

# Parkview Elementary

Title I Plan Schoolwide Plan

2010-2011



“Home of the Bobcats”

Parkview Elementary

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District: Wyoming Public Schools

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## **Introduction**

Parkview Elementary School is one of 5 elementary schools in Wyoming Public Schools. It is a K-4 building that also serves as a language center (Spanish speaking students) for the district. Parkview has continued to grow over the past five years and increase its academic performance as measured by MEAP despite a significant increase in students eligible for free and/or reduced lunch. Despite these changing demographics, we continue to have a relatively stable population which values education. Several of our families have multiple children in our school and choose to continue to be part of our school family for many years.

## **A. Mission, Vision and Belief Statements**

### **Mission Statement:**

The faculty at Parkview Elementary will continually expand its ability to meet the learning needs of all children so that they will be lifelong learners in an ever-changing world.

In addition to our building mission statement, Parkview also embraces everything included in the district mission.

### **Vision Statements:**

Parkview is committed to excellence in teaching and learning for all students. We will provide effective instruction and a quality learning environment to improve student outcomes. The Parkview staff has high expectations for all students. We share with our community the responsibility for the education of all students so that they will be prepared to live and work in a rapidly changing world.

### **Belief-Value Statements**

- \* The primary mission of the school is teaching and learning for all students.
- \* Continuous improvement, including all sub-groups, is an essential part of our success.
- \* A safe learning environment is encouraged through MiBLSi (Michigan's Integrated Behavior & Learning Support Initiative) and the Emergency Procedure Committee's work.
- \* We view parental and community members as true partners in the learning process.
- \* We celebrate the diversity of our school community in an ongoing basis.

### **Role of the District Planning Team**

The District School Improvement (DSI) Team exists to carry out the goals of the Board of Education and to establish a plan for Wyoming Public Schools to best meet the curricular requirements of the State of Michigan. The DSI Team allows staff members at Parkview and across the district to have input and decision-making ability about the strategies for creating a model educational setting.

It is the role of the District School Improvement Team to lead by example, communicate the goals and implement them by incorporating proper procedures and practices as part of the district improvement process. In addition, they must be open to continual evaluation and improvement of their progress toward reaching the mission and goals by those inside and outside of their organization.

### **Role of the Building School Improvement Team**

The Building School Improvement (SI) Team exists to carry out the goals of the Board of Education and establish a plan for Parkview Elementary to best meet the curricular requirements of the State of Michigan. The SI Team allows staff members at Parkview to have input and decision-making ability about the strategies for creating a model educational setting. The SI Team collects and distributes information that is discussed at District School Improvement meetings and ensures that the needs of the students Parkview are communicated on both district and school-wide levels.

A critical role of the School Improvement Team is to lead by example, communicate the goals and implement them by incorporating proper procedures and practices as part of the school's improvement process. In addition, they must be open to continual evaluation and improvement of their progress toward reaching the mission and goals by those inside and outside of their organization.

## **B. School Improvement Team Stakeholders**

Representatives include building administrators, teachers, students, support personnel and parents (representative of all students).

<b>School Team Members Names</b>	<b>Positions</b>
Linda Fahling	School Improvement Chair
Katie Jobson	Language arts Chair
Chris Krive	Math Chair
Deb Creswell	Science Chair
Angela Clum	Social Studies Chair
Kara Evenhouse	Other
Chris Koorndyk	Parent
Dr. Andrea van der Laan	Principal
Marie VanDam	District Title I Consultant

## **C. Ten Components to the Schoolwide Plan**

### **1. Comprehensive Needs Assessment**

The needs assessment was conducted throughout the 2009-10 school year by members representing all stakeholders (Teachers, Parents, Administrators, Non-Professional Staff and Students) in the school.

#### **DEMOGRAPHIC DATA**

In order to assess the effectiveness of the programs used throughout the year, the School Improvement Team embarked upon a Comprehensive Needs Assessment process. The team met several times over the course of the year in preparation for remittance of our Comprehensive Needs Assessment and Schoolwide Title I Plan. Our School Improvement Team worked to gather data in various areas to determine the amount of information that was available to us. We met as a building staff to create and edit our Parent Survey and Parent/Student/Staff Compact. Parents, including our Parent School Improvement Team representative, were consulted throughout the Comprehensive Needs Assessment process through survey feedback, participation in SI Meetings, and informal conversations. Data relative to student achievement, population demographics, staff and parent perception data, and process/program data were collected from a variety of state and local assessments. We compiled the data, analyzed the trends, answered reflective questions, and came to conclusions as a team. The results of the Comprehensive Needs Assessment were then shared with the entire staff during staff meetings before developing goals, strategies, and action steps that were tied to the highest priorities. New data about subgroup populations were given special attention in order to be sure that the needs of those children were being met in addition to the general school population.

Data was acquired from multiple sources including MEAP Demographic Reports, school demographic records, human resource records, and State Certification Software.

### **Student Demographic Data**

Current overall enrollment is 327 students. Grade level enrollment is: K: 57; Developmental 1<sup>st</sup> : 15 ;

1<sup>st</sup> Grade: 57; 2<sup>nd</sup> Grade: 62; 3<sup>rd</sup> Grade: 63; 4<sup>th</sup> Grade: 73.

Parkview's student population has slightly decreased from 349 students to 329 students over the past 5 years. During the 2005-06 school-year, Parkview had 349 students compared to the enrollment of 329 students for the 2009-10 school year. During the 2009-2010 school-year, Parkview also became a k-4 building instead of a k-5 building which could account for some of the drop in enrollment.

The subgroups that have increased by more than 5% over the past 5 years were:

- Race/Ethnicity- has increased by more than 5% over the past 4 years, but has decreased by 15% this past year.
- LEP has increased 8% over the course of the past 5 years.

The sub group that has decreased by more than 5% over the past 5 years is:

- Students with disabilities have decreased by 15% over the past 5 years.

### **Student Discipline Data**

Our Miblisi Team reviewed three years worth of discipline data and noticed that overall, data indicates that 80% of all discipline is from boys for all three years. All level 3's (fighting) were also all from boys. There is a huge disparity between boys and girls.

When reviewing three years worth of referral data from the district discipline data manager, it was noticed that students with level 3's (fighting) has been steadily decreasing in the number of times they were referred. In 2007-08, 7 children had 2-5 referrals at level 3; in 2008-2009, 4 children had 2-5 referrals at level 3; in 2009 – 10, 10 children had 1 referral at level 3 and 0 children had 2-5 referrals at level 3. In summary, the number of children having more than 1 occurrence at level 3 are showing a steady decline.

The location of the majority of the behaviors was in the classroom for all three years. During the 2007 -08 school year, "other" behavior was indicated to be the most problematic. During the past two years, physical aggression (pushing, shoving) was indicated to be the most problematic.

During the 2009-10 school year, 27% of all incidences occurred with the same 4 children. One child has now been identified as ADHD and we are meeting with parents soon to develop a plan. The other three have major home factors. All three families are working together with the school to build consistency with children. All three have had marked improvement in behavior since spring break.

In addition, it was noticed this year that staff are not using the district on-line reporting system correctly. As we worked our way through school-wide procedures and discipline procedures during the 2009-10 school year, we have noticed that staff is becoming more consistent in school-wide procedures and more consistent in behavior expectations. Our staff survey indicated that staff was uncomfortable in knowing how to building a cooperative community of learners. Next year's plan will include a review of schoolwide procedures, examples of how to teach them, periodic reviews of team building activities, and a training on the district discipline reporting system.

Good News! 88% of all students at Parkview had 0-1 referral during the 2009-10 school year! This is consistent with the previous two years worth of data!

### **Staff Demographic Data**

89% of the teachers have been at Parkview between 9-15 years. 79% of Parkview staff has a Masters Degree or a Masters +30, and 21% of Parkview Staff has a Bachelor's Degree. The principal is new at Parkview Elementary but has been with the district as a principal for the past eleven years.

Due to financial constraints district-wide, two elementary buildings were closed at the end of the 2008-09 school year, which resulted in significantly more staff movement than any year previous. 33% of the current teaching staff is new to Parkview this year. 20% of the teaching staff has had a change in their grade level assignments.

All teachers at Parkview Elementary meet the federal highly qualified and state teacher certifications requirements for his/her grade/subject area assignments.

## **Parent and Community Demographic Data**

- Number of single family residences - 30%, but another 25% are blended families
- Average median income - 82% of the national median, and 88% of the state median
- Number of adults with post-secondary education - 29% NON-HIGH School, 15% post-secondary completed
- Median house value at 77% of the national
- 2/3 of the police addressed incidents are within our school boundaries which make up on 40% of the size of Wyoming
- 15% of our older siblings are regular day-care providers for their siblings
- 50% of our teenagers are self-sufficient either before or after school for an extended period

## **Summary of Demographic Data**

The data shows that our school continues to be 83% economically disadvantaged. Due to the closing of two elementary schools in 2008-2009 and to the changing of school boundaries, Parkview Elementary has increased the number of English Language Learners by 8%. We have had 2 to 3 sections of every grade level for over the past 5 years. Our student discipline data is showing a decrease in major incidences (level 3) and now we must deal with Level 2 – pushing/kicking incidences. The data also indicates that the majority of incidences are in the classroom, and that teachers expressed that they need to learn how to build a “sense of community” and cooperation within the classroom setting.

## **STUDENT ACHIEVEMENT DATA**

Student achievement data was collected using MEAP historical reports, our county management system (IGOR), Scholastic Reading Inventory (SRI), and tracking local common assessments.

### **English Language Arts**

Each of Parkview’s 3<sup>rd</sup> and 4<sup>th</sup> grade students exceeded the 2009 AYP target of 69% for reading as measured by the MEAP (see appendix). Parkview Elementary students that took the 5<sup>th</sup> grade reading test at Jackson Park Intermediate School also met the AYP target. Subgroups that warrant attention in reading are Males and Economically Disadvantaged.

The constructed response section of the MEAP Writing test has historically been the most challenging for our students. We are interested in the data that we will receive from the Fall, 2010 MEAP writing test, especially since the MEAP Writing test changed considerably in Fall, 2009, and no results were reported back to the school. Writing is a part of daily instruction at Parkview, and is assessed regularly as part of the district curriculum.

### **Reading**

#### **MEAP – “All Student” Analysis**

1. Overall, are your students at/above the current state AYP reading target?  
Parkview has met AYP goals for the 2007 and 2008 MEAP Reading assessment.

On the Fall, 2009 MEAP Reading assessment, 89% of Parkview 3<sup>rd</sup> graders were proficient (53% -2, 35% 1). This is 20% above the AYP target (69%) and 1% below the state average (90%).

83% of Parkview 4<sup>th</sup> graders scored proficient (63%-2, 20% - 1). This is 14% above the AYP target (69%) and 1% below the state average (84%).

76% if 5<sup>th</sup> graders who attended Parkview and now attend Jackson Park Intermediate School scored proficient (52% -2, 24%-1) according to the Feeder School report. This is 7% above the AYP target (69%) and 9% below the state average (85%).

2. When you look at the percentage of students scoring 1's, 2's, 3's and 4's, what trends do you see? (should see movement toward an increasing percentage of 1's).

In both grades 3 and 4 the number of 1's is increasing slowly and the number of 3's is decreasing. In grade 3, the number of 4's is decreasing. Other trends require additional years of data to confirm whether it is a trend.

3. Strengths: What skill areas are your students doing well in?

Informational text is a relative strength for 3<sup>rd</sup> and 4<sup>th</sup> grade students who scored proficient on the MEAP. For those not scoring proficient, it was a strength compared to the other strands of comprehension, word study, and narrative text.

4. Challenges: What skill areas are challenges for your students?

Across 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades students are challenged by the following:

Character analysis

Determining the meaning of words

Comparing and contrasting elements within and across texts

Retelling

### **MEAP Subgroup Analysis**

1. Which of the subgroups are not at/above the current state AYP reading target?

The special education subgroup is 14% points below the AYP target (69%) in 3<sup>rd</sup> grade.

The ELL subgroup is 9% points below the AYP target (69%) in 4<sup>th</sup> grade.

2. Are any of the subgroups scoring more than 10 percentage points lower than the current state AYP target?

The special education subgroup in 3<sup>rd</sup> grade is 14% points below the AYP target (69%).

3. Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?

Special education students are those identified as struggling, so it is not surprising that they would score below other students. However, this gap does not appear to be a trend in 3<sup>rd</sup> grade since in the 2 years prior they were within 10% points of the AYP target and performed above the state average.

4. What trends have been identified in subgroup performance when looking at 3 years of MEAP data?

4<sup>th</sup> grade ELL students regularly performed more than 20% points below the general population. 4<sup>th</sup> grade special education students also consistently underperformed the general population by between 8% points and 27% points. Although we do not have subgroup information for 5<sup>th</sup> grade this year due to restructuring of the buildings within the district so that the 5<sup>th</sup> grade now is part of Jackson Park Intermediate School, the prior two years (2007, 2008) show that the ELL subgroup and special education subgroup consistently score below Parkview's general population.

These gaps do not necessarily hold true when compared to state averages data.

## LOCAL DATA

### Reading Data Sources Other than MEAP – Analysis

What measures other than MEAP will be used to monitor student progress in reading? Include measures for each grade level in your building and indicate the criteria for success for each (add rows as needed).

Name and Type of Measurement Instrument	Grade Level(s) Assessed	Criteria for Success	Percentage of students achieving criteria for success
DIBELS Benchmark Assessment	K, 1	Student's instructional recommendation is Benchmark	
Scholastic Reading Inventory	2-4	Meeting established Lexile Range for grade level: 2 <sup>nd</sup> 300-600 3 <sup>rd</sup> 500-800 4 <sup>th</sup> 600-900	

Parkview Dynamic Indicators of Basic Early Literacy Skills Data 2009-2010

Grade	% at or Above Benchmark
Kindergarten Fall 2009	37%
Kindergarten Spring 2010	55%
1 <sup>st</sup> Grade Fall 2009	70%
1 <sup>st</sup> Grade Spring 2010	50%
2 <sup>nd</sup> Grade Fall 2009	41%
2 <sup>nd</sup> Grade Spring 2010	40%
3 <sup>rd</sup> Grade Fall 2009	45%
3 <sup>rd</sup> Grade Spring 2010	39%
4 <sup>th</sup> Grade Fall 2009	40%
4 <sup>th</sup> Grade Spring 2010	42%

Scholastic Reading Inventory Data 2009-10

Grade	Below Basic	Basic	Proficient	Advanced
2nd Baseline (Sept. '09)	77%	12%	10%	2%
2nd End of Year (May '10)	13%	34%	45%	7%
3 <sup>rd</sup> Baseline (Sept. '09)	42%	31%	27%	0%
3 <sup>rd</sup> End of Year (May '10)	15%	37%	40%	8%
4 <sup>th</sup> Baseline (Sept. '09)	24%	38%	32%	5%
4 <sup>th</sup> End of Year (May '10)	9%	36%	46%	9%
Total Beginning of Year (Sept. '10)	46%	28%	24%	3%
Total End of Year (May '10)	10%	44%	39%	7%
*Includes 1 <sup>st</sup> grade scores				

**Data Sources Other Than MEAP - Subgroup Analysis**

**1. Which of the subgroups are not at/above the current state AYP reading target?**

We do not have demographic data for the DIBELS assessment. For SRI, students with disabilities and black students have many more students in the below basic categories than other groups. White students have many more proficient students than the Hispanic and Black groups. ELL students have fewer proficient students across 2-4<sup>th</sup> grades. Males have lower performance on the SRI than females.

