance with state and federal law and to invite parent(s)/guardian(s) to become involved highly in the education of their children:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of District 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 information about programs and 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 and other District programs 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 staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the 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.)

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170)

7175-3

Written Plans/Policies

The Holton 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. Individual buildings may personalize the District plan to meet the particular needs of their school, subject to review by the Superintendent.

The Board 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.

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170) 7175-4

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: October 22, 2007

LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL [380.1294](#) (PA 107

of 2004); [380.1295](#); MDE Recommended Parent/Guardian Involvement Policy, June 2004.

Parent-Student-Teacher Compact

A Promise of Commitment

We, the Holton Public School staff, parents and community, guide each child in achieving his or her greatest potential by providing a diversity of experiences which integrate excellence in education with the child's individual abilities and unique talents. We share the responsibility, in a safe and secure environment, for student acquisition of academic, creative, emotional, physical and social skills necessary for entering society as contributing members. We strive to enhance each child's experience at HPS by continually assessing and evaluating our attainment of these goals as measured by descriptive outcomes.

Parent/Guardian Agreement

It is important to have my child reach his/her full academic potential. Therefore, I will encourage him/her by doing the following:

- See that my child attends school regularly and is punctual.
- Establish a time and place for homework and check it regularly.
- Support the school staff and respect the diverse cultures of the school.
- Have ongoing communication with my child's school and teacher.
- Encourage daily reading at home.

Parent Signature: _____

Student Agreement

It is important that I do the best I can. Therefore, I will do the following:

- Come to school each day and be in class on time.
- Have my homework completed and turned in on time.
- Have the supplies that I need.
- Always try to work to the best of my ability.
- Show respect for myself, my school and other students.
- Follow the rules at my school and home.
- Believe that I can and will learn.

Student Signature: _____

Teacher Agreement

Students must be given the opportunity to succeed. Therefore, I will do the following:

- Provide an environment conducive to learning.
- Have high expectations for myself and for my students by using methods and techniques that work for my classroom.
- Maintain open and effective communication with my students and their parents to support student learning.
- Seek ways to involve parents in classroom activities.
- Respect the students, their parents and the diverse culture of the school.

Teacher Signature: _____

Care Team Referral

Date: _____

Teacher: _____ Student: _____

Why are you asking for assistance with this student? (continue on back if needed)

What interventions have you tried? (continue on back if needed)

What do you hope to gain from the Care Team meeting?

Who would you like us to invite to the meeting?

Please bring student work samples, anecdotal notes, test scores, and any other information that will help us make this meeting productive.

APPENDIX 4

HOLTON ELEMENTARY PARENT CLIMATE SURVEY 2009

	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
Do you feel our school building/property is safe?					
Do you feel our school environment is safe and caring?					
Has RTC been helpful to you?					
Are you satisfied with our playground?					
Do you feel welcome as a visitor in the school?					
Do you like the lunch choices we have for your child?					
Do you feel like the school principal cares about you and your child?					
Do you feel like your child's teacher cares about you and your child?					
Does our school provide safe and timely transportation?					
Do you feel we provide adequate technology for your child?					
Has your child enjoyed the assemblies and field trips we have had this year?					
Does your child like school?					
Does the school communicate adequately with parents?					
Do you feel that students are nice to each other?					
Do you think your child's teacher has done an adequate job of preparing your child for the next grade?					
Do you feel like the school is neat and clean?					
Do the Accelerated Reader program and point clubs motivate your child to read more?					

What is one thing you like about school?

What is one thing you do not like about school?

What do you think was your child's favorite memory of this school year?

Which do you prefer?

1. Getting the weekly newsletter on Monday?
- or
2. Getting the weekly newsletter on Friday?








Are there any evening or after school activities you would like to see offered at the school?

What is one thing you would do to make our school better?

Thank you for taking the time to complete this survey, your ideas and opinions are very helpful! ☺

APPENDIX 5

HOLTON ELEMENTARY STUDENT CLIMATE SURVEY 2009

	 				 
Do you feel safe at school?					
Do you like the lunch choices?					
Has RTC been helpful to you?					
Are you satisfied with our playground?					
When you have problems, do you feel like adults help you?					
Does your teacher care about you?					
Does your principal care about you?					
When you struggle with learning, do you feel like your teacher helps you?					
When you need a computer, do you feel like one is available for you to use?					
Do you think the library has a good variety of books?					
Have the assemblies and field trips this year helped you enjoy school more?					
Do you like school?					
Do you feel safe on the school bus?					
Do you feel that students are nice to each other?					
Do you feel like the things your teacher has taught you are useful?					
Do you feel like the school is neat and clean?					
Do the Accelerated Reader program and point clubs help you want to read more?					

What is one thing you like about school?
What is one thing you do not like about school?
What was your favorite memory of this school year?
Which do you prefer? 3. Eating lunch first and then going out for recess? or 4. Going out for recess first and then eating lunch?
What is something you would like to learn about at school that you did not learn about this year?
What is one thing you would do to make our school a better place if you were in charge of the school.

Thank you for taking the time to complete this survey, your ideas and opinions are very helpful! ☺

APPENDIX 6

HOLTON ELEMENTARY STAFF CLIMATE SURVEY 2009

	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
Do you feel the building atmosphere is positive?					
Do you feel our school environment is safe and caring?					
Has RTC been helpful to you?					
Do you feel listened to?					
Do you feel valued by the building principal as an important member of the staff?					
Does our curriculum have direction?					
Do you feel like there is good communication between the principal and the staff?					
Are your concerns handled in a timely manner?					
Do you feel the principal has realistic achievement goals for the building?					
Have you enjoyed the assemblies and field trips we have had this year?					
Do you like school?					
Do you feel like you can get adequate teaching advice from the building principal when you need it?					
Does the principal support you when dealing with difficult children?					
Do you think you have done an adequate job of preparing your students for the next grade?					
Do you feel like the school is neat and clean?					
Do the Accelerated Reader program and point clubs motivate your students to read more?					
Do you enjoy whole staff book studies?					

What is one thing you like about school?
What is one thing you do not like about school?
What was your favorite memory of this school year?
Which do you prefer? 5. Eating lunch first and then going out to recess? or 6. Going out to recess first and then eating lunch?
What professional development would you like to have next year?
What is one thing you would do to make our school better?

Thank you for taking the time to complete this survey, your ideas and opinions are very helpful! ☺

Assessment Schedule 2009-2010

<u>Dates</u>	<u>Assessment</u>
Week of 9-14-09	DIBELS testing for all grades
Week of 9-21-09	STAR testing for 2 nd , 3 rd , and 4 th
September 30	Fall text leveling completed & recorded
Oct. 13-22	MEAP testing window
Week of 10-12-09	Fall writing w/rubric for 1 st and 2 nd grades
Week of 1-4-10	DIBELS testing for all grades
Week of 1-11-10	STAR testing for all grades
Week of 1-18-10	Winter writing w/rubric for all grades
January 29	Winter text leveling completed & recorded
Week of 5-10-10	DIBELS testing for all grades
Week of 5-17-10	STAR testing for all grades
Week of 5-24-10	Spring writing w/rubric for all grades
June 4	Spring text leveling completed & recorded

We will also be recording in NEO for all GLCE's in language arts, math, science and social studies. NEO can be updated related to when you teach the GLCE's in your own classroom. All NEO data MUST be completed and entered by the last day of school.