

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: Holton Public Schools

ISD/RESA: Muskegon Area ISD

School Name: Holton Elementary School

Grades Served: PK,K,1,2,3,4,5

Principal: Mrs. Carol Dawson

Building Code: 01712

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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## Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

## School Information

School:	<b>Holton Elementary School</b>
District:	<b>Holton Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2,3,4,5</b>
School Code Number:	<b>01712</b>
City:	<b>Holton</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## **Vision Statement**

The Holton Elementary School Staff, in cooperation with students, parents, and the community members will be a professional team of educators fostering community partnerships with the purpose of inspiring students to reach their individual potential. We envision a standards based, inclusive, and challenging curriculum that stimulates learning and creativity in a positive and safe environment.

## **Mission Statement**

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

## **Beliefs Statement**

All students can learn and achieve in a safe, disciplined environment where they feel trusted, supported, and have a sense of belonging.

## Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

### Goal 1: Math

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in math.

**Gap Statement:** 82% of General Education Holton Public School Students 3rd through 6th grades scored at proficient levels on MEAP math assessments in fall, 2010. Only 46% of special education students are proficient creating a significant gap between our general and special education student populations.

**Cause for Gap:** Item analyses of MEAP results show large gaps between our general education students and our students with disabilities in several areas of math across our 3rd through 6th grade population. The areas of weakness for our students with disabilities are: multiplication, decimals, story problems, fractions, graphs, area and money.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, STAR Math, common grade level assessments, Accelerated Math and teacher observations

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** 87% of Holton Elementary General Education students will score at the proficient level on the fall 2012 MEAP assessments. 64% of students with disabilities will score at proficient levels on the fall 2012 MEAP assessments.

Progress toward this goal will be monitored throughout the school year using STAR Math, common grade level assessments, Accelerated Math and teacher observations.

**Contact Name:** Carol Dawson

**List of Objectives:**

Name	Objective
Math	87% of Holton Elementary General Education students will score at the proficient level on the fall 2012 MEAP assessments. 64% of students with disabilities will score at proficient levels on the fall 2012 MEAP assessments.

## 1.1. Objective: Math

**Measurable Objective Statement to Support Goal:** 87% of Holton Elementary General Education students will score at the proficient level on the fall 2012 MEAP assessments. 64% of students with disabilities will score at proficient levels on the fall 2012 MEAP assessments.

### List of Strategies:

Name	Strategy
Math Best Practices	Teachers will research and implement best practices for math instruction to meet the needs of all students in order to accelerate achievement in math for all students and to close achievement gaps among subgroups.

### 1.1.1. Strategy: Math Best Practices

**Strategy Statement:** Teachers will research and implement best practices for math instruction to meet the needs of all students in order to accelerate achievement in math for all students and to close achievement gaps among subgroups.

#### Selected Target Areas

- 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
- 2.5 Fosters a learning community
- 3.4 Supports instruction that is research-based and reflective of best practice
- 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
- 3.8 Implements interventions to help students meet expectations for student learning
- 3.8 Supports the implementation of interventions to help students meet expectations for student learning
- 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- 4.7 Demonstrates verifiable growth in student performance

#### Other Required Information for Strategy

Everyday Math by the University of Chicago  
Delta Math

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-08-30	2012-06-10	Principal Classroom teachers Math Lab teacher Special education teachers
Integration of Technology	2011-08-30	2012-06-10	Principal Classroom teachers Computer teacher paraprofessional
Math Lab Practice Support	2011-08-30	2012-06-10	Principal Classroom teachers Math Lab teacher
Parent Involvement	2011-08-30	2012-06-10	Principal Classroom teachers Math lab teacher At-Risk Math Teacher
Tier II Math Intervention for At-Risk Students	2011-08-30	2012-06-10	Principal Classroom teachers At-Risk Math Teacher

**1.1.1.1. Activity: Differentiated Instruction**

**Activity Description:** Teachers will implement differentiated instruction in all grades preschool-5th. Differentiated instruction will be integrated into tier I math instruction in the classroom.

**Planned staff responsible for implementing activity:** Principal  
Classroom teachers  
Math Lab teacher  
Special education teachers

**Actual staff responsible for implementing activity:** Principal  
Classroom teachers  
Math Lab teacher  
Special education teachers

**Planned Timeline:** Begin Date - 2011-08-30, End Date - 2012-06-10

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Data reports from various assessments	No Funds Required		

**1.1.1.2. Activity: Integration of Technology**

**Activity Description:** Staff will integrate technological tools for teaching and learning including

Accelerated Math, STAR math, and other hardware/software related to literacy instruction.