**2. Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?**

Students with disabilities have already been identified through our child study process as having many difficulties with learning in school.

There are far fewer black students as compared to Caucasian or Hispanic students and a significant number of them are special education students receiving services for language arts.

English Language Learners take 5-7 years to truly know the English Language, so many are still dealing with a language barrier despite competent ELL support. Hispanic students are generally part of a culture that engages less in reading at home, so they come with fewer literacy supports outside of the classroom.

**COMPARISON BETWEEN DATA SOURCES**

**1. Were there any discrepancies between the sets of data? If so: How do additional data sources compare? Are the data from the additional data sources congruent with MEAP results?**

In both cases, ELL students and students with disabilities consistently showed up as underperforming the general population in reading.

What discrepancies were noted?

Black and Hispanic subgroups showed up in our local data that did not show up consistently when looking at 3 years of MEAP data. This may be because the SRI data is only one year's worth of data.

How are these different data sources used for planning purposes?

The Scholastic Reading Inventory is new, but has generally helped teachers see a need for comprehension instruction. The MEAP data helps us track overall trends.

### **OVERALL READING DATA SUMMARY**

1. Are any grade level(s) not meeting the criteria for grade level proficiency that would be identified as a challenge area?
2. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified?

<b>Grade Level</b>	<b>Challenge Identified</b>	<b>Factors Identified</b>
3	ELL and special education students	ELL students need 5-7 years to develop academic language in English.  Special Education students are already identified as struggling learners.
4	ELL and special education students are underperforming	ELL students need 5-7 years to develop academic language in English.  Special Education students are already identified as struggling learners.

3. How has student achievement changed over the last 3 years (overall and by subgroup)?  
Overall, we are slowly increasing student achievement in reading comprehension. There are some subgroups that continue to struggle that need to be addressed (ELL and Special Education at the 4<sup>th</sup> grade & 5<sup>th</sup> grade MEAP level).
4. Based on a review of all of the reading data and staff discussions, summarize your conclusions regarding the strengths and challenges of student learning needs in reading.
  - a. Strengths: Overall, students are improving their reading achievement.
  - b. Challenges: We continue to struggle with the highest levels of comprehension, as well as basic comprehension. Vocabulary is a major issue because of our ELL and low-socio economic population.

### **CONNECTION FROM DATA TO GOAL**

1. **Goal:** All students will be proficient in reading
2. **Gap Statement:** For the goal listed above, what is the gap between where you are and where you want to be?

#### MEAP Data:

89% of Parkview 3<sup>rd</sup> graders that took the fall, 2009 MEAP Reading assessment scored proficient (53% -2, 35% 1). This is 20% above the AYP target (69%), 1% below the state average (90%), and 11% below our goal (100%).

83% of Parkview 4<sup>th</sup> graders that took the fall, 2009 MEAP Reading assessment scored proficient (63%-2, 20% - 1). This is 14% above the AYP target (69%), 1% below the state average (84%), and 17% below our goal (100%).

76% of Parkview students that took the fall, 2009 MEAP Reading test at Jackson Park Intermediate School scored proficient (52% -2, 24%-1) according to the Feeder School report. This is 7% above the AYP target (69%), 9% below the state average (85%), and 24% below our goal (100%).

#### Subgroup gaps (10% or more difference)

3<sup>rd</sup> Grade – Fall 2009 MEAP Reading data showed a

-14% point difference between the special education subgroup (55%) and the AYP target (69%).

4<sup>th</sup> Grade – Fall, 2009 MEAP Reading data showed a

-25% point difference between English Language Learners (60%) and non-English Language Learners (85%). A 13% point difference was evident in the MEAP Reading data for 2008 and a 59% point difference was evident in the MEAP Reading data for 2007.

- 13% point difference between Hispanic students (70%) and the general population (83%). A 14% point difference was evident in the MEAP Reading data for 2007.

#### DIBELS Data

By the end of the 2009-10 school year:

- 55% of the kindergarten students were at grade level benchmark – a 45% gap from our goal of 100%.
- 50% of 1<sup>st</sup> graders were at grade level benchmark – a 50% gap from our goal of 100%

According to the subgroup data for the past two years, males consistently underperformed females. Black students consistently underperformed the general population, although their population is small. Limited English Proficient students consistently underperformed the general population.

#### SRI (Scholastic Reading Inventory)

By the end of the 2009-10 school year:

- 52% of 2<sup>nd</sup> graders (48% gap)
- 48% of 3<sup>rd</sup> graders (52% gap), and
- 55% of 4<sup>th</sup> graders (45% gap)

were reading at grade level as defined by the lexile score correlated with each grade level.

Subgroup data indicates that Black and Caucasian students outperform other subgroups, while students with disabilities and ELL's underperform compared to other subgroups.

3. **Cause for Gap:** What have you identified as the leading cause for this gap in student performance?

Many students at Parkview are in poverty (77%) and/or are English Language learners (27%). They lack many of the experiences that middle class students have had. Their vocabulary exposure and academic literacy opportunities have been limited. Therefore, they struggle to make connections between texts and their lives. They also have a large number of words whose meaning they do not know. Much time is spent in the classroom trying to instill more basic literacy skills, rather than higher level comprehension skills.

## Writing

### MEAP – “All Student” Analysis

1. **Overall, are your students scoring within 10% of the state average in writing? Parkview students are consistently scoring below the state average in writing. They are within 4% points and 20% points of the state average.**

Percent of students proficient in writing on MEAP

Grade Level	2007-2008	2008-2009	2009-2010
3	46% (state avg. 57%)	47% (state avg. 61%)	N/A
4	24% (state avg. 44%)	40% (state avg. 44%)	N/A
5	58% (state avg. 63%)	48% (state avg. 59%)	N/A

**2. When you look at the percentage of students scoring 1's, 2's, 3's and 4's, what trends do you see? (should see movement toward an increasing percentage of 1's).**

We have moved students scoring 4's into the 3's category in 3<sup>rd</sup> grade. In 4<sup>th</sup> grade Parkview has also decreased the number of 4's and significantly increased the number of 2's. In 5<sup>th</sup> grade Parkview has decreased the number of 4's and increased the number of 2's as well. Across all grade levels the 1's category remains unchanged with 0% performing at this level.

<b>3<sup>rd</sup> Grade</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
Lacks focus on one central topic	17%	8%	NA
Demonstrates limited control over sentence structure, vocabulary and/or conventions.	10%	0%	NA
Needs details and examples to adequately develop the ideas and content.	42%	51%	NA
Lacks coherent organization and/or connections between ideas.	20%	29%	NA
Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.	6%	6%	NA
Needs tighter control of organization and/or the connections among ideas to get a higher score.	3%	3%	NA
Needs greater precision and maturity of language use to get a higher score.	2%	4%	NA
Earned the highest scorepoint of 6.	0%	0%	NA

<b>4<sup>th</sup> Grade</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
Lacks focus on one central topic	6%	8%	NA
Demonstrates limited control over sentence structure, vocabulary and/or conventions.	27%	0%	NA
Needs details and examples to adequately develop the ideas and content.	41%	68%	NA
Lacks coherent organization and/or connections between ideas.	23%	21%	NA
Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.	2%	4%	NA
Needs tighter control of organization and/or the connections among ideas to get a higher score.	2%	0%	NA
Needs greater precision and maturity of language use to get a higher score.	0%	0%	NA
Earned the highest scorepoint of 6.	0%	0%	NA

<b>5th Grade</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
Lacks focus on one central topic	5%	5%	NA
Demonstrates limited control over sentence structure, vocabulary and/or conventions.	8%	2%	NA
Needs details and examples to adequately develop the ideas and content.	58%	52%	NA
Lacks coherent organization and/or connections between ideas.	14%	12%	NA
Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.	7%	14%	NA
Needs tighter control of organization and/or the connections among ideas to get a higher score.	2%	3%	NA
Needs greater precision and maturity of language use to get a higher score.	7%	14%	NA
Earned the highest scorepoint of 6.	0%	0%	NA

**3. Strengths: What skill areas are your students doing well in?**

Focusing on one topic and conventions seem to be strengths.

**4. Challenges: When comparing your school with the district and state, which skill areas are challenges for your students?**

Including details and organizing coherently are challenges.

**MEAP Subgroup Analysis**

**1. Are any of the subgroups scoring more than 10 percentage points lower than the current state average?**

Across 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade for the 2008-2009 school year, female students, not free/reduced lunch students, and English Language Learners scored more than 10 percentage points lower than the state average.

**2. Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?**

English Language Learners take 5-7 years to become proficient with academic English. Writing is often the last and most complex of tasks to develop. Therefore, it makes sense that English Language Learners struggle with writing.

**3. What trends have been identified in subgroup performance when looking at 3 years of MEAP data?**

The most striking is that the not free/reduced lunch subgroup consistently scored below the state average when looking at 3 years of MEAP data. Additionally, females outscored males.

## LOCAL DATA

### Data Sources Other than MEAP - Analysis

What measures other than MEAP will be used to monitor student progress in writing? Include measures for each grade level in your building and indicate the criteria for success for each (add rows as needed).

Name and Type of Measurement Instrument	Grade Level(s) Assessed	Criteria for Success	Percentage of students achieving criteria for success			
				Sept	Jan.	May
WR_:2 (Narrative Writing)	K-4	80% is considered mastery	K	5%	43%	54%
			1	0%	36%	58%
			2	4%	38%	65%
			3	17%	28%	39%
			4	34%	60%	51%
			total	14%	42%	53%

### Data Sources Other Than MEAP – Subgroup Analysis

**1. Are any of the subgroups scoring more than 10 percentage points lower than the overall student population?**

At this point we do not break out our writing data demographically.

**2. Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?**

At this point we do not break out our writing data demographically.

**3. What trends have been identified in subgroup performance when looking at 3 years of data?**

At this point we do not break out our writing data demographically.

### COMPARISON BETWEEN DATA SOURCES

**1. Were there any discrepancies between the sets of data?**

Not applicable

If so:

How do additional data sources compare?

Are the data from the additional data sources congruent with MEAP results?

What discrepancies were noted?

How are these different data sources used for planning purposes?

### OVERALL WRITING DATA SUMMARY

**1. Are any grade level(s) not meeting the criteria for grade level proficiency that would be identified as a challenge area?**

K, 1, 2, 3, & 4 all are not achieving the level of proficiency desired. Of particular concern is 2<sup>nd</sup> grade. Despite the low scores on local data for 3<sup>rd</sup> grade, it is possible that there are discrepancies in how this assessment is being scored and that the teachers at this grade-level are scoring harder than at some other grade levels. We will need to work on being more consistent with scoring within and across grade levels.

2. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified?

Grade Level	Challenge Identified	Factors Identified
K	Local writing scores do show growth, but are well below our goal of 100%.	The understanding of best practice in writing instruction varies widely throughout the building.
1	Local writing scores do show growth, but are well below our goal of 100%.	The understanding of best practice in writing instruction varies widely throughout the building.
2	3 <sup>rd</sup> grade MEAP scores for Fall, 2007 and Fall, 2008 indicate that students achieve more than 10% points below the state average.	The understanding of best practice in writing instruction varies widely throughout the building.
3	MEAP scores are consistently below the state average and are well below the goal of 100%.	The understanding of best practice in writing instruction varies widely throughout the building.
4	MEAP scores are consistently below the state average and are well below the goal of 100%.	The understanding of best practice in writing instruction varies widely throughout the building.

3. How has student achievement changed over the last 3 years (overall and by subgroup)?

MEAP comment codes indicate that student writing is gradually becoming more complex, but the overall growth between years is fairly flat. Not Free/Reduced Lunch students seem to continue to underachieve.

4. Based on a review of all of the writing data and staff discussions, summarize your conclusions regarding the strengths and challenges of student learning needs in writing.

- a. Strengths: Clear, rule-driven aspects of writing such as staying on topic and using punctuation correctly.
- b. Challenges: Elaborating on a topic to include examples and details. Coherent organization. Areas of writing where the student needs to adapt it for different purposes seem like they present more challenges.

**CONNECTION FROM DATA TO GOAL**

1. **Goal:** All students will be proficient in writing.

2. **Gap Statement:** For the goal listed above, what is the gap between where you are and where you want to be?

**MEAP Data:**

47% of Parkview 3<sup>rd</sup> graders that took the fall, 2008 MEAP Writing assessment scored proficient. This is 14% below the state average (61%) and 53% below our goal (100%).

40% of Parkview 4<sup>th</sup> graders that took the fall, 2008 MEAP Writing assessment scored proficient. This is 4% below the state average (44%) and 60% below our goal (100%).

48% of Parkview students that took the fall, 2008 MEAP Writing test scored proficient. This is 11% below the state average (59%) and 52% below our goal (100%).

**Subgroup gaps (10% or more difference)**

**3<sup>rd</sup> Grade** – Fall 2008 MEAP Writing data showed a -33% point difference between the Not Free and Reduced Lunch subgroup (39%) and the state average for the same subgroup (72%). A 22% point difference was evident in the MEAP Writing data for 2007.

4<sup>th</sup> Grade – Fall, 2008 MEAP Writing data showed a -10% point difference between the Not Free and Reduced Lunch subgroup (45%) and the state average for the same subgroup (55%). A 30% point difference was evident in the MEAP Writing data for 2007.

5<sup>th</sup> Grade – Fall, 2008 MEAP Writing data showed a 12% point difference between the Not Free and Reduced Lunch subgroup (62%) and the state average for the same subgroup (74%). A 12% point difference was evident in the MEAP Writing data for 2007.

WR\_ :2 data

54% of Kindergarten students

58% of 1<sup>st</sup> grade students

65% of 2<sup>nd</sup> grade students

39% of 3<sup>rd</sup> grade students

51% of 4<sup>th</sup> grade students

were scoring proficient at grade level in the Spring of 2010.

2. Cause for Gap: What have you identified as the leading cause for this gap in student performance?

Teachers have a wide range of experience and training in the area of writing that determines their understanding of the teaching of writing. A deeper understanding of writing instruction would help teachers develop students' ability to make decisions regarding purpose and organization of their writing and how to expand their writing to clearly communicate their thoughts in writing.

## Math

### MEAP - "All Student" Analysis

1. Overall, are your students at/above the current state AYP math target?

Currently, 98% of Parkview's students scored proficient on the Fall 2009 MEAP Mathematics test, which is well above the current AYP target of 65%.

2. When you look at the percentage of students scoring 1's, 2's, 3's and 4's, what trends do you see? (should see movement toward an increasing percentage of 1's).

At the **third grade level**, Parkview has seen steady growth in each of the four scoring categories. In 2005, 2% of students scored not proficient and for the past three years, we have had no students at that level. We have also managed to decrease the number of students scoring 3s from 11% in 2005 to just 2% in 2009. We have also experienced progression in the top 2 scoring categories, going from 57% 2s and 30% 1s in 2005, to 44% 2s and 55% 1s in 2009.

At the **fourth grade level**, Parkview has seen steady growth in each of the four scoring categories. In 2007, 6% of students scored not proficient and for the past two years, we have had no students at that level. We have also managed to decrease the number of students scoring 3s from 11% in 2005 to just 1% in 2009. We have also experienced progression in the top 2 scoring categories, going from 70% 2s and 20% 1s in 2005, to 59% 2s and 39% 1s in 2009.

At the **fifth grade level**, Parkview has shown growth in almost all of the four scoring categories. In 2007, 6% of students scored not proficient and in 2008, only 2% of students scored in that category. However, from 2008 to 2009, the number of students in the "not proficient" category grew from 2% to 7%. In 2007, 26% of students scored "partially proficient" and in 2008, only 22% of students scored in that category. In 2009, the number of "partially proficient" students decreased to 15%. In the top two categories, Parkview has experienced growth, going from 68% 1s and 2s in 2007, to 76% 1s and 2s in 2008, and 78% 1s and 2s in 2009.

3. Strengths: What skill areas are your students doing well in?

**Third grade students** are doing well with counting to 1,000 by 1s, 10s, and 100s; comparing and ordering numbers to 1,000; and reading and writing numbers to 1,000; and determining perimeters of rectangles and triangles.

**Fourth graders** are strong in reading and writing numbers to 10,000; solving problems involving money, length and time; and using x and ? to show the inverse relationship between multiplication and division.

4. **Challenges:** When comparing your school with the district and state, which skill areas are challenges for your students?  
**Third graders** struggle with fluently solving two-digit addition and subtraction problems.  
**Fourth graders** have difficulty with multiplication.  
**Fifth graders** struggle with many of the fraction concepts, including simplifying fractions and changing an improper fraction into a mixed number among others.

**MEAP - Subgroup Analysis**

1. Which of the subgroups are **not** at/above the current state AYP math target?  
 Currently, all of Parkview’s subgroups have scored at/above the current state AYP math target of 65%.
2. Are any of the subgroups scoring more than 10 percentage points lower than the current state AYP target?  
 Not applicable
3. Based on the staff’s review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?  
 Not applicable
4. What trends have been identified in subgroup performance when looking at 3 years of MEAP data?  
 Third, Fourth and Fifth graders on Free/Reduced lunch, increased nearly every year. Limited English Proficient students in 4<sup>th</sup> grade grew from 78% in 2007 to 100% in 2009. Third grade LEP students showed an overall decrease from 100% in 2007 to 94% in 2009. Fifth grade LEP students started at 100% in 2007 and decreased to 67% in 2009. Overall, fifth graders whose ethnicity is black, white or Hispanic, increased from 2007 to 2009.

**LOCAL DATA**

**Data Sources Other than MEAP – Analysis**

What measures other than MEAP will be used to monitor student progress in math? Include measures for each grade level in your building and indicate the criteria for success for each (add rows as needed).

<b>Name and Type of Measurement Instrument</b>	<b>Grade Level(s) Assessed</b>	<b>Criteria for Success</b>	<b>Percentage of students achieving criteria for success 80%</b>
Constructed Response	K-1	Teachers and students discuss or work through together a constructed response item at least 3-5 times per week	Not applicable – Teachers will monitor through a daily calendar log and turn the log into the math committee
Constructed Response	2-4	Students score 80% on the math journal rubric designed for constructed response items	2009-10 - 76%
Local Assessments	NBK:6 NB1:6 NB1:4 NB2:7	Students will score 80% on designated standards	2010-2011

	NB2:3 NB3:6 NB4:6		
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### **Data Sources Other Than MEAP - Subgroup Analysis**

1. Are any of the subgroups scoring more than 10 percentage points lower than the overall student population?  
Information not currently available
2. Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?  
Students' overall lack of knowledge of math vocabulary is a factor, in addition to the number of students not speaking English as their first language.
3. What trends have been identified in subgroup performance when looking at 3 years of this data?  
Information not currently available

### **COMPARISON BETWEEN DATA SOURCES**

1. Were there any discrepancies between the sets of data? If so, how do the data sources compare?  
The MEAP data and data from Constructed Response assessments can be compared in few ways. Vocabulary could be a small connection in both sets because of the fact that questions on the MEAP are very vocabulary heavy and in our Constructed Response assessments, students are required to use key vocabulary in their answer.

Are the data from the additional data sources congruent with MEAP results?

The data from our Constructed Responses are not congruent with MEAP results, with the exception of 5<sup>th</sup> grade. Fifth graders had the most difficulty with questions involving fractions on the MEAP.

What discrepancies were noted?

Constructed Response data shows that 76% of Parkview's 2<sup>nd</sup> through 4<sup>th</sup> graders are achieving according to the criteria. However, 98% of Parkview's 3<sup>rd</sup> and 4<sup>th</sup> graders are considered proficient on the MEAP.

How are these different data sources used for planning purposes?

When planning our goals for the future, MEAP is usually given more weight than our other data. However, since most of our students are well above the MEAP AYP target, and have been for the past few years, we will be incorporating data from constructed response data collection and other local sources.

### **OVERALL MATH DATA SUMMARY**

1. Are any grade level(s) not meeting the criteria for grade level proficiency that would be identified as a challenge area?  
All students and all subgroups met the AYP target of 65% on the Fall 2009 Math MEAP test. However, compared to the goal of 100% of students demonstrating proficiency on the MEAP Math test, 78% of 5<sup>th</sup> graders (at Jackson Park that came from Parkview) scored proficient (22% gap). Eighty-nine percent of third graders at Parkview were proficient (11% gap), and 83% of fourth graders scored proficient (17% gap).

There are also many discrepancies in our local core curriculum assessments, which have criteria of 80% as considered passing. Students in kindergarten showed a 15% gap in reading numerals from 0-30. First graders experienced a gap of 24% in reading numbers by 2s, 5s, and 10s. There was a gap of 27% for second graders solving subtraction problems involving 2 digit numbers. Additionally in 2<sup>nd</sup> grade, there was a 21% gap in fluently solving addition of 2 digit numbers. Third grades showed a gap of 17% when assessed on basic multiplication facts. Finally, fourth grades showed a 37% gap in assessment of long division skills.

2. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified?

Vocabulary was determined as one of the challenging areas on the MEAP, as well as on our local Constructed Response assessments. From the MEAP item analysis and analysis of local district assessments, we've observed that students have more difficulty with word problems than number problems. Many of the students are students for whom English is a second language. This could also be a reason for lack of background knowledge to provide understanding.

The gaps in our core curriculum data have occurred mainly due to lack of mastery of prerequisite skills taught at the previous grade level. For example, it is quite a challenge to subtract fluently with 2 digit numbers when one is not fluent in basic subtraction. Additionally, in kindergarten, some of our students come with little preparedness for school, having not attended preschool. Another possible cause in the case of 1<sup>st</sup> and 3<sup>rd</sup> grades is that the assessment is timed.

3. How has student achievement changed over the last 3 years (overall and by subgroup)?

Constructed Response data shows that 76% of Parkview's 2<sup>nd</sup> through 4<sup>th</sup> graders are achieving according to the criteria. However, 98% of Parkview's 3<sup>rd</sup> and 4<sup>th</sup> graders are considered proficient on the MEAP.

4. Based on a review of all of the math data and staff discussions, summarize your conclusions regarding the strengths and challenges of student learning needs in reading.

- a. Strengths:

**Third grade students** are doing well with counting to 1,000 by 1s, 10s, and 100s; comparing and ordering numbers to 1,000; and reading and writing numbers to 1,000; and determining perimeters of rectangles and triangles.

**Fourth graders** are strong in reading and writing numbers to 10,000; solving problems involving money, length and time; and using  $x$  and  $?$  to show the inverse relationship between multiplication and division.

- b. Challenges:

**Third graders** struggle with fluently solving two-digit addition and subtraction problems.

**Fourth graders** have difficulty with multiplication.

**Fifth graders** struggle with many of the fraction concepts, including simplifying fractions and changing an improper fraction into a mixed number among others.

## CONNECTION FROM DATA TO GOAL

1. **Goal:** All students will be proficient in math.

2. **Gap Statement:** For the goal listed above, what is the gap between where you are and where you want to be?

All students and all subgroups met the AYP target of 65% on the Fall 2009 Math MEAP test. However, compared to the goal of 100% of students demonstrating proficiency on the MEAP Math test, 78% of 5<sup>th</sup> graders (at Jackson Park that came from Parkview) scored proficient (22% gap). Eighty-nine percent of third graders at Parkview were proficient (11% gap), and 83% of fourth graders scored proficient (17% gap).

There are also many discrepancies in our local core curriculum assessments, which have criteria of 80% as considered passing. Students in kindergarten showed a 15% gap in reading numerals from 0-30. First graders experienced a gap of 24% in reading numbers by 2s, 5s, and 10s. There was a gap of 27% for second graders solving subtraction problems involving 2 digit numbers. Additionally in 2<sup>nd</sup> grade, there was a 21% gap in fluently solving addition of 2 digit numbers. Third grades showed a gap of 17% when assessed on basic multiplication facts. Finally, fourth grades showed a 37% gap in assessment of long division skills.

3. **Cause for Gap:** What have you identified as the leading cause for this gap in student performance?

Vocabulary was determined as one of the challenging areas on the MEAP, as well as on our local Constructed Response assessments. From the MEAP item analysis and analysis of local district assessments, we've observed that students have more difficulty with word problems than number problems. Many of the students are students for whom English is a second language. This could also be a reason for lack of background knowledge to provide understanding. The gaps in our core curriculum data have

occurred mainly due to lack of mastery of prerequisite skills taught at the previous grade level. For example, it is quite a challenge to subtract fluently with 2 digit numbers when one is not fluent in basic subtraction. Additionally, in kindergarten, some of our students come with little preparedness for school, having not attended preschool.

## **Science**

### **MEAP – ANALYSIS**

#### **1. Overall, are you students scoring within 10% of the state average in science?**

With the recent changes in building configuration in the district for the 2009-2010 school year, this is the first year that 5<sup>th</sup> graders have taken the MEAP Science test at the Intermediate School, which serves grades 5 and 6 grades district-wide. In past years, when the MEAP science test was administered at Parkview, students consistently improved (proficiency of 73% in 2006, 76% in 2007, and 86% in 2008). In the fall of 2009, when the science MEAP was taken at Jackson Park, 71% of Parkview students were proficient.

#### **2. When you look at the percentage of students scoring 1's, 2's, 3's and 4's, what trends do you see? (should see movement toward an increasing percentage of 1's)**

Year	4	3	2	1
2006	10%	17%	54%	19%
2007	4%	20%	52%	24%
2008	4%	10%	56%	30%
2009	0%	28%	43%	28%

A review of the above MEAP science data reveals that Parkview students have shown steady movement toward proficiency in years 2006 through 2008 (73%, 76%, and 86%). The percentage of students moving from a 4 to higher levels has also increased (10%, 4%, 4%, 0%). While the proficiency percentage decreased in 2009 when the test was given at Jackson Park, the percentage of students scoring a 1 only slightly decreased (30% to 28%) while the percentage of students scoring a 2 took a significant dip (56% to 43%). However, there were no students who scored a 4 in 2009.

#### **3. Strengths: In which skill areas are your students doing well?**

In a review of the Fall 2009 MEAP science data of 5<sup>th</sup> grade students from all feeder schools, conducted by Jackson Park Middle School, the staff found that 77% of the 5<sup>th</sup> graders were proficient on the 2009 fall MEAP. The feeder school report indicates that 76% of Parkview students were proficient.

#### **Strengths: Reflective Knowledge; Earth Science**

Students are showing strengths in reflective knowledge as a result of metacognitive activities related to constructed response questions on science assessments.

#### **4. Challenges: When comparing your school with the district and state, which skill areas are challenges for your students?**

Students need to improve their skills using data, making inferences, applying information, solving problems, and using the scientific process. In particular, more emphasis needs to be placed on the Life Science strand. These skills need to be improved when teaching all content areas in addition to science.

#### **Data Sources Other than MEAP – Analysis**

What measures other than MEAP will be used to monitor student progress in science? Include measures for each grade level in your building and indicate the criteria for success for each (add rows as needed).

Name and Type of Measurement Instrument	Grade Level Tested	Criteria for Success 2007-2008 60%	Criteria for Success 2008-2009 70%	Criteria for Success 2009-2010 80%
		% students achieving at least 60%	% students achieving at least 70%	% students achieving at least 80%
LF:1	1 <sup>st</sup>	98	93	100%
LF:2	1 <sup>st</sup>	97	94	85%
LF:1	2 <sup>nd</sup>	91	76	65%
LF:2	2 <sup>nd</sup>	82	77	N/A
LF:1	3 <sup>rd</sup>	79	80	67%
LF:2	3 <sup>rd</sup>	85	87	83%
LF:1	4 <sup>th</sup>	82	61	75%
LF:2	4 <sup>th</sup>	74	72	N/A
LF:1	5 <sup>th</sup>	81	75	At J.P.
LF:2	5 <sup>th</sup>	86	93	At J.P.

\*N/A = not applicable since no LF:2 standard currently exists at this grade level. An appropriate standard will be identified in the fall of 2010.

## **GRADE LEVEL ANALYSIS**

### **1. Are any grade level(s) not meeting the criteria for grade level proficiency that would be identified as a challenge area?**

#### **Local Data: LF:1**

In 2009-2010, 77% of students were proficient on this standard, a gap of 23%.

- First grade (including D-1) was 100% (0% gap)
- Second grade was 65% (35% gap)
- Third grade was 67% (33% gap)
- Fourth grade was 75% (25% gap)
- Fifth grade is now at Jackson Park.