**Planned staff responsible for implementing activity:** Principal

Classroom teachers

Computer teacher

paraprofessional

**Actual staff responsible for implementing activity:** Principal

Classroom teachers

Computer teacher

paraprofessional

**Planned Timeline:** Begin Date - 2011-08-30, End Date - 2012-06-10

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Software subscription	Title I Part A	6,000.00	0.00

### 1.1.1.3. Activity: Math Lab Practice Support

**Activity Description:** Our Math Lab teacher will collaborate with teachers and reference our Everyday Math series to provide support to all students in the practice portion of our math program. We have found the additional support to be effective in helping children understand difficult math concepts with support from our math lab teacher.

**Planned staff responsible for implementing activity:** Principal

Classroom teachers

Math Lab teacher

**Actual staff responsible for implementing activity:** Principal

Classroom teachers

Math Lab teacher

**Planned Timeline:** Begin Date - 2011-08-30, End Date - 2012-06-10

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
.5 FTE for Math Lab Teacher	Title I Part A	50,000.00	0.00

### 1.1.1.4. Activity: Parent Involvement

**Activity Description:** Staff will send home regular information on math activities to do at home for parents to use with their children.

Staff will hold a parent/child math night during the 2011-2012 school year. Staff will demonstrate activities parents can do with their child at home that will support achievement in math giving parents and their child opportunities to practice, ask questions, etc. Activities will focus on enjoyment of math, and teaching the math games that are the practice piece to our math curriculum.

**Planned staff responsible for implementing activity:** Principal

Classroom teachers  
Math lab teacher  
At-Risk Math Teacher

**Actual staff responsible for implementing activity:** Principal

Classroom teachers  
Math lab teacher  
At-Risk Math Teacher

**Planned Timeline:** Begin Date - 2011-08-30, End Date - 2012-06-10

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math materials for families	Title I Part A	200.00	0.00
Snacks for parents and students	Title I Part A	100.00	0.00

### 1.1.1.5. Activity: Tier II Math Intervention for At-Risk Students

**Activity Description:** Our At-Risk Math Teacher will use the Accelerated Math program/Delta Math to design practice work for at-risk students based on unit tests and areas of weakness.

The At-Risk Math Teacher will meet with at-risk math students in a small group setting to work with identified students to increase math skills.

**Planned staff responsible for implementing activity:** Principal

Classroom teachers  
At-Risk Math Teacher

**Actual staff responsible for implementing activity:** Principal

Classroom teachers  
At-Risk Math Teacher

**Planned Timeline:** Begin Date - 2011-08-30, End Date - 2012-06-10

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Full FTE Salary Math Lab teacher	Section 31 a	63,000.00	0.00

## Goal 2: Reading

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in reading.

**Gap Statement:** 85% of General Education Holton Public School students 3rd through 6th grades scored at proficient levels on MEAP reading assessments in fall, 2010. Only 31% of Special Education students are proficient creating a significant gap between our general and special education student populations.

**Cause for Gap:** Item analyses of MEAP results show large gaps between our general education students and our students with disabilities in four key areas of reading across our 3rd through 6th grade population. The areas of weakness for our students with disabilities are: the ability to understand vocabulary words in the context of grade level reading material, the ability to make inferences from text they have read, understanding and identifying different genres of text and comparing/contrasting multiple characters in a text.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, Dibels benchmark assessments and progress monitoring, STAR Test, Running Records, and common grade level assessments and teacher observation.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** 90% of Holton Elementary General Education students will score at the proficient level on the fall 2012 MEAP assessments. 58% of students with disabilities will score at proficient levels on the fall 2012 MEAP assessments.

**Contact Name:** Carol Dawson

**List of Objectives:**

Name	Objective
Reading	90% of Holton Elementary General Education students will score at the proficient level on the fall 2012 MEAP assessments. 58% of students with disabilities will score at proficient levels on the fall 2012 MEAP assessments.

## 2.1. Objective: Reading

**Measurable Objective Statement to Support Goal:** 90% of Holton Elementary General Education students will score at the proficient level on the fall 2012 MEAP assessments. 58% of students with disabilities will score at proficient levels on the fall 2012 MEAP assessments.

### List of Strategies:

Name	Strategy
Reading Best Practices	Teachers will research and implement best practices for reading instruction to meet the needs of all students in order to accelerate achievement in reading for all students and to close achievement gaps among subgroups.

### 2.1.1. Strategy: Reading Best Practices

**Strategy Statement:** Teachers will research and implement best practices for reading instruction to meet the needs of all students in order to accelerate achievement in reading for all students and to close achievement gaps among subgroups.