#### **Local Data LF:2**

In 2009-2010, 84% of students were proficient on this standard, a 16% gap.

- First grade (including D-1) was 85% (15% gap)
- Second grade does not have standard LF:2. We will identify a standard for 2<sup>nd</sup> grade in fall, 2010.
- Third grade was 83% (17% gap)
- Fourth grade does not have standard LF:2. We will identify a standard for 2<sup>nd</sup> grade in fall, 2010.
- Fifth grade is now at Jackson Park.

### **2. For any grade level identified as a challenge, after review the data and information, what has the staff determined to be a leading cause for any challenge identified?**

Grade Level	Challenge Identified	Factors Identified
2-5	Reading Comprehension	ELL students, high poverty

83% of our student population qualifies for free/reduced lunch. 40% of the population is Hispanic and 27% qualify for ELL services. As a result of the language barrier and the socio-economic problems, students do not receive assistance at home. Due to their limited background knowledge and life experiences, science vocabulary and concepts are very challenging for our students.

## SUB-GROUP ANALYSIS

### MEAP Subgroup Analysis

1. Are any of the subgroups scoring more than 10 percentage points lower than the current state average?

Overall, 71% of Parkview students at Jackson Park were proficient on the fall 2009 MEAP science test. This was 10% below the current state average. There were no subgroup scores for Parkview students specifically.

The chart below compares the subgroups at Jackson Park to the current state average.

**Percentage of Students Meeting or Exceeding State Standards**

<b>Group</b>	<b>Jackson Park</b>	<b>State</b>	<b>Difference</b>
Overall	71%	81%	-10%
Economically Disadvantaged	74%	71%	+3%
White	89%	88%	+1%
Hispanic	65%	69%	-4%
AfricanAmer.	75%	60%	+15%
Asian	69%	89%	-20%
ELL	45%	57%	-12%

**Percentage of Students Meeting or Exceeding State Standards**

<b>Group</b>	<b>Parkview Fall 2008</b>
Overall	86%
Economically Disadvantaged	84%
White	100%
Hispanic	70%
AfricanAmer.	Less than 10 students
Asian	Less than 10 students
ELL	55%

The second chart shows the subgroup scores for Parkview students that were tested in the fall of 2008 at Parkview. While the Jackson Park scores show a discrepancy above 10% overall, as well as in the Asian and ELL subgroups, this did not appear to be a problem in the previous year when the students were tested at Parkview.

**2. Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?**

Language and poverty are the most substantial reasons why these subgroups score lower than the general population. In addition, the Parkview population is becoming more transient.

**Mobility Data**  
**Year: 2009**

<b>Mobility</b>			
<b>Grade</b>	<b># of Students</b>	<b>Number Entering</b>	<b>Number Leaving</b>
<b>K</b>	<b>47</b>	<b>62</b>	<b>15</b>
<b>1</b>	<b>75</b>	<b>94</b>	<b>19</b>
<b>2</b>	<b>64</b>	<b>74</b>	<b>10</b>
<b>3</b>	<b>61</b>	<b>73</b>	<b>12</b>
<b>4</b>	<b>60</b>	<b>69</b>	<b>9</b>
<b>5</b>	<b>47</b>	<b>56</b>	<b>9</b>
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			
<b>11</b>			
<b>12</b>			

**3. What trends have been identified in subgroup performance when looking at 3 years of MEAP data.**

A review of the Parkview MEAP science data from 2006 – 2009 indicates a steady increase by all subgroups except the Hispanic student population. In the latter case, the proficiency percentage decreased by 3%, from 73% to 70%.

**Other Data Sources (not MEAP)**

**Were there any discrepancies between the sets of data? If so, how do additional data sources compare?**

**Local Data: LF:1**

In 2009-2010, 77% of students were proficient on this standard, a gap of 23%.

- First grade (including D-1) was 100% (0% gap)
- Second grade was 65% (35% gap)
- Third grade was 67% (33% gap)
- Fourth grade was 75% (25% gap)
- Fifth grade is now at Jackson Park.

**Local Data LF:2**

In 2009-2010, 84% of students were proficient on this standard, a 16% gap.

- First grade (including D-1) was 85% (15% gap)
- Second grade does not have standard LF:2. We will identify a standard for 2<sup>nd</sup> grade in fall, 2010.
- Third grade was 83% (17% gap)
- Fourth grade does not have standard LF:2. We will identify a standard for 2<sup>nd</sup> grade in fall, 2010.
- Fifth grade is now at Jackson Park.

**Are the data from the additional data sources congruent with MEAP results?**

There is a 10% gap presently between students from Parkview who took the 2009 MEAP and the state average of 81%.

### **What discrepancies were noted?**

Jackson Park reports students are weak in the area of Life Sciences.

### **How are these different data sources used for planning purposes?**

The Science Committee reviews the data on an ongoing basis to make sure that strategies are making a difference and revises them when necessary.

## **OVERALL SCIENCE DATA SUMMARY**

### **1. How has student achievement changed over the last 3 years (overall and by subgroup)?**

A review of the Parkview MEAP science data from 2006 – 2009 indicates a steady increase by all subgroups except the Hispanic student population. In the latter case, the proficiency percentage only decreased by 3% , from 73% to 70%.

### **2. Based on the review of all the science data and staff discussions, summarize your conclusions regarding the strengths and challenges of student learning needs in science.**

Students are showing strengths in reflective knowledge as a result of metacognitive activities related to constructed response questions on science assessments.

Students need to improve their skills using data, making inferences, applying information, solving problems, and using the scientific process. In particular, more emphasis needs to be placed on the Life Science strand. These skills need to be improved when teaching all content areas in addition to science.

**3. Goal:** All students will be proficient in science.

**4. Gap Statement:** For the goal listed above, what is the gap between where you are and where you want to be?

There is a 10% gap presently between students from Parkview who took the 2009 MEAP and the state average of 81%.

### **5. Cause for Gap: What have you identified as the leading cause for this gap in student performance?**

Language, poverty, and transiency are the most substantial reasons why these subgroups score lower than the general population.

## **Social Studies**

### **MEAP – “All Student” Analysis**

1. Overall, are your students scoring within 10% of the state average in social studies?

Since Parkview is a K-4 building, we are 2 years away from our students taking the MEAP Social Studies test. Because of this, we do not receive feeder school data for Social Studies. Feedback from Jackson Park Intermediate School, which is shared with the Parkview Social Studies committee, reflects the following:

Jackson Park students did not meet the state average for MEAP. 71% (state average was 73% ) of sixth grade students at Jackson Park scored proficient on the Fall, 2009 MEAP Social Studies test. 70% (state average was 74%) of students scored proficient on the Fall, 2008 MEAP Social Studies test Over the past 3 years, Jackson Park students have scored within 5% of the state average.

2. When you look at the percentage of students scoring 1's, 2's, 3's and 4's, what trends do you see? (should see movement toward an increasing percentage of 1's).

Because our students have been gone for two years, we are using the summary from Jackson Park. Based on a three year trend, we are not seeing consistent movement from 4 to 1.

Year	4	3	2	1
2007	12%	16%	39%	33%
2008	13%	13%	35%	39%
2009	9%	20%	36%	35%

3. **Strengths:** What skill areas are your students doing well in?

Civics and Geography

4. **Challenges:** When comparing your school with the district and state, which skill areas are challenges for your students?

History and Economics – Trade component (some of this is taught at 4<sup>th</sup> grade, then isn't in the GLCE's until 6<sup>th</sup> grade)

### MEAP Subgroup Analysis

1. Are any of the subgroups scoring more than 10 percentage points lower than the current state average?

The Fall 2009 MEAP Social Studies data from Jackson Park Intermediate School indicated the subgroups that have a greater than 10% difference than the overall population are: African American (58%), ELL (35%) and Students with Disabilities (39%)

2. Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?

Reading comprehension and background experiences are challenges for all students as well as the 3 sub populations most at risk. As we have discovered through item analysis across all content areas, a focus on reading comprehension, including vocabulary would make a significant difference in overall proficiency on the MEAP Social Studies assessment. Elementary buildings could best support performance in social studies by focusing on reading comprehension across the content areas.

3. What trends have been identified in subgroup performance when looking at 3 years of MEAP data?

The Fall, 2009 MEAP Social Studies data from Jackson Park Intermediate School indicated the subgroups that have a greater than 10% difference than the overall population are: African American (58%), ELL (35%) and Students with Disabilities (39%)

## LOCAL DATA

### Data Sources Other than MEAP - Analysis

What measures other than MEAP will be used to monitor student progress in social studies? Include measures for each grade level in your building and indicate the criteria for success for each (add rows as needed).

The Parkview Elementary Social Studies committee takes the information summarized from Jackson Park for the MEAP Social Studies test and identifies local standards that align with these challenges. We review the data indicating the percentage of students that score proficient on these standards (see below) as the way to better prepare our students for the 6<sup>th</sup> grade expectations.

The standards data that is reviewed at Parkview, which is aligned with the 6<sup>th</sup> grade MEAP Social studies challenge areas are:

GE 2:1 TLW **construct** maps to describe the physical and human characteristics of the local community and region.

GE 3:2 TLW **identify** physical and human characteristics of Michigan to **describe** regions and how they affect the location of economic activity.

GE 4:1 Use geographic tools to **identify** physical and human characteristics of the United States.

Name and Type of Measurement Instrument	Grade Level Tested	Criteria for Success 2007-2008 60%	Criteria for Success 2008-2009 70%	Criteria for Success 2009-2010 80%
		% students achieving at least 60%	% students achieving at least 70%	% students achieving at least 80%
GE 2:1	2	79%	71%	82%
GE 3:2	3	77%	77%	69%
GE 4:1	4	80%	84%	75%

### **Data Sources Other Than MEAP – Subgroup Analysis**

1. Are any of the subgroups scoring more than 10 percentage points lower than the overall student population?  
The Social Studies standards data does not show any significant difference between subgroups.

### **COMPARISON BETWEEN DATA SOURCES**

1. Were there any discrepancies between the sets of data? If so:

#### **How do additional data sources compare?**

The Fall 2009 MEAP Social Studies data from Jackson Park Intermediate School indicated the subgroups that have a greater than 10% difference than the overall population are: African American (58%), ELL (35%) and Students with Disabilities (39%)

The Social Studies standards data does not show any significant difference between subgroups.

#### **Are the data from the additional data sources congruent with MEAP results?**

Yes, our standards data shows that students at all grade levels are consistently scoring above 70% proficiency.

The Fall, 2009 MEAP social studies data shows that 71% of sixth grade student scored proficient. 70% (state average was 74%) of students scored proficient on the Fall, 2008 MEAP social studies test. Over the past 3 years, Jackson Park student have scored within 5% of the state average.

#### **What discrepancies were noted?**

The standards data did not show gaps in subgroups. The Fall 2009 MEAP Social Studies data from Jackson Park Intermediate School indicated the subgroups that have a greater than 10% difference than the overall population are: African American (58%), ELL (35%) and Students with Disabilities (39%)

#### **How are these different data sources used for planning purposes?**

The Parkview Elementary Social Studies committee takes the information summarized from Jackson Park for the MEAP Social Studies test and identifies local standards that align with these challenges. We review the data indicating the percentage of students that score proficient on these standards (see below) as the way to better prepare our students for the 6<sup>th</sup> grade expectations.

## OVERALL SOCIAL STUDIES DATA SUMMARY

1. Are any grade level(s) not meeting the criteria for grade level proficiency that would be identified as a challenge area?

No

2. How has student achievement changed over the last 3 years (overall and by subgroup)?

Both the MEAP data and standards data overall scores have shown very little change. Subgroups on the MEAP that have a greater than 10% difference than the overall population are: African American (58%), ELL (35%) and Students with Disabilities (39%)

4. Based on a review of all of the social studies data and staff discussions, summarize your conclusions regarding the strengths and challenges of student learning needs in social studies.

a. **Strengths:** Civics and Geography

b. **Challenges:** History and Economics – Trade

### CONNECTION FROM DATA TO GOAL

1. **Goal:** All students will be proficient in social studies.

2. **Gap Statement:** For the goal listed above, what is the gap between where you are and where you want to be?

Parkview Elementary is a feeder school to Jackson Park Intermediate

According to our Feeder school report, 72% of the six graders from Parkview Elementary scored proficient on the Fall, 2009 MEAP Social Studies test.

100% of our students moved into 5<sup>th</sup> grade at Jackson Park unless they leave the district.

Jackson Park Intermediate School results indicate that 71% of sixth grade students at Jackson Park scored proficient on the Fall, 2009 MEAP Social Studies test. 70% (state average was 74%) of students scored proficient on the Fall, 2008 MEAP Social Studies test. Over the past 3 years, Jackson Park students have scored within 5% of the state average. Subgroups that have a greater than 10% difference than the overall population are: African American (58%), ELL (35%) and Students with Disabilities (39%)

Strengths: Civics and Geography

Challenges: History and Economics - Trade

3. **Cause for Gap:** What have you identified as the leading cause for this gap in student performance?

Subgroups that have a greater than 10% difference than the overall population are: African American (58%), ELL (35%) and Students with Disabilities (39%)

Reading comprehension and background experiences are challenges for all students as well as the 3 sub populations most at risk. As we have discovered through item analysis across all content areas, a focus on reading comprehension, including vocabulary would make a significant difference in overall proficiency on the MEAP Social Studies assessment. Elementary buildings could best support performance in social studies by focusing on reading comprehension across the content areas.

Vocabulary is a challenge for students across all grade levels. A majority of students in the population tested are ELL students and/or economically disadvantaged. These two factors contribute to a smaller vocabulary and understanding. Another subgroup that shows a difference between its scores and the overall achievement scores is the subgroup of students with disabilities. These students are documented to have learning disabilities.

A review of MEAP data item analysis indicates that "Historical Perspective" is more difficult for all of our students than other areas of social studies. Overall reading comprehension, including vocabulary

continues to surface as a key part of why students struggle in their ability to reflect on historical perspectives and information.

### **Summary of Student Achievement Data**

Overall, students at Parkview Elementary School are performing well on the MEAP tests in all content areas, and are meeting AYP for Reading and Math.

Reading comprehension, including vocabulary, is the one area that continues to surface as a critical need across ALL content areas as a result of teachers conducting annual reviews of overall MEAP scores, strand performance and item analysis. Items that require students to read lengthier questions and multiple answers, regardless of the content area being tested, give students more difficulty. If students across all grades and in all content areas were better readers, their test scores would improve.

In writing, the constructed response items where students need to infer and construct meaning are especially challenging for our students.

In math, third graders struggled with the following concepts: comparing, adding and subtracting lengths; identifying, describing and comparing 2D & 3D shapes; and identifying fraction equivalences of one. Our fourth graders experienced difficulty with identification of parallel and perpendicular lines; solving division problems with remainders; and identifying points, line segments, lines and distance.

Local district assessment standards aligned with challenge areas on the MEAP tests are identified and monitored as a second source of data for teachers. Local data results usually align with MEAP findings. The writing process, reading comprehension, vocabulary, number sense, geometry and fractions are areas that local district assessments indicate as areas needing improvement.

## **PERCEPTION DATA**

### **Staff Perception Data**

The School Improvement Team created a survey to request feedback from all staff at Parkview Elementary. The survey sought information on strengths as well as areas of concern. 100 percent of the full time staff completed the survey.

The results of the survey indicated that the staff at Parkview is a very cohesive and caring group on educators. The overall consensus was that the principal is very supportive and is an effective instructional leader. The staff feels students at Parkview are challenged academically and the school is a safe and orderly environment.

Area of concern is the ability for teachers at Parkview to communicate with each other about curriculum to make student learning consistent across grades as well as the use of differentiated instruction.

### **Summary of Staff Perception Data**

Overall staff members at Parkview Elementary School responded positively to the questions on the survey. Although the majority of staff members “agree or strongly agree” with the questions, the area to consider for improvement include: the ability to communicate with each other about curriculum to make student learning consistent across grades as well as the use of differentiated instruction.

### **Parent Perception Data**

A Parent Survey was conducted with Parkview parents at the spring Parent-Teacher Conferences. It was written in English and Spanish. Interpreters were available to help if needed. 34% of Parkview parents completed the survey. The result of the survey was very positive.

A summary of the findings include the following:

Most families have one child only attending Parkview Elementary. The majority of parents are happy with the communication between themselves and teachers/staff. The preferred method of communication between parents and teachers/staff is *talking in person*, followed closely by *telephone calls* and *notes sent home with child*.

*E-Mails*, *teacher newsletters*, and *notes mailed home* are also popular means. Planner communication and web-site use are minimal. Most parents stated that their child(ren) like coming to school ALL or MOST of the time. All but a few parents feel that Parkview is meeting students' learning needs. Those who do not were also unaware of learning expectations. Most parents think that extra help was available and know where to turn for that help. Those who responded "no" are primarily Spanish-speaking.

ALL THREE of the requirements of the *4 WAY Agreements* (Parent Compact) are being followed by the majority of parents. At least one of the three is being followed by ALL parents.

Most parents who DO NOT help out in school do not help because of lack of extra time. Those who do help out do so mostly *for special events* or *in the lunch room*. For those who WISH to participate, evenings are the best time for the majority. Saturdays were also mentioned as available time by a few.

Extracurricular activities are SOMEWHAT IMPORTANT to the majority of families. There is a correlation between this answer and "lack of time" as a reason for not participating in activities. The most sought after ACTIVITY parents would like the school to offer is SPORTS. (Classes for learning English are a priority for Spanish-speaking families – almost all surveys written in Spanish expressed this). Also, there is a slight interest in offering Spanish classes for English-speaking families. A carnival was also mentioned more than three times.

### **Summary of Parent Perception Data**

In general, 88 out of 258 Parkview Elementary families completed the survey. For the most part, the communication between teachers and parents at Parkview is exceptional. Parents would rather speak one-on-one with teachers, either in person or by use of the telephone. The use of notes home is still effective, however, especially for those who are not reachable by phone or are unable to meet with teachers in person. Student Planner communication does not seem to be a priority for most teachers at Parkview.

The parents who are *unable* to participate in their child(ren)'s school career are not necessarily *unwilling*. Time constraints from work, lack of childcare, and lack of English-speaking skills are major factors. Another reason mentioned is that upcoming events are not communicated in a timely fashion, leaving inadequate planning time for parents with busy schedules. A one-month (minimum) lead time should be standard.

Student sport activities are a popular request of the school.

### **Student Perception Data**

The School Improvement Team created a survey to request feedback from all students at Parkview Elementary. The survey sought information on strengths as well as areas of concern. 200 Kindergarten through fourth grade students participated in the survey which is 67% percent. Parkview consists of Kindergarten through fourth grade. The lower elementary is considered Kindergarten through second grade. Upper elementary is third and fourth grade.

The results of the survey indicated that overall the students at Parkview feel the principal cares about them personally. Three quarters of the students that participated in this survey feel that their teachers like and care about them. 84% of lower elementary students feel the teacher listens to them. In the upper elementary, 58% felt that teachers listen to them most of the time while 30% felt sometimes.

Area of concern for most students is the playground. 54% of the upper elementary students and 68 % of the lower elementary students felt they were treated fairly by the people on the playground. Out of the 200 students surveyed, only 73% of the students said they follow the school rules most of the time. 75% of all students felt that they try to do their personal best.

The three after school activities which would interest most students would be skating parties, carnival and movie night.

What would benefit students the most, would be teaching them to follow school rules, providing a comfortable environment in which students feel safe, and providing opportunities for students to help each other to learn friendship skills.

## **Summary of Perception Data**

Overall, Parkview Elementary staff, parents, and students responded positively to the questions on the surveys. Parent and staff surveys indicate respondents feel safe, respected, and supported. Learning and high expectations for students are important. Areas to consider for improvement will include communication between staff members and parents in regards to support systems available for students and teachers expectations. Increasing parent involvement will be addressed through our Parent Connection group. What would benefit students the most, would be teaching them to follow school rules, providing a comfortable environment in which students feel safe, and providing opportunities for students to help each other to learn friendship skills.

## **Process/Programs Data**

The 40 Michigan School Improvement Rubrics were used to examine Process and Program Data. The 40 rubrics were completed during School Improvement Meetings, and any staff member that wanted to be a part of the process was encouraged to participate. Parents serve as regular members of the school improvement team. Dialog included the gathering of evidence to verify that the rubric self evaluation was documented and that we were held accountable for our results. Our findings were then shared with the entire staff and parents.

A review of the past 3 years of process profile data (Ed YES!, 40 essential rubrics) indicate that Parkview Elementary has implemented or is exemplary in almost all of the benchmarks under the 5 strands. The areas that received a "partially implemented" score for 3 consecutive years were:

Strand I (Teaching for Learning) Standard 2(Instruction), Benchmark B (Delivery) with student engagement.

Strand III (Personnel and Professional Learning) Standard 2 (Professional Learning) Benchmark B (Content and Pedagogy) Introduction/Mentoring/Coaching

Strand IV (Parent/Family Involvement) Standard 1 (Parent/Family Involvement) Benchmark B (Engagement) Extended Learning Opportunities.

## **Summary of Process/Program Data**

Future effort should be in the areas of:

Strand I - Teachers are currently writing district/state standards into student friendly language, which will be used by all teachers to more clearly communicate expectations to students.

Strand III –Teachers have used grade level meetings and grade level teaching partners to mentor each other. We have also used peer coaching to have teachers visit other classrooms. The School improvement team will explore other opportunities to improve this area.

Strand IV- Parkview has a limited parent involvement on school improvement committees. Parkview makes an attempt to solicit feedback regarding important school decisions. Parkview uses curriculum nights, parent meetings and surveys to improve parent feedback. Parent Connection group (PTO) meets on a regular basis to help plan curriculum activities and provide input for the school. We continue to explore additional opportunities to make our parents a more integral part of our school community.

## **Overall Summary Conclusions**

Using the information obtained in our study of our comprehensive needs assessment, targeted areas of improvement were identified by building stakeholders (professional and non-professional staff members, parents, and administrators). Goal areas were developed based upon our analysis of existing gaps described in the data listed above. Gaps in demographic, student achievement, process and perception data were all considered. Once goals were identified they were shared with all staff members, parents, and students.

Based on the analysis of the data results, the Parkview Elementary stakeholders have developed the following goals for the school wide plan:

- a. All students will be proficient in Reading.
- b. All students will be proficient in Writing.
- c. All students will be proficient in Mathematics
- d. All students will be proficient in Science

## **2. Schoolwide Reform Strategies**

The Parkview School Improvement/Title I Plan has been developed by Parkview's School Improvement Team and supported by the entire Parkview community. Parkview's community consists of teachers, a building administrator, support staff, parents, central office personnel, and a Wyoming Public Schools board member who serves as a liaison between the district and school building. Through a collaborative and continuous improvement process, the plan is written and implemented based upon research and best practice. This team works collaboratively to review procedures and make changes as determined by a regular review of data to achieve Parkview's mission and goals.

Parkview's SI Team meets weekly for one hour after school to engage in review of all sources of data (see below), monitoring of instructional strategies, and updating of SI goals as needed in response to the data. The school improvement team, in addition to the weekly meetings, meets for one whole day near the beginning of the year, and another whole day at the end of the year. These day long meetings allow an opportunity to "step back" and review the data as a school-wide "picture" and connect ideas and considerations that might have been missed as each piece of data was used throughout the year. Patterns over multiple years can also be seen more readily at this time, providing insights that might have been overlooked otherwise. These full day meetings provide an opportunity to have in-depth dialogue around key issues concerning Parkview.

Parkview's initiatives are guided by the vision, philosophy, and beliefs of the people that make up the school and broader community. From these core values, the building mission and goals were established. From these the strategies, timelines, responsibilities, and budget allocations address the priorities necessary to be successful in implementing the mission, goals and strategies as outlined in this plan.

On a cyclical basis, the SI committee analyzes and summarizes MEAP and Standards data in their content area, reviews the effectiveness of current strategies and makes adjustments as necessary in a continuous improvement process. Each of these steps is overviewed for the entire staff during staff meetings or professional development meetings so all teachers understand the findings, the rationale for changes, and their role in implementing the strategies.

### **Description of strategies that increase the quality and quantity of instruction:**

Grade level meetings provide opportunities for teachers to review data, to discuss/share effective instructional practices, and to work on school improvement initiatives.

Literacy coaches support language arts instruction in grades K-4. Through observation, modeling and individual consultation, they work with individual teachers to continually improve reading and writing instruction.

Response to Intervention (RTI) was implemented at Parkview in kindergarten and first grade during the 2008-09 school-year and was expanded to include second grade for the 2009-10 school year. Third and Fourth grade teachers will be trained in RTI methodology for the 2010-2011 school-year.

Gradual Release use in the classroom to address the decisions of the instructor related to time -on-task.

Parkview has daily interventions which is a 30 block of time for differentiated instruction in areas of need for reading fluency, comprehension and writing with the assistance of an assigned highly qualified para-educator. Students needing support are identified using district standards assessment data. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including at-risk students and high performing students.

In addition, staff have the availability of a child study team to help them with classroom strategies for individual

students. This team meets monthly, reviews data, brainstorms researched strategies, and problem solves in order to help teachers better meet the needs of their students.

Parkview also participates in MiBLISi and Capturing Kid's Hearts. This team meets monthly to review discipline data, target building locations where problems occur, train staff in building wide procedures, and work on consistent expectations within classrooms and within the building.

Principal walk-throughs are utilized to ensure the implementation and integrity of instructional strategies.

Parkview participates in the Team 21 grant initiative. This grant provides additional instructional time for at-risk students both after-school and during the summer. In partnership with Wyoming community Parks and Recreation, this block of time provides additional instructional as well as recreational activities for students.

## Description of strategies aligned with the findings of the needs assessment:

Parkview conducts a comprehensive needs assessment annually as part of the continuous improvement process. The primary sources of data that provide focus and direction to Parkview's School Improvement strategies include:

- 1. Student Achievement Data:** MEAP, SRI, ELPA and District Standards-based data (all district standards are aligned with state GLCE's)
- 2. School Programs/Process Data:** "Analysis of Instructional System Processes and Protocols of Practice" as provided by MDE and conducted annually, Team 21 (after-school program for at-risk students) evaluations and regular review of attendance and discipline data.
- 3. Student/Teacher/Parent perceptions data:**
  - Student Perception Data:** A student survey is administered annually to gather formal perception data from students re: their experiences at Parkview. Informal data is also gathered on an "as needed" basis.
  - Teacher Perception Data:** The school improvement team surveys staff on issues that are critical to the success of the school improvement process as they arise. These steps ensure that the school improvement team receives feedback from all staff to ensure that all teachers feel involved in the building school improvement process. Staff members are always invited and encouraged to attend school improvement meetings. Agendas are sent out in advance and minutes sent immediately after meetings to ensure everyone "stays on the same page".
  - Parent Perception Data:** a survey is given to all parents annually as a means of getting formal feedback. Informal communication/concerns expressed by parents is also readily shared with the school improvement team to ensure that small problems remain small. Regular feedback is also received through the PTO (see parent component).
- 4. Demographic data:** Demographic data is readily available in an aggregate form in the district's profile reports, and available by individual student in the data warehouse (the "live" district data base) . Data is broken out by gender, free lunch, reduced lunch, English Language Learners, special education students and ethnic group. Total populations or any sub-group can be easily correlated with academic performance. This data base makes it very easy for SI team members, as well as any staff member, to identify special populations that need targeted strategies down to the identification of the individual student.

In addition our staff has access to discipline data. Reports are broken down by location, time of day, type of problem, level/severity of problem, students, and classroom/staff member. We use this data to build common expectations around the building, develop support plans for struggling students, and to target problem areas of the school so they can be resolved.

### Goal Name:\*

Reading

### Student Goal Statement:\* (All students will...)

All students will be proficient in reading.

**Gap Statement:\*** (Difference between current performance and goal)

MEAP Data:

89% of Parkview 3<sup>rd</sup> graders that took the fall, 2009 MEAP Reading assessment scored proficient (53% - 2, 35% 1). This is 20% above the AYP target (69%), 1% below the state average (90%), and 11% below our goal (100%).

83% of Parkview 4<sup>th</sup> graders that took the fall, 2009 MEAP Reading assessment scored proficient (63% - 2, 20% - 1). This is 14% above the AYP target (69%), 1% below the state average (84%), and 17% below our goal (100%).

76% of Parkview students that took the fall, 2009 MEAP Reading test at Jackson Park Intermediate School scored proficient (52% - 2, 24% - 1) according to the Feeder School report. This is 7% above the AYP target (69%), 9% below the state average (85%), and 24% below our goal (100%).

Subgroup gaps (10% or more difference)

3<sup>rd</sup> Grade – Fall 2009 MEAP Reading data showed a

-14% point difference between the special education subgroup (55%) and the AYP target (69%).

4<sup>th</sup> Grade – Fall, 2009 MEAP Reading data showed a

-25% point difference between English Language Learners (60%) and non-English Language Learners (85%). A 13% point difference was evident in the MEAP Reading data for 2008 and a 59% point difference was evident in the MEAP Reading data for 2007.

- 13% point difference between Hispanic students (70%) and the general population (83%). A 14% point difference was evident in the MEAP Reading data for 2007.