#### Selected Target Areas

1.3 Identifies goals to advance the vision
2.10 Implements an evaluation system that provides for the professional growth of all personnel
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.13 Implements an evaluation system that provides for the professional growth of all personnel
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and

reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.7 Provides for articulation and alignment between and among all levels of schools
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.8 Implements interventions to help students meet expectations for student learning
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs
5.3 Ensures that all staff participate in a continuous program of professional development
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**Other Required Information for Strategy**

- What Really Matters Most in Response to Intervention by Richard Allington
- The Daily 5 by Gail Boushey and Joan Moser
- Reading With Meaning by Debbie Miller
- Good Bye Round Robin by Michael Opitz and Timothy Rasinski
- Phonics They Use by Patricia Cunningham
- Reader's Workshop Program Training
- Fountas and Pinnell Benchmark Training
- Fountas and Pinnell Guided Reading Training

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-09-01	2012-08-30	classroom teachers principal literacy coach
Extended Learning Opportunities	2012-01-08	2012-05-23	Principal Classroom Teachers Summer school teachers Paraprofessional
Integration of Technology	2011-09-01	2012-06-10	Classroom teachers Principal Paraprofessional Literacy coach
Parent Involvement	2011-	2012-	Principial Literacy coach teachers

	09-01	08-30	
Professional Development	2009-06-25	2012-06-25	Principal Classroom teachers Literacy coach Paraprofessionals Special Education teachers Outside trainers
Tier II Reading Intervention	2011-09-09	2012-09-08	Literacy Coach Classroom Teachers Principal Para professionals

### 2.1.1.1. Activity: Differentiated Instruction

**Activity Description:** Teachers will implement differentiated instruction in all grades preschool-5th. Differentiated instruction will be integrated into tier I reading instruction in the classroom.

**Planned staff responsible for implementing activity:** classroom teachers  
principal  
literacy coach

**Actual staff responsible for implementing activity:** classroom teachers  
principal  
literacy coach

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-08-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Data reports from various assessments	No Funds Required		

### 2.1.1.2. Activity: Extended Learning Opportunities

**Activity Description:** Staff will provide extended instructional time in reading for students identified as being most in need of support. Extended learning time will be provided during an after school program during the second half of the year. The students will receive 1.5 hours of intensive instruction Monday through Thursday. These students will be identified using multiple data sources, such as DIBELS, STAR and running records.

Staff will also provide access to the library and computer lab to check out books and use the computers for reading comprehension tests one time each week for 6 weeks in the summer.

**Planned staff responsible for implementing activity:** Principal  
Classroom Teachers  
Summer school teachers  
Paraprofessional

**Actual staff responsible for implementing activity:** Principal  
 Classroom Teachers  
 Summer school teachers  
 Paraprofessional

**Planned Timeline:** Begin Date - 2012-01-08, End Date - 2012-05-23

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
After school teachers	Title I Part A	3,800.00	0.00
Hourly wage for paraprofessional	Title I Part A	200.00	0.00

**2.1.1.3. Activity: Integration of Technology**

**Activity Description:** Staff will integrate technological tools for teaching and learning including Accelerated Reading, STAR Reading, Reading A to Z, Lexia, Read Naturally and other hardward/software related to literacy instruction.

**Planned staff responsible for implementing activity:** Classroom teachers  
 Principal  
 Paraprofessional  
 Literacy coach

**Actual staff responsible for implementing activity:** Classroom teachers  
 Principal  
 Paraprofessional  
 Literacy coach

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Software Subscription	General Funds	6,000.00	0.00

**2.1.1.4. Activity: Parent Involvement**

**Activity Description:** Staff will hold parent/child literacy nights in the fall and spring. Staff will demonstrate activities parents can do with their child at home that will support achievement in literacy giving parents and their child opportunities to practice, ask questions, etc. Activities will focus on enjoyment of reading, comprehension, vocabulary, phonemic awareness and fluency.

**Planned staff responsible for implementing activity:** Pricipal  
 Literacy coach  
 teachers

**Actual staff responsible for implementing activity:** Pricipal  
 Literacy coach  
 teachers

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-08-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Books and materials for families	Title I Part A	1,000.00	0.00
Snacks for parents and students	Title I Part A	300.00	0.00

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**2.1.1.5. Activity: Professional Development**

**Activity Description:** Staff will participate in professional development on intervention strategies and differentiated instruction (Reader's Workshop, Road to the Code: MiBlsi, Common Core Writing, PEAK...) to meet the needs of low achieving students.

**Planned staff responsible for implementing activity:** Principal  
 Classroom teachers  
 Literacy coach  
 Paraprofessionals  
 Special Education teachers  
 Outside trainers

**Actual staff responsible for implementing activity:** Principal  
 Classroom teachers  
 Literacy coach  
 Paraprofessionals  
 Special Education teachers  
 Outside trainers

**Planned Timeline:** Begin Date - 2009-06-25, End Date - 2012-06-25

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Leveled library/classroom books	Title I Part A	5,000.00	0.00
Readers Workshop Fees	Title II Part A	1,000.00	0.00
Subs for release time for training staff	Title II Part A	700.00	0.00

**2.1.1.6. Activity: Tier II Reading Intervention**

**Activity Description:** Teachers will collaborate with literacy coach to develop appropriate tier II interventions for at-risk students. They will also use the literacy coach as a classroom resource in the form of co-teaching/coaching lessons for all students.

Students identified as our most at-risk readers will work with the literacy coach, and para professionals working under the direction of the literacy coach, in one-on-one or in small group interventions.

**Planned staff responsible for implementing activity:** Literacy Coach

Classroom Teachers  
Principal  
Para professionals

**Actual staff responsible for implementing activity:** Literacy Coach

Classroom Teachers  
Principal  
Para professionals

**Planned Timeline:** Begin Date - 2011-09-09, End Date - 2012-09-08

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Hourly wage (paraprofessional)	Title I Part A	24,000.00	0.00
Salary of Full FTE teacher	Title I Part A	65,000.00	0.00

**Goal 3: Writing**

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in writing.

**Gap Statement:** 16% of Holton Elementary 4th grade students scored proficient on MEAP writing assessments

with 24% females scoring proficient and only 10% of males scoring proficiently.

**Cause for Gap:** Writing analysis showed that students lacked details and examples in their writing and specifically boys had less ability to add details than girls.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Daily writing, teacher observation and district writing assessments.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Our goal is to close the gap of proficient boy and girl writers percentage from a 14% gap to only a 7% gap. Additionally, we have set a goal to have 50% of all students proficient on the MEAP Writing Assessment in the fall of 2012.

Staff will use their daily writing mini lessons to focus on teaching children how to add details and examples to their writing. They will use multiple rubrics focusing on all of the writing traits in their teaching with a strong focus on adding detail. Staff will progress monitor writing growth as they regularly confer with students during their writing block.

**Contact Name:** Carol Dawson

**List of Objectives:**

Name	Objective
Writing	Our goal is to close the gap of proficient boy and girl writer's percentage from the current 14% gap to only a 7% gap. Additionally, we have set a goal to have 50% of all students score proficient on the MEAP Writing Assessment in the fall of 2012.

### 3.1. Objective: Writing

**Measurable Objective Statement to Support Goal:** Our goal is to close the gap of proficient boy and girl writer's percentage from the current 14% gap to only a 7% gap. Additionally, we have set a goal to have 50% of all students score proficient on the MEAP Writing Assessment in the fall of 2012.

**List of Strategies:**

Name	Strategy
Writing Best Practices	Teachers will research and implement best practices for writing instruction to meet the needs of all students in order to accelerate achievement in writing for all students and to close achievement gaps among subgroups.

#### 3.1.1. Strategy: Writing Best Practices

**Strategy Statement:** Teachers will research and implement best practices for writing instruction to meet the needs of all students in order to accelerate achievement in writing for all students and to close achievement gaps among subgroups.

**Selected Target Areas**

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.7 Provides for articulation and alignment between and among all levels of schools
3.8 Implements interventions to help students meet expectations for student learning
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.7 Demonstrates verifiable growth in student performance

**Other Required Information for Strategy**

Lucy Calkins Units of Study

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham

MLPP Writing Rubric

Common Core Writing

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Extended Learning Opportunities	2011-01-10	2011-05-27	Principal Classroom teachers After school teachers
Parent Involvement	2011-08-30	2012-06-10	Principal Classroom teachers Literacy coach Writing Teacher
Tier II Writing Interventions	2011-08-30	2012-06-10	Classroom teachers Principal Writing Teacher

**3.1.1.1. Activity: Extended Learning Opportunities**

**Activity Description:** Staff will provide extended instructional time in reading and writing for students identified as being most in need of support. Extended learning time will be provided during an after school program during the second half of the year. The students will receive 1.5 hours of intensive instruction Monday through Thursday. These students will be identified using multiple data sources,

such as DIBELS, STAR, MLPP classroom assessments and running records.

**Planned staff responsible for implementing activity:** Pricipal

Classroom teachers  
After school teachers

**Actual staff responsible for implementing activity:** Pricipal

Classroom teachers  
After school teachers

**Planned Timeline:** Begin Date - 2011-01-10, End Date - 2011-05-27

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
After school teachers	Title I Part A	3,800.00	0.00

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**3.1.1.2. Activity: Parent Involvement**

**Activity Description:** Staff will hold a parent/child writing celebration night during the 2011-2012 school year. Staff will demonstrate activities parents can do with their child at home that will support achievement in writing. Activities will focus on enjoyment of writing, individual celebrations, foundations of good writing, Common Core writing genres and the 6 Traits of writing.

**Planned staff responsible for implementing activity:** Principal

Classroom teachers  
Literacy coach  
Writing Teacher

**Actual staff responsible for implementing activity:** Principal

Classroom teachers  
Literacy coach  
Writing Teacher

**Planned Timeline:** Begin Date - 2011-08-30, End Date - 2012-06-10

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Snacks for students and parents	Title I Part A	100.00	0.00

**3.1.1.3. Activity: Tier II Writing Interventions**

**Activity Description:** Students will work with the writing teacher each week to explore the new rigorous writing styles of the Common Core. The writing teacher will specifically work with students to develop their skills in the opinion style of writing.

**Planned staff responsible for implementing activity:** Classroom teachers  
Principal  
Writing Teacher

**Actual staff responsible for implementing activity:** Classroom teachers  
Principal  
Writing Teacher

**Planned Timeline:** Begin Date - 2011-08-30, End Date - 2012-06-10

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
.5 FTE salary Writing Teacher	Title I Part A	44,000.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$6,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$1,700.00	\$0.00
Title I Part A	\$203,500.00	\$0.00
Section 31 a	\$63,000.00	\$0.00

## Additional Requirements

### Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

*Holton Elementary School built our CNA from information we collected regarding student achievement data, school program data, school perception data and our demographic data. We connected our goals to what we discovered to be our highest areas of need after breaking down all of our data.*

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

*Holton Elementary School selected strategies to support our goals that will focus on helping all students move towards reaching the state achievement goals. Our strategies are research based and directly aligned with our highest needs from our CNA. Our focus is to provide more assistance to our highest need students to continue moving our entire student population towards proficiency.*

### Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

*We are using Response to Intervention, Teacher Assistance Team (Child Study Process), Title 1 Small group instruction, Fountas and Pinnell Guided Reading program, Kindergarten Intervention Program, Dibels-Universal Screening, Reader's Workshop, Lucy Calkins Writing Program and Writing instruction to specifically address the new Common Core requirements.*

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

*Our stakeholder group (School Improvement Team) meets monthly to discuss programs and school culture*

*to identify needs to be addressed. We have also solicited input from parents and the community through an annual meeting and through surveys.*

### **Curriculum Alignment that Corresponds to the Goals**

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

*Over the course of the year in 2009-10, a teacher team worked to develop curriculum maps for our school directly aligned to the state standards. This year, grade level teams met on a monthly basis to discuss a variety of topics including maintaining and updating curriculum maps. We will also be reviewing the maps in the fall of 2011.*

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

*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 2011-12 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.*

*Additionally, we have a curriculum committee that meets regularly to discuss and develop the curriculum maps for Holton Elementary. Three members of the curriculum committee are also members of the School Improvement team. These team members share and update the larger stakeholder group regarding curriculum work.*

### **Instruction by Highly Qualified Professional Staff**

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

*Highly Qualified Assurance Statement:*

*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.*

### **Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools**

1. Identify the experience level of key teaching and learning personnel.

*Overall, our teachers have an average of 13.31 years teaching experience with our district.*

*24 Highly Qualified Teachers:*

*Number of Years Teaching*

*0-3 years 4 teachers*

*4-10 years 7 teachers*

*11-15 years 3 teachers*

*16+ years 10 teachers*

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs 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.*

*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*

3. Describe the rate of teacher turnover for the school.

*Little or no turnover*

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

*Not applicable*

### **High-Quality and Ongoing Professional Development**

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

## Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

*Holton Elementary staff will provide 5 parent involvement activities for the 2011-2012 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. We will also be holding our regular parent/teacher conferences in the fall and the spring, offering morning conference hours in addition to the afternoon and evening hours.*

2. Describe the role of parents in the following schoolwide school plan/program areas:

### 2a. Design

*The School Improvement team, which includes parent representation met over the summer to design our Parent Education Outreach program. We use parent surveys from the previous year to very specifically selected our parent education topics for the year to help parents understand the programming our school offers. We feel in understanding the programs, each parent will be more capable of supporting the work of the school.*

*Our parent education topics for the year:*

*Literacy Nights--we will be hosting 2 literacy nights this year focusing on reading and writing. The evenings will be planned by our Literacy Coach/Writing Teacher on focus on ways parents can be involved in the reading and writing growth of their child.*

*Family Math Night--on this parent night we will teach parents several games from our Everyday Math Program and had practice packets to send home for the summer including some of the Everyday Math tools for families to practice math over the summer.*

*Our other 2 nights are flexible and based on feedback throughout the year leading up to these events.*

### 2b. Implementation

*The School Improvement team, including the parent representatives, make sure the evening events are well advertised.*

*Other parents spread the word through conversations with other parents. In a small community, word travels fast in regards to what is happening in the school. Parents want to be involved in their child's education and by simply asking our parents to come and learn with us this year we have really increased our parent involvement.*

### 2c. Evaluation

*We collect parent perception data at the end of each year and compare their new perceptions with the previous year to continue to increase our parent involvement.*

*We pass out surveys at the end of each Parent Education Evening and use them to measure the effectiveness of these evenings based on the comments of the attending parents.*

*Finally, we track the attendance for each of our evenings and measure if our parent involvement is increasing based on our attendance numbers.*

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

*We send home student progress reports 3 times each year. When the information is new or different, we attach a parent explanation letter to the report card. We also go over individual academic results during parent/teacher conferences.*

*We send home the MEAP parent letter from the State of Michigan to help parents understand their child's MEAP scores.*

*We give the STAR reading and math tests several times each year and when sharing results with parents we use the parent letter provided by Renaissance Learning to help the parents understand their child's score.*

*Our Title One Literacy Coach sends home specific information on student achievement for all of our Title One students.*

*Our teachers use the telephone to communicate regularly with parents when a child is struggling.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*Each year at our fall conferences the teachers discuss the school-parent compact with parents. Last year we added a space for parents to add anything to the compact they felt would be beneficial to their child.*

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

*We evaluate the parent involvement components with surveys asking our parents if their needs are being met.*

*We also keep attendance records of parents who attend our involvement activities and use this information to determine best attended events and how to replicate good attendance in the future.*

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

*Our school improvement team spends a great deal of time reviewing surveys and use the information to directly improve our schoolwide programming for our families.*

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

### **Preschool Transition Strategies**

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*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*

### **Teacher Participation in Making Assessment Decisions**

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

*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 2011-2012 school year, the staff will meet once a month with their grade level teams to continue working on using data to drive their instruction and to make sure common assessments have both a formative and summative focus*
- Staff members are invited to be involved in the annual district curriculum meeting. Staff members are encouraged to bring any concerns or ideas to the School Improvement Chairperson for discussion in upcoming SIT meetings.*

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

*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:*

- 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.*

## **Alternative Measures of Assessment**

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

*The majority of our staff has recently attended PEAK training. Through this training teachers are learning to differentiate their instruction and the way they assess students. We regularly visit ways to try different assessment styles to completely understand student learning. We are exploring formative assessments for a variety of skills instead of always relying on summative assessments.*

*The staff use their monthly meeting time to design common assessments for curriculum keeping in mind the authentic assessment concept.*

### **Timely and Additional Assistance**

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

*We have several additional layers of support for students whose needs are not being met by their regular classroom instruction. We have a literacy coach to provide direct services to help underperforming students in reading and also to provide coaching for classroom teachers to become better intervention specialists in their classrooms. We have a math lab where students go once per week to work on learning the different math games used in their regular education program. This additional math game instruction and practice gives students the extra time they may need to understand math concepts. We use the Read Naturally program to help students gain speed and accuracy in their reading skills. All teachers use the Dibels material to progress monitor our at-risk students on a bi-weekly basis. The majority of our classrooms are using the Reader's Workshop model of reading instruction. This model really reaches our at-risk students because it is focused on teaching reading strategies for all students and making sure that all students are practicing their reading skills using books that are at their independent reading level--no reader left behind. We will be implementing a Writing Class for our students to have additional access to writing instruction with a deep focus on the Common Core. We will also be adding an At-Risk Math Teacher to work specifically with our students identified as at-risk in math. This teacher will work with individuals or small groups to narrow math gaps for our struggling students. Finally, we use the Accelerated Math program by Renaissance Learning. Teachers use this to individualize math skill practice. They pick content for struggling learners and build practice problems with this program to help them grow in math.*

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

*Holton Elementary staff members offer a Teacher Assistance Team (T.A.T.) intervention program to help our struggling students. We use T.A.T. meetings for teachers to identify students struggling with academic needs and/or behaviors keeping them from mastering the content expectations. Our first step in this process is for the teacher or concerned staff member to fill out a referral form or talk to the group chairperson identifying interventions they have already tried. The chairperson then sets a date for this teacher to bring their concerns to the group for brainstorming. The Team consists of the principal, literacy coach, speech therapist, regular education teachers, a special education teacher and our behavior paraprofessional. The group works with the current teacher to identify what interventions they have been using to help the student. Next, the team discusses additional specific interventions suggested by team members. Finally, the teacher leaves the meeting with a new plan of action for the child and that they have adequate resources to try the new intervention plan. The team sets a date to reconvene to monitor the new interventions and their effectiveness.*

### **Coordination and Integration of Federal, State and Local Programs and Resources**

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

*Head Start  
WIC  
GSRP  
DHS  
YMCA  
Lakeshore Museum  
Kids Hope USA  
SPLASH (Michigan Model)  
Link Up Program  
School Lunch/Breakfast Program  
Extended Day Kindergarten  
Reading is Fundamental*

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

*We are a school wide Title 1 building so all of our programs run side-by-side. For example we are using at-risk and title funds to fund our literacy program...at-risk is state money and title 1 is federal money...we then use our general fund to support with our school improvement efforts to make sure our programming is making the grade.*

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

*The school hired a Literacy Coach, Math Lab Teacher and a Writing Teacher with Title 1 A funds to implement a program to work directly with our most at-risk students.*

*We will also use our Title 1 A funds to host some parent education nights--to help our parents understand our curriculum and how to help more effectively at home.*

*We also use Title 1 A funds to pay for leveled library resources and software licenses to support our students.*

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

*We provide:  
Head Start and GSRP programs  
Free breakfast  
writing intervention through our writing teacher  
reading intervention through our literacy coach and paraprofessionals  
extended day kindergarten  
math intervention through our math lab teacher  
behavior intervention with our Responsible Thinking Program*

*after school program  
parent education nights*

### **Effective Use of Technology**

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

*Holton Elementary uses climate surveys from students, parents and staff to assess the need for technology in our building. We have also been adding a great deal of technology to our special education classrooms to help our students with disabilities to have a more differentiated approach to learning through technology.*

*We have been exploring technology as a tool for better parent communication through our school website and teacher blogs.*

*We have added 30 Lexia licenses to explore children learning reading skills through technology.*

*We have added several iPad devices in our early childhood programs to explore how these tools impact student learning at an early age.*

### **Evaluation of the School Improvement Plan**

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

*Our school improvement team meets 2-3 times annually with the purpose of reviewing our progress in our SIP. We also involve the entire staff 1-2 each year to review and solicit feedback on our progress as a school and where we may need to improve.*

*We use our annual surveys from parents, students, staff and the community to gauge effectiveness of our SIP.*

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

*We use our school data and survey data to determine our effectiveness in this area.*

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

*Our team meets regularly to monitor our effectiveness. Additionally, the principal and school improvement chairperson review parts of the plan regularly to identify areas that may need to be addressed by the larger group.*

4. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

*Institution and student information are stored for us in a data warehouse. Our school has a data team who has been meeting regularly and receiving training for using the data warehouse. We have used the reports generated by the data warehouse to have entire staff discussions regarding our strong and weak areas of instruction. The reports are very graphic and easy to read. We also have a team who meets three times each year to collect and record our Dibels reading scores. After disaggregating the data, this group works with the staff to show them strengths and weaknesses. Finally, the principal meets with the literacy coach monthly to discuss current data and what information to share with stakeholders. This year we will be sending out a monthly Title One newsletter to increase parent knowledge in this component of our school system.*

### **Building Level Decision-Making**

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*All stakeholders meet on a monthly basis to plan, monitor and evaluate the status of our school improvement plan.*

*All stakeholders meet annually to design and plan necessary additions or deletions to the school improvement plan.*

*Additionally, a core data group from the stakeholders meet regularly to monitor school data and report back to the larger stakeholder group on results.*

## Assurances

### EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: <http://www.holtonschools.com/resources/forthecommunity/>

### Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments: *n/a*

### Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *No Written Policy*

Comments: *Our school does not have a written policy but our district has a team who just completed a "District Policy" and our school will be following this policy in the coming year.*

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *No*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *No action taken*

Comments: *Our school has not taken action on this policy but our district has a team who just completed a "District Policy" and our school will be following this policy in the coming year.*

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*

Comments: *Our school has not taken action on this policy but our district has a team who just completed a "District Policy" and our school will be following this policy in the coming year.*

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments: *We also following the Michigan Content Expectations.*

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*

Comments: *Winter Olympics  
Fitness Frenzy Family Night  
Field Day*

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *No action taken*

Comments: *Our school has not taken action on this policy but our district has a team who just completed a "District Policy" and our school will be following this policy in the coming year.*

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments: *I cannot say this with certainty as our food service director is through a 3rd party contract but she is very up to date on the nutrition requirements and tries new ideas with our cafeteria to promote healthy eating.*

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments: *Our school has not done this but our district team has held several forums this year to solicit parent input on this topic.*

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Carol	Dawson	Principal	cdawson@holton.k12.mi.us
Mrs.	Leslie	Smith	Teacher	lsmith@holton.k12.mi.us
Mrs.	Sharon	Almond	Paraprofessional	salmond@holton.k12.mi.us
Mrs.	Jennifer	Rogers	Parent	manoosh@msn.com
Mrs.	Deb	McLeod	Teacher	dmcleod@holton.k12.mi.us
Ms.	Kim	Gorbach	Teacher	kgorbach@holton.k12.mi.us
Ms.	Heather	Knevitt	Teacher	hknevitt@holton.k12.mi.us
Mrs.	Laura	Fialek	Teacher	lfialek@holton.k12.mi.us
Mrs.	Lauma	Vilums	Teacher	lvilums@holton.k12.mi.us
Mrs.	Kelly	McNamara	Teacher	kmcnamar@holton.k12.mi.us
Mrs.	Jan	Cornelisse	Preschool/Special Ed.	jcorneli@holton.k12.mi.us
Mrs.	Tammy	Fowler	Teacher/Parent	tfowler@holton.k12.mi.us
Mrs.	Angela	Slowik	Parent	slowik@arialink.com

# Statement of Non-Discrimination

## Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Ann Cardon
Address:	8897 Holton Duck Lake Road, Holton, MI 49425
Telephone Number:	231.821.1703

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

## Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

## **HOLTON ELEMENTARY SCHOOL PARENT INVOLVEMENT POLICY**

Holton Elementary School believes that parents (including those who are economically disadvantaged, have disabilities, have limited English, have limited literacy, are of any racial or ethnic minority background, or are parents of migratory children) are partners with teachers and other staff in the education of their children and that parent involvement and empowerment are essential at all levels throughout the school district.

Holton Elementary School believes that student academic achievement requires that parents have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures, and of how to monitor their children's progress and work with educators to improve the achievement of their children.

**Principals, teachers and all school staff shall work in collaboration with parents and guardians by:**

- respecting parents as partners in the education of their children and honoring their role as first and life-long teachers;
- valuing diversity and equity in each child's learning;
- setting high expectations for excellent customer (student/parent) service;
- expecting high student achievement for all students;
- promoting parent involvement in site-based leadership and decision making;
- valuing partnerships within the public and private entities within the Holton community;
- ensuring flexibility and accessibility within school-wide operations and flexibility within school processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the school and parents.

**Parents/Guardians are asked and encouraged to be involved in their children's learning and education by:**

- taking the initiative to seek the best educational opportunities for their children;
- understanding and respecting the mission and values of the school;
- respecting teachers and supporting school staff as partners in the education of their children;
- demonstrating respect for the school as a whole, including the faculty and staff;
- developing jointly with the teacher, a school-parent compact for their child that outlines how the parents, the school and the student will share the responsibility for improved academic achievement;
- identifying and addressing barriers to parent involvement;

- understanding school procedures and opportunities to contribute or receive support;
- participating in the development of the school parent involvement plan and the review and evaluation of the plan;
- utilizing two-way lines of communication between parents, school staff and the district on the instruction, achievement and conduct of their children;
- participating in training opportunities that will include but are not limited to: strategies/reinforcing learning at home, discipline and understanding cultural differences;
- valuing diversity and the need for equity in each child's learning;
- participating in site-based leadership and decision making;
- volunteering in their children's schools; and
- supporting and engaging in developing partnerships within the Holton community.

A Holton Elementary school improvement team, made up of teachers, paraprofessionals, parents and the building principal, shall be established to ensure building goals are being monitored and adjusted as needed. This team will also represent all school stakeholders in making sure all decisions reflect the best interest of the students at Holton Elementary School.

# 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 encourage daily reading at home.
- Support the school staff and seek ways to participate in the school community.
- Have ongoing communication with my child's school and teacher.
- Check my child's backpack daily.
- \_\_\_\_\_

*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.
- 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, their parents and the school community 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:* \_\_\_\_\_