DIBELS Data

By the end of the 2009-10 school year:

- 55% of the kindergarten students were at grade level benchmark – a 45% gap from our goal of 100%.

- 50% of 1<sup>st</sup> graders were at grade level benchmark – a 50% gap from our goal of 100%

According to the subgroup data for the past two years, males consistently underperformed females. Black students consistently underperformed the general population, although their population is small. Limited English Proficient students consistently underperformed the general population.

SRI (Scholastic Reading Inventory)

By the end of the 2009-10 school year:

- 52% of 2<sup>nd</sup> graders (48% gap)

- 48% of 3<sup>rd</sup> graders (52% gap), and

- 55% of 4<sup>th</sup> graders (45% gap)

were reading at grade level as defined by the lexile score correlated with each grade level.

Subgroup data indicates that Black and Caucasian students outperform other subgroups, while students with disabilities and ELL's underperform compared to other subgroups.

**Cause for Gap:\*** (Consider all data sources) (Use the 5 Whys)

Many students at Parkview are in poverty (77%) and/or are English Language learners (27%). They lack many of the experiences that middle class students have had. Their vocabulary exposure and academic literacy opportunities have been limited. Therefore, they struggle to make connections between texts and their lives. They also have a large number of words whose meaning they do not know. Much time is spent in the classroom trying to instill more basic literacy skills, rather than higher level comprehension skills.

**Describe multiple measures/sources of data you used to identify this gap in student achievement:\*** (Identify demographic, perception, student learning and school system processes.)

1. MEAP reading item analysis and demographic report
2. ELPA Data
3. DIBELS - The Dynamic Indicators of Basic Early Literacy Skills  
Benchmark assessments are given 3 times/year to students in grades K-1.
4. Scholastic Reading Inventory (SRI)  
A nationally normed assessment given at the beginning of the year and at the end of each quarter in grades 2-4.
5. School profile data as summarized in the CNA
6. Parent and staff survey data
7. Process Data:
  - a. Strand I (Teaching for Learning) Standard 2(Instruction), Benchmark B (Delivery) with student engagement.
  - b. Strand III (Personnel and Professional Learning) Standard 2 (Professional Learning) Benchmark B (Content and Pedagogy) Introduction/Mentoring/Coaching
  - c. Strand IV (Parent/Family Involvement) Standard 1 (Parent/Family Involvement) Benchmark B (Engagement) Extended Learning Opportunities.

**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?\***

MEAP - Fewer students scoring in the "Basic" and "Apprentice" categories and increasing number of students scoring in the "Meets" and "Exceeds" categories on the MEAP reading test. Overall, students will make a 16 point increase on the MEAP in order to meet Parkview's goal of 100% proficient.

DIBELS – All Kindergarten and 1<sup>st</sup> grade students will be at grade level benchmark

SRI --Lexile score of 300 or above for 2<sup>nd</sup> graders, 500 or above for 3<sup>rd</sup> graders and 600 or above for 4th graders.

## Objective Details

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### Objective Name:\*

Improving student achievement in reading

**SMART Measurable Objective Statement to Support Goal:\*** (subgroup/strand of greatest need) **Students will...**(SMART = Strategic/Specific, Measureable, Attainable, Results-based, Time-bound)

- 98% of students will score proficient on the fall, 2010 MEAP reading test (15% increase)
- 3<sup>rd</sup> and 4<sup>th</sup> grade special education students and 4<sup>th</sup> grade English Language Learners will increase their performance on the Fall, 2011 MEAP reading test by 20% each.

## Strategy Details

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### Strategy Name:\*

Reading Comprehension

### Strategy Statement:\*

 (Teachers/Staff will...)

All teachers will provide explicit reading comprehension strategy instruction in the "Guided Reading" block of language arts on a daily basis. Reading comprehension strategies, such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing will be taught and modeled by teachers and utilized by students daily. The selection of the strategy taught/reinforced each day will be determined by the teacher.

### Select Challenges :\*

 (From challenge target areas or all target areas on the school process profile)

A review of the process profile data indicates that Parkview is "implemented" or "exemplary" in almost all benchmarks under the 5 strands. The 3 areas that were scored "partially implemented" were:  
Strand I (Teaching for Learning) Standard 2(Instruction), Benchmark B (Delivery) with student engagement.  
Strand III (Personnel and Professional Learning) Standard 2 (Professional Learning) Benchmark B (Content and Pedagogy) Introduction/Mentoring/Coaching  
Strand IV (Parent/Family Involvement) Standard 1 (Parent/Family Involvement) Benchmark B (Engagement) Extended Learning Opportunities.

## Other Required Information

### What research did you review to support the use of this strategy and action plan?\*

Mosaic of Thought by Ellin Oliver Keene & Susan Zimmermann. Pgs. 22-23.

Strategies that Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey and Anne Goudvis.

Bringing Words To Life by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan

## Activity Details

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### Activity Name:\*

1. Professional Development on Reading Comprehension Strategies
2. Support for teachers by Literacy Coach
3. Para-professional/ELL teachers support to reinforce classroom instruction
4. Word Journeys
5. Teacher will use reading comprehension strategies across all content areas.
6. Literacy Night
7. Curriculum Night
8. Si coach to help with strategy implementation
9. Summer school/after school programming

### Activity Description:\* (Teachers/Staff will...)

1. The staff will be trained in the content of Strategies that Work by Stehanie Harvey and Anne Goudvis by the Literacy Coach. Kindergarten teachers and the literacy coach will attend professional development in literacy.

2. The Literacy Coach will model, co-teach, observe, and dialogue with classroom teachers as they expand their skills in explicit teaching of reading comprehension strategies. Grade level meetings facilitated by the Literacy Coach will provide opportunities for teachers to discuss implementation of strategies with a focus on continuous improvement for all students, with special attention paid to following the progress of the special education and ELL students. DIBELS and SRI data will be reviewed at grade level meetings at the beginning of the year and at the end of each quarter to identify students most at-risk and targeted for specific intervention, and to ensure continuous growth of all students, with special attention being paid to the progress of special education and ELL students. The Literacy Coach will support the analysis of data by teachers and the identification of next steps.

3. Paraprofessionals and ELL teachers will provide daily intervention instruction focusing on comprehension and foundational components that support reading comprehension as determined by the classroom teacher.

4. Teachers in grades 3 & 4 will use the Word Journeys program to introduce students to phonics skills during their Word Work time, allowing students to better apply the phonics skills to decode unknown words to determine meaning.

5. Teachers will reinforce the reading comprehension strategies taught during the “Guided Reading” block through use of the strategies in math, science, social studies, and other content areas.

6. Literacy Night

7. Curriculum Night

- 8. SI Coach to help with strategy implementation
- 9. Provide support services for Summer School/after school programming

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

- 1. All instructional staff will be responsible for implementing these activities. This includes teachers and paraprofessionals.
- 2. The Literacy Coach will provide support, professional development, direction and modeling.

**Monitoring:** How will the activity be monitored? Who will monitor it\*

The Principal & Literacy Coach will monitor the implementation of this activity through classroom visitations and attendance at grade level meetings and other professional development activities. Discussions at grade level meetings will focus on student work/ assessment results (formative and summative), with constant attention being paid to the most academically at-risk students (subgroups).

**Planned Timeline:\***

<b>Begin Date</b>	September, 2010
<b>End Date</b>	May, 2011

**Fiscal Resource**

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**Resource:\***

Literacy Coach  
 Paraprofessionals to support interventions  
 Professional Development - Sub costs, teacher resources/reading comprehension books  
 ELL staff to work with students struggling with language (ELPA data)  
 Literacy Night Materials for parents/families  
 Translator for Curriculum night and Literacy night  
 SI coach for strategy alignment and implementation  
 After school/summer school programming

**Funding Source:\*** Title I, Title IIa, 31 a, Title III, and Immigrant funds

**Planned Amount:\***

184,000

**Actual Amount:**

**Goal Name:\***

Writing

**Student Goal Statement:\*** (All students will...)

All students will be proficient in writing.

**Gap Statement:\*** (Difference between current performance and goal)

The MEAP Writing data from Fall, 2008 indicates:

47% of Parkview 3<sup>rd</sup> graders that took the fall, 2008 MEAP Writing assessment scored proficient. This is 14% below the state average (61%) and 53% below our goal (100%).

40% of Parkview 4<sup>th</sup> graders that took the fall, 2008 MEAP Writing assessment scored proficient. This is 4% below the state average (44%) and 60% below our goal (100%).

48% of Parkview students that took the fall, 2008 MEAP Writing test scored proficient. This is 11% below the state average (59%) and 52% below our goal (100%).

Subgroup Data:

3<sup>rd</sup> Grade – Fall 2008 MEAP Writing data showed a

-33% point difference between the Not Free and Reduced Lunch subgroup (39%) and the state average for the same subgroup (72%). A 22% point difference was evident in the MEAP Writing data for 2007.

4<sup>th</sup> Grade – Fall, 2008 MEAP Writing data showed a

-10% point difference between the Not Free and Reduced Lunch subgroup (45%) and the state average for the same subgroup (55%). A 30% point difference was evident in the MEAP Writing data for 2007.

5<sup>th</sup> Grade – Fall, 2008 MEAP Writing data showed a 12% point difference between the Not Free and Reduced Lunch subgroup (62%) and the state average for the same subgroup (74%). A 12% point difference was evident in the MEAP Writing data for 2007.

Local data from 2009-2010 indicates:

-54% of Kindergarten students scored proficient, which is 46% below our goal of 100%.

-58% of 1<sup>st</sup> grade students scored proficient, which is 42% below our goal of 100%.

-65% of 2<sup>nd</sup> grade students scored proficient, which is 35% below our goal of 100%.

-39% of 3<sup>rd</sup> grade students scored proficient, which is 61% below our goal of 100%.

-51% of our 4<sup>th</sup> grade students scored proficient, which is 49% below our goal of 100%.

Overall, 53% of Parkview students scored proficient, which is 47% below our goal of 100%.

Subgroup Data:

At this time our local writing data is not available based on subgroup performance.

**Cause for Gap:\*** (Consider all data sources) (Use the 5 Whys)

Teachers have a wide range of expertise and training in the area of writing that determines their understanding of the instructional practices they use to develop students' writing abilities. Parkview has provided significant professional development and resources over the past 5 years to help develop a common language and understandings about teaching writing. This has provided a solid foundation on which to expand teachers' skills and understandings re: writing instruction. A deeper understanding of writing instruction will help teachers develop students' ability to make decisions regarding purpose and organization of their writing, and how to expand their writing to more clearly communicate their thoughts. In the past we

have placed an emphasis on narrative writing. While we will still teach narrative writing, we will put more emphasis on writing that addresses compare/contrast and persuasive writing to more closely align with the new MEAP writing test and the high school MME expectations.

**Describe multiple measures/sources of data you used to identify this gap in student achievement:\*** (Identify demographic, perception, student learning and school system processes.)

MEAP Writing - Demographic and Item Analysis reports  
District standard WR:2 (narrative writing assessment) for grades K-4  
School Profile data  
Parent and staff survey data  
Process data

**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?\***

MEAP – fewer students scoring in the “Basic” and “Apprentice” categories and increasing number of students scoring in the “Meets and “Exceeds” categories on the MEAP writing test.

Local district standards assessment data – the criteria for success on the local standards is 80% on the grade level writing rubrics aligned with each standard.

### Objective Details

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**Objective Name:\***

Improving student achievement in non-fiction writing.

**SMART Measurable Objective Statement to Support Goal:\*** (subgroup/strand of greatest need) **Students will...**(SMART = Strategic/Specific, Measureable, Attainable, Results-based, Time-bound)

MEAP

55% of fourth grade students will score proficient on the fall, 2012 MEAP writing assessment.

60% of Not Free/Reduced Lunch students will score proficient on the fall, 2012 MEAP writing assessment.

Local Measure

64% of students at each grade will score proficient on WR:2 (narrative writing).

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### Strategy Details

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**Strategy Name:\***

Non-fiction Writing

**Strategy Statement:\*** (**Teachers/Staff will...**)

Teachers will emphasize the non-fiction writing structures of compare/contrast, informational writing and persuasive writing for half the year. In the past narrative writing has been emphasized over non-fiction writing in classroom instruction, but because of changes in MEAP expectations and in order to get students to think more about the way audience and purpose impacts writing, the balance between narrative and non-fiction writing will be more equitable.

**Select Challenges:\*** (From challenge target areas or all target areas on the school process profile)

Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

A review of the past 3 years of process profile data (Ed YES!, 40 essential rubrics) indicate that Parkview Elementary has implemented or is exemplary in almost all of the benchmarks under the 5 strands. The areas that received a "partially implemented" score for 3 consecutive years were:

Strand I (Teaching for Learning) Standard 2(Instruction), Benchmark B (Delivery) with student engagement.

Strand III (Personnel and Professional Learning) Standard 2 (Professional Learning) Benchmark B (Content and Pedagogy) Introduction/Mentoring/Coaching

Strand IV (Parent/Family Involvement) Standard 1 (Parent/Family Involvement) Benchmark B (Engagement) Extended Learning Opportunities.

**Other Required Information**

What research did you review to support the use of this strategy and action plan?\*

6+1 Traits of Writing by Ruth Culham

Comprehensive Literacy Resources for Grades 3-6 Teachers by Miriam Trehearne pages 329-400.

Scaffolded Writing Instruction: Teaching With a Gradual-Release Framework by Douglas Fisher and Nancy Frey

**Activity Details**

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**Activity Name:\***

1. Grade level emphasis on specific writing genres
2. The Six Traits Framework will be used by all teachers
3. Gradual Release
4. Assessment and evaluation
5. Literacy Night
6. Curriculum night
7. 7. Summer school/After school programming support

**Activity Description:\*** (Teachers/Staff will...)

1. Second grade teachers will teach informational and persuasive writing. Third and fourth grade teachers will teach informational, persuasive, and compare/contrast writing during their daily 30 minute writing block (part of the 4 block structure), as well as in other content areas (eg. Science, social studies) when appropriate.
2. Teachers will explicitly explain how the 6-Traits look when writing for the purposes stated in #1
3. Teachers will use gradual release during their writing instruction to create independent use of the writing strategies and concepts taught.
4. Teachers will use rubrics to assess student writing and provide feedback to students as well as discuss student progress and teaching strategies with teachers during grade level meetings.
5. Provide support services to after school/summer school programming

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

All K-4 teachers will implement this activity.

**Monitoring:** How will the activity be monitored? Who will monitor it\*

The Literacy Coach will visit each classroom during the writing block at least monthly to offer support to teachers. The principal will conduct walkthroughs to see that writing instruction during the 2<sup>nd</sup> semester is primarily non-fiction. Discussions at grade level meetings will focus on student work/assessment results (formative and summative) with attention being paid to the most academically at-risk students.

<b>End Date</b>	June 2011
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**Fiscal Resource**

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**Resource:\***

Literacy coach to provide professional support to teachers implementing writing activity. Substitute teacher costs for teachers to attend professional development.  
Paraprofessionals and English Language Learner teachers to support classroom instruction.  
Literacy Night Materials for parents/families  
Translator for Curriculum night and Literacy night  
Afterschool/summer school programming

Funding Source: \* Title 1, Title IIa, 31a,

Planned Amount:\*

\$140,000

Actual Amount:

**Goal Name:\***

Mathematics

**Student Goal Statement:\*** (All students will...)

All students will demonstrate proficiency in mathematics.

**Gap Statement:\*** (Difference between current performance and goal)

All students and all subgroups met the AYP target of 65% on the Fall 2009 Math MEAP test. However, compared to the goal of 100% of students demonstrating proficiency on the MEAP Math test, 78% of 5<sup>th</sup> graders (at Jackson Park that came from Parkview) scored proficient (22% gap). Eighty-nine percent of third graders at Parkview were proficient (11% gap), and 83% of fourth graders scored proficient (17% gap).

There are also many discrepancies in our local core curriculum assessments, which have criteria of 80% as considered passing. Students in kindergarten showed a 15% gap in reading numerals from 0-30. First graders experienced a gap of 24% in reading numbers by 2s, 5s, and 10s. There was a gap of 27% for second graders solving subtraction problems involving 2 digit numbers. Additionally in 2<sup>nd</sup> grade, there was a 21% gap in fluently solving addition of 2 digit numbers. Third grades showed a gap of 17% when assessed on basic multiplication facts. Finally, fourth graders did not show a gap in using fractions on local assessments (88%) but this was clearly a weakness on the 5<sup>th</sup> grade MEAP tests.

**Cause for Gap:\*** (Consider all data sources) (Use the 5 Whys)

Vocabulary was determined as one of the challenging areas on the MEAP, as well as on our local Constructed Response assessments. From the MEAP item analysis and analysis of local district assessments, we've observed that students have more difficulty with word problems than number problems. Many of the students are students for whom English is a second language. This could also be a reason for lack of background knowledge to provide understanding.

The gaps in our core curriculum data have occurred mainly due to lack of mastery of prerequisite skills taught at the previous grade level. For example, it is quite a challenge to subtract fluently with 2 digit numbers when one is not fluent in basic subtraction. Additionally, in kindergarten, some of our students come with little preparedness for school, having not attended preschool. Another possible cause in the case of 1<sup>st</sup> and 3<sup>rd</sup> grades is that the assessment is timed.

Describe **multiple measures/sources of data** you used to identify this gap in student achievement:\*(Identify demographic, perception, student learning and school system processes.)

1. Michigan Education Assessment Program Math item analysis and demographic report.
2. District Standard Assessment for Number and Operations
3. ELPA data
4. Scholastic Reading Inventory (SRI) data
5. School process data as summarized in the Data Profile
6. Parent and staff survey data

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?\*

For MEAP criteria, fewer students scoring in the “Basic” and “Apprentice” categories and increasing number of students scoring in the “Meets” and “Exceeds” categories at grades 3, 4, and 5.

For local math constructed response, students should score 80% on the math journal rubric. Three math constructed responses will be collected from 2<sup>nd</sup> – 4<sup>th</sup> grade (high, medium and low). The same student samples will be collected 3 x year in order to compare growth over time.

Proficiency on grade level math standard assessments is 80%.

**Objective Name:\***

Improve student achievement in math

On the Fall 2011 MEAP Mathematics assessment, students (from Parkview) in each of grades 3 and 4 will increase by 10% at Level 1, and 5<sup>th</sup> grade will increase MEAP math scores by 10% at levels 1 and 2.

By the end of the 2010 - 2011 school year, Parkview students in grades K-4 will increase achievement on local core curriculum assessments for number sense by 10%. Specific assessments will include NBK:6, NB1:6, NB1:4, NB2:7, NB2:3, NB3:6 and NB4:6.

Students in kindergarten, should increase from 65 to 75% proficient on the NBK:6 assessment. Students in 1<sup>st</sup> grade should increase from 56 to 66% proficient on the NB1:6 assessment and from 75 – 85% proficient on the NB1:4 assessment.

Second graders will improve from 53 – 63% on the NB2:7 assessment and from 59 – 69% on the NB2:3 assessment. Students in 3<sup>rd</sup> grade will increase 63 – 73% on the NB3:6 assessment. On the NB4:6 assessment, 4<sup>th</sup> graders will improve from 88-100%.

**Strategy Details**

**Strategy Name:\***

Reading Comprehension

**Strategy Statement:\*** (Teachers/Staff will...)

First through fourth grade teachers will implement the use of reading comprehension strategies during math class. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of math.

**Select Challenges:\*** (From challenge target areas or all target areas on the school process profile)

Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

A review of the process profile data indicates that Parkview Elementary is “implemented” or “exemplary” in two out of the 5 strands. The three areas that were scored “partially implemented” were:

Strand I (Teaching for Learning), Standard 2(Instruction), Benchmark B (Delivery) with student engagement.

Strand III (Personnel and Professional Learning), Standard 2 (Professional Learning), Benchmark B (Content and Pedagogy) Introduction/Mentoring/Coaching

Strand IV (Parent/Family Involvement), Standard 1 (Parent/Family Involvement), Benchmark B (Engagement) Extended Learning Opportunities.

### Other Required Information

What research did you review to support the use of this strategy and action plan?\*

Best Practice, New Standards for Reaching and Learning in America’s Schools, Second Edition, by Steven Zemelman, Harvey Daniels, and Arthur Hyde; Pgs. 132-155.

Comprehensive Literacy Resource for Grades 3 Through 6 by Miriam Trehearne

Summary of the (U.S.) National Reading Panel Report on Teaching Children to Read, 2002 Research and Policy, International Reading Association

### Activity Details

#### Activity Name:\*

1. The teacher will use reading comprehension strategies in math.
2. Literacy Coach support

#### Activity Description:\* (Teachers/Staff will...)

1. Teachers will incorporate the following reading comprehension strategies into their daily teaching of math: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance and Summarizing and vocabulary.
2. The Literacy Coach will provide support, professional development, direction and modeling for teaching reading comprehension strategies in math.
3. Teachers will model/assign constructed responses to a word problem on a daily basis using a math calendar at k/1 and a math journal rubric 2<sup>nd</sup> – 5<sup>th</sup>.

#### Planned staff responsible for implementing activity:\*

All instructional staff that teach math at Parkview Elementary will be responsible for implementing these activities. This includes all teachers and paraprofessionals.

The Literacy Coach will be responsible for providing support, professional development, direction and modeling.

**Monitoring:** How will the activity be monitored? Who will monitor it\*

The principal, math chair and Literacy Coach will monitor the implementation of these activities through classroom visitations, attendance at grade level meetings and professional development activities.

Grade level meetings will be used to discuss implementation of comprehension strategies and constructed response instruction in math.

**Planned Timeline:\***

<b>Begin Date</b>	9/7/2010
<b>End Date</b>	6/2011

**Fiscal Resource**

**Resource:\***

Notebooks or other devices for each student in order to keep constructed responses  
Literacy Coach for help with writing demonstrations  
ELL support  
Math intervention support

**Funding Source:\*** Building supply budget, Title IIa, 31a, Title I

**Planned Amount:\***

\$132,000.00

**Actual Amount:**

12.4.09

**Strategy Details**

**Strategy Name:\***

Number Sense and Numeration

**Strategy Statement:\*** (Teachers/Staff will...)

The teachers and staff will instruct students in various number sense skills.

**Select Challenges:\*** (From challenge target areas or all target areas on the school process profile)

Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

A review of the process profile data indicates that Parkview Elementary is “implemented” or “exemplary” in two out of the 5 strands. The three areas that were scored “partially implemented” were:

Strand I (Teaching for Learning), Standard 2(Instruction), Benchmark B (Delivery) with student engagement.

Strand III (Personnel and Professional Learning), Standard 2 (Professional Learning), Benchmark B (Content and Pedagogy) Introduction/Mentoring/Coaching

Strand IV (Parent/Family Involvement), Standard 1 (Parent/Family Involvement), Benchmark B (Engagement) Extended Learning Opportunities.

### Other Required Information

What research did you review to support the use of this strategy and action plan?\*

Best Practice, *New Standards for Reaching and Learning in America’s Schools*, Second Edition, by Steven Zemelman, Harvey Daniels, and Arthur Hyde; Pgs. 132-155.

National Research Council. (2002). *Helping Children Learn Mathematics*. Mathematics Learning Study Committee, J. Kilpatrick and J. Swafford, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

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### Activity Details

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#### Activity Name:\*

1. Student Progress Review
2. Mad Minutes and repeated daily basic fact practice

#### Activity Description:\*(Teachers/Staff will...)

1. Teachers (K – 4) will meet with the principal twice a year (fall and spring) to discuss gains the students have made and struggles the students are having with NBK:6, NB1:6, NB1:4, NB2:7, NB2:3, NB3:6 and NB4:6.
2. The teachers (1<sup>st</sup> – 4<sup>th</sup>) will administer timed basic fact tests using **The Mad Minute: A Race to Master the Number Facts**, in order to assist students’ rapid and accurate recall of facts based on grade level challenges (2<sup>nd</sup> grade: addition/subtraction; 3<sup>rd</sup> grade; multiplication; 4<sup>th</sup> grade fractions).

#### Planned staff responsible for implementing activity:\*

Teachers, principal, paraprofessionals

#### Monitoring: How will the activity be monitored? Who will monitor it?\*

1. The principal and teacher will review progress on this twice a year, at end of 1<sup>st</sup> semester and at the end of 2<sup>nd</sup> semester. The principal will collect, keep notes, and file summary sheets.
2. Each teacher will keep track of students’ progress on the facts connected to grade level challenges to be collected quarterly by the math committee. The math committee will meet quarterly to review progress.

**Planned Timeline:\***

<b>Begin Date</b>	9/7/2010
<b>End Date</b>	6/2011

**Fiscal Resource**

**Resource:\***

Substitute teachers to cover classes during grade level meetings.  
**The Mad Minute: A Race to Master the Number Facts** by Paul Joseph Shoecraft and Terry James Clukey for each teacher;

**Funding Source\* Building supply budget, Title IIa**

**Planned Amount:\***

\$1000.00

**Actual Amount:**

**Goal Name:\***

Science

**Student Goal Statement:\* (All students will...)**

**All students will be proficient in Science.**

**Gap Statement:\*** (Difference between current performance and goal)

**MEAP Data:**

71% of Parkview 5<sup>th</sup> graders scored proficient on the fall 2009 MEAP science test (feeder school data). This is 29% below our goal of 100% proficient and 10% below the state average of 81% proficient.

100% of our students move into 5<sup>th</sup> grade at Jackson Park unless they leave the district.

**MEAP Subgroup gaps (10% or more difference)**

Fall 2009 MEAP science data showed a:

-10% difference between English Language Learners (45%) and the state average of 55% proficient;

-14% difference between Students with Disabilities (43%) and the state average of 57% proficient;

Subgroups for Jackson Park 5<sup>th</sup> grade that scored lower than the overall population are ELL (48%), Hispanic (66%), and Students with Disabilities (44%) proficient.

**Local Data: LF:1**

In 2009-2010, 77% of students were proficient on this standard, a gap of 23%.

- First grade (including D-1) was 100% (0% gap)
- Second grade was 65% (35% gap)
- Third grade was 67% (33% gap)
- Fourth grade was 75% (25% gap)
- Fifth grade is now at Jackson Park.

**Local Data LF:2**

In 2009-2010, 84% of students were proficient on this standard, a 16% gap.

- First grade (including D-1) was 85% (15% gap)
- Second grade does not have standard LF:2. We will identify a standard for 2<sup>nd</sup> grade in fall, 2010.
- Third grade was 83% (17% gap)
- Fourth grade does not have standard LF:2. We will identify a standard for 2<sup>nd</sup> grade in fall, 2010.
- Fifth grade is now at Jackson Park.

At this time the local data is not broken down by subgroup, but will be for the 2010-11 school year.

Due to the changes in staff and standards, scores have fluctuated. First grade met the goal for the 2007-08 and 2008 – 2009 school years. Second grade did not meet the goals for those years. Third grade did not meet those goals for LF:1 in 2007-08 and 2008-09, but did meet the goals for LF:2 in those years. Fourth grade met the goal of 60% for LF:1 for the year 2007-08, but not 2008-09. Fifth grade had no data for LF:1 for 2007-08, and data from 1 of 2 teachers for 2008-09, which met the goal for that year. For the LF:2 goal in 2007-08 and 2008-09, fifth grade met the goal. First grade is the only grade that is meeting both of the standards goals.

**Cause for Gap:**\* (Consider all data sources) (Use the 5 Whys)

We have a high number of English Language Learners and students of poverty. Many students don't have a quiet place to work at home and can't get the assistance they need at home because of the parents' language barrier. Limited background knowledge makes some of the science vocabulary and concepts especially challenging for our students.

Reading comprehension and background experiences are challenges for all students including the 3 sub populations most at risk. As we have discovered through item analysis across all content areas, a focus on reading comprehension, including vocabulary would make a significant difference in overall proficiency on the MEAP Social Studies assessment. Elementary buildings could best support performance in science by focusing on reading comprehension strategies.

Vocabulary is a challenge for students across all grade levels. We have a high number of English Language Learners and/ or students from poverty.

Many students don't have a quiet place to work at home and can't get the assistance they need at home because of the parents' language barrier. Limited background knowledge makes some of the science vocabulary and concepts especially challenging for our students. These two factors contribute to a smaller vocabulary and understanding.

MEAP data item analysis indicates that “reflecting in science” is more difficult for our students than other areas of science. However, a review of test items again indicates that a continuous focus on reading comprehension, including vocabulary, is a large part of the reason for this deficiency.

Describe **multiple measures/sources of data** you used to identify this gap in student achievement:\* (Identify demographic, perception, student learning and school system processes.)

MEAP- the MEAP is administered annually....

e.g. NWEA , Unit Assessments, Parent Surveys, Student Failure, Attendance, Discipline

- \* Michigan Education Assessment Program Science 5<sup>th</sup> grade test
- \* District Standards Life Sciences 1 and 2
- \* District developed common assessments aligned with the state GLCE's for quarterly grades
- \* ELPA data
- \* SRI (Scholastic Reading Inventory) data
- \* School profile data as summarized in the CNA
- \* Parent and staff survey data
- \* Process Data

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?**\*

**MEAP** – Fewer students scoring in the “Basic” and “Apprentice” categories and an increasing number of students scoring in the “Meets” and “Exceeds” categories on the 5<sup>th</sup> grade MEAP science test. Overall, students will make a 10 point increase on the MEAP in order to meet the state average.

Local Measure – Proficiency on grade level science standard assessments(LF\_:1 and LF\_:2) is 80%.

## **Objective Details**

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**Objective Name:**\*

Increase Reading Comprehension in science.

**SMART Measurable Objective Statement to Support Goal:**\* (subgroup/strand of greatest need)

**MEAP** – 81% (2009 state average) of Parkview 5<sup>th</sup> graders will score proficient on the fall 2011 MEAP science assessment (10% increase).

### **Local Measure**

**Short term goal** – Parkview students will make a 10% increase in achievement on district standard assessments in Life Sciences 1 and 2 at grades 1-4.

## Strategy Details

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### Strategy Name:\*

Reading Comprehension strategies that emphasize vocabulary will be taught to students as part of the Science instruction.

### Strategy Statement:\*(Teachers/Staff will...)

1<sup>st</sup> – 4<sup>th</sup> grade teachers will implement the use of reading comprehension strategies during science. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with an emphasis on vocabulary will be incorporated into their daily teaching of science.

### Select Challenges :\*(From challenge target areas or all target areas on the school process profile)

Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

A review of the process profile data indicates that Parkview Elementary is "implemented" or "exemplary" in almost all benchmarks under the 5 strands. The 2 areas that were scored "partially implemented" were:

Strand I (Teaching for Learning), Standard 2(Instruction), Benchmark B (Delivery) with student engagement.

Strand III (Personnel and Professional Learning), Standard 2 (Professional Learning), Benchmark B (Content and Pedagogy) Introduction/Mentoring/Coaching

Strand IV (Parent/Family Involvement), Standard 1 (Parent/Family Involvement), Benchmark B (Engagement) Extended Learning Opportunities.

### Other Required Information

What research did you review to support the use of this strategy and action plan?\*

Summary of the (U.S.) National Reading Panel Report

Teaching Children to Read, 2002 Research and Policy, International Reading Association, "Vocabulary instruction leads to gains in comprehension. Preteaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary and comprehension"

\*National Reading Panel U.S Department of Education (2000) "Research on Reading Comprehension tells us that...

- \* Readers who comprehend well are also good decoders
- \* Teach decoding and word recognition strategies
- \* Time spent reading is highly correlated with comprehension
- \* Provide for lots of in-class reading, outside of class reading, independent reading
- \* Encourage kids to read more and read widely - develop a passion for reading

\*Robert Marzano's Academic Vocabulary

\*Isabel Beck's Bringing Words to Life

\* Best Practice, New Standards for Reaching and Learning in America's Schools, Second Edition, by Steven Zemelman, Harvey Daniels, and Arthur Hyde; Pgs. 132-155

### Activity Details

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#### Activity Name:\*

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Teacher will use reading comprehension strategies in science.</li><li>2. Literacy coach support</li><li>3. Open House/Curriculum Night</li></ol> |  |
|---|--|

#### Activity Description:\*(Teachers/Staff will...)

1. Teachers will incorporate the following reading comprehension strategies into their daily teaching of science:

Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing, with an emphasis on vocabulary

2. The Literacy Coach will provide support, professional development, direction, and modeling for teaching reading comprehension strategies in science.

3. Teachers and Staff will conduct an Open House/ Curriculum Night to introduce parents and students to the grade level classrooms, rules, and curriculum.

#### Planned staff responsible for implementing activity:\*

All instructional staff that teach science at Parkview Elementary School will be responsible for implementing these activities. This includes all teachers and paraprofessionals.

#### Monitoring: How will the activity be monitored? Who will monitor it\*

The Principal and Literacy Coach will monitor the implementation of this activity through classroom visitations and attendance at grade level meetings and professional development activities.

The Principal and Literacy Coach will conduct Student Progress Reviews using building report summaries twice to year to review data with each teacher to discuss student's progress. Grade level meetings will be used to discuss implementation of comprehension strategy instruction in science.

**Planned Timeline:\***

<b>Begin Date</b>	9/7/2010
<b>End Date</b>	6/ 2011

**Fiscal Resource**

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**Resource:\***

1. Literacy coach support is needed for this strategy. Teachers will utilize reading comprehension strategies taught during the Language Arts block (see reading goal for funding allocation) to improve reading comprehension in social studies. Team meeting time already built into teachers schedules will provide opportunities for teachers to share and learn from each other.
2. Open House/Curriculum Night to share curriculum expectations.
3. Translators

**Funding Source:\*** Title I

**Planned Amount:\***

\$5100.00

**Actual Amount:**

**Goal Details**

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**Goal Name:\***

Social Studies

**Student Goal Statement:\*** (All students will...)

All students will demonstrate proficiency in Social Studies.

**Gap Statement:\*** (Difference between current performance and goal)

Parkview Elementary is a feeder school to Jackson Park Intermediate

According to our Feeder school report, 72% of the six graders from Parkview Elementary scored proficient on

the Fall, 2009 MEAP Social Studies test.

100% of our students moved into 5<sup>th</sup> grade at Jackson Park unless they leave the district.

Jackson Park Intermediate School results indicate that 71% of sixth grade students at Jackson Park scored proficient on the Fall, 2009 MEAP Social Studies test. 70% (state average was 74%) of students scored proficient on the Fall, 2008 MEAP Social Studies test. Over the past 3 years, Jackson Park students have scored within 5% of the state average. Subgroups that have a greater than 10% difference than the overall population are: African American (58%), ELL (35%) and Students with Disabilities (39%)

Strengths: Civics and Geography

Challenges: History and Economics - Trade

**Cause for Gap:**\* (Consider all data sources) (Use the 5 Whys)

Subgroups that have a greater than 10% difference than the overall population are: African American (58%), ELL (35%) and Students with Disabilities (39%)

Reading comprehension and background experiences are challenges for all students as well as the 3 sub populations most at risk. As we have discovered through item analysis across all content areas, a focus on reading comprehension, including vocabulary would make a significant difference in overall proficiency on the MEAP Social Studies assessment. Elementary buildings could best support performance in social studies by focusing on reading comprehension across the content areas.

Vocabulary is a challenge for students across all grade levels. A majority of students in the population tested are ELL students and/or economically disadvantaged. These two factors contribute to a smaller vocabulary and understanding. Another subgroup that shows a difference between its scores and the overall achievement scores is the subgroup of students with disabilities. These students are documented to have learning disabilities.

A review of MEAP data item analysis indicates that "Historical Perspective" is more difficult for all of our students than other areas of social studies. Overall reading comprehension, including vocabulary continues to surface as a key part of why students struggle in their ability to reflect on historical perspectives and information.

Describe **multiple measures/sources of data** you used to identify this gap in student achievement:\*(Identify demographic, perception, student learning and school system processes.)

**Multiple measures/sources of data you used to indentify this gap in student achievement and success criteria for monitoring student progress of this goal:**

- \* MEAP social studies items analysis conducted by Jackson Park and shared with Parkview
- \* MEAP social studies feeder school report for Parkview
- \* District developed common assessments aligned with the state GLCE's for quarterly reports
- \* ELPA data
- \* SRI (Scholastic Reading Inventory) data
- \* School profile data as summarized in the CNA
- \* Parent and Staff survey data
- \* Process Data

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?\*

Successful completion of the goal will be determined by:

MEAP - Fewer students scoring in the "Basic and "Apprentice" categories and increasing number of students scoring in the "Meets" and "Exceeds" categories on the MEAP social studies test.

Local Measure: Proficiency on grade level standards assessments is 80%. Increasing numbers of students will receive passing grades on targeted social studies standards as identified – GE 2.1 (2<sup>nd</sup> grade) GE 3.1 and GE 3.2 (3<sup>rd</sup> grade) and GE 4.1 and GE 4.2(4<sup>th</sup> grade).

### Objective Details

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**Objective Name:\***

Improving student achievement in social studies

**SMART Measurable Objective Statement to Support Goal:\*** (subgroup/strand of greatest need) **Students will...**(SMART = Strategic/Specific, Measureable, Attainable, Results-based, Time-bound)

MEAP

80% of 6<sup>th</sup> grade students will score proficient on the social skills MEAP test by fall, 2011

Local Measure

By spring, 2011,

80% of 2<sup>nd</sup> graders will be proficient on GE2:1

80% of 3<sup>rd</sup> graders will be proficient on GE3:2

80% of 4<sup>th</sup> graders will be proficient on GE4:1

### Strategy Details

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**Strategy Name:\***

Reading Comprehension strategies that emphasize vocabulary will be taught to students as part of the social studies instruction.

**Strategy Statement:\*** (Teachers/Staff will...)

Teachers will incorporate reading comprehension strategies, including vocabulary, into their teaching of social studies. Reading Comprehension strategies such as monitoring comprehension, connecting, questioning, visualizing, inferring, determining importance, and summarizing with emphasis on vocabulary will be incorporated into the their teaching of social studies.

**Select Challenges :\*** (From challenge target areas or all target areas on the school process profile)

Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

A review of the process profile data indicates that Parkview is “implemented” or “exemplary” in almost all benchmarks under the 5 strands. The 3 areas that were scored “partially implemented” were:

Strand I (Teaching for Learning) Standard 2(Instruction), Benchmark B (Delivery) with student engagement.

Strand III (Personnel and Professional Learning) Standard 2 (Professional Learning) Benchmark B (Content and Pedagogy) Introduction/Mentoring/Coaching

Strand IV (Parent/Family Involvement) Standard 1 (Parent/Family Involvement) Benchmark B (Engagement) Extended Learning Opportunities.

**Other Required Information**

What research did you review to support the use of this strategy and action plan?\*

Summary of the (U.S.) National Reading Panel Report

Teaching Children to Read, 2002 Research and Policy, International Reading Association, "Vocabulary instruction leads to gains in comprehension. Preteaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary and comprehension"

National Reading Panel U.S Department of Education (2000) "Research on Reading Comprehension tells us that...

- \* Readers who comprehend well are also good decoders
- \* Teach decoding and word recognition strategies
- \* Time spent reading is highly correlated with comprehension
- \* Provide for lots of in-class reading, outside of class reading, independent reading
- \* Encourage kids to read more and read widely - develop a passion for reading

Best Practice, New Standards for Teaching and Learning in America’s Schools, Second Edition, by Steven Zemelman, Harvey Daniels, and Arthur Hyde; Pgs. 132-155

Comprehensive Literacy: Resource for Grades 3-6 Teachers by Miriam Trehearne

Building Academic Vocabulary by Robert J. Marzano and Debra J. Pickering

Bringing Words to Life by Isabel Beck

## Activity Details

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### Activity Name:\*

Reading comprehension strategies that emphasize vocabulary will be taught to students as part of social studies instruction.

### Activity Description:\*(Teachers/Staff will...)

Teachers will incorporate the following reading comprehension strategies into their daily teaching of social studies:  
Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing.

The literacy coach will provide support, professional development, direction and modeling for teaching reading comprehension strategies

### Planned staff responsible for implementing activity:\*

All instructional staff that teach social studies at Parkview Elementary School will be responsible for implementing this activity. This includes all teachers and paraprofessionals.

The literacy coach will be responsible for providing support, professional development, direction and modeling.

### Monitoring: How will the activity be monitored? Who will monitor it?\*

The principal and social studies chair will monitor the implementation of this activity through collection of student work.

Quarterly item analysis of district assessments and reading comprehension scores on Scholastic Reading Inventory (SRI) will be conducted at School Improvement meetings.

The principal and literacy Coach will conduct student progress review using building report summaries twice a year to review data with each teacher to discuss student's progress. Grade level meetings will be used to discuss implementation of comprehension strategy instruction.

### Planned Timeline:\*

<b>Begin Date</b>	9/7/2010
<b>End Date</b>	6/2011

**Fiscal Resource**

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**Resource:\***

No direct resources are needed for this strategy. Teachers will utilize reading comprehension strategies taught during the Language Arts block (see reading goal for funding allocation) to improve reading comprehension in social studies. Team meeting time already built into teachers schedules will provide opportunities for teachers to share and learn from each other.

**Funding Source:\***

**Planned Amount:\***

None needed

**Actual Amount:**

**3. Instruction by Highly Qualified Professional Staff**

**a. Provide an assurance statement that all instructional paraprofessionals meet the NCLB requirements.**

All paraprofessionals at Parkview Elementary meet the No Child Left Behind highly qualified requirements. This is on record with the district's Human Resources Department.

**b. Provide an assurance statement that all teachers are highly qualified.**

All teachers at Parkview Elementary meet the No Child Left Behind highly qualified requirements. This is on record with the district's Human Resources Department.

**4. Attracting and Retaining Highly Qualified High Quality Staff**

**a. The teacher turnover rate at our school is:**

At the end of the 2008-2009 school-year, Parkview's teaching staff did experience more turnover than usual due to Wyoming Public Schools district reorganization. This reorganization included closing of two elementary buildings and reorganizing the middle schools. Fifth grade students from all of the elementaries, except Oriole Park, were taken out of the elementary schools and sent to a newly created 5th/6th grade intermediate school at Jackson Park. Teacher turnover across the district increased greatly due to this huge reorganization. However, the teaching staff at Parkview continues to be part of the highly qualified staff of Wyoming Public Schools.

Mid-year cuts during the 2009-10 school year impacted Parkview in the following way:

Parkview suffered the loss of a first and third grade teacher and added a 2/3 teacher. All teachers continue to be part of the highly qualified staff of Wyoming Public Schools.

b. The table below identifies the experience level of key teaching and learning personnel:

Number of Years Teaching Exp.	Number of Teachers	Percentage of Teaching Staff
Over 15 years teaching exp.	10	52%
9-15 years teaching exp.	7	37%
4-8 years teaching exp.	2	11%
0-3 years teaching exp.	0	0%

Degree	Number of Teachers	Percentage of Teaching Staff
BA/BS	4	21%
MA	13	68%
MA + 30	2	11%

### 5. High Quality and On-Going Professional Development

Wyoming Public Schools supports each new staff member with a mentor for a minimum of 15 days during his or her first two years or when a staff member is considered in need of improvement. The continued use of a personal professional development plan in collaboration with other staff on a yearly basis focuses on continual improvement. District staff development includes cultural diversity, brain-based learning, learning styles, computer literacy, curriculum instruction, and assessments and are district and building sponsored. Professional Development is an essential part of district and building initiatives.

#### 2010-2011 Building Level Professional Development Calendar

Timelines	Activity	Participants	Evaluation
8/31/10	Four hours of training related to Response to Intervention	All k-4 staff	Staff online survey, attendance logs, and minutes
9/1/10	Four hours of Instruction based on school improvement goals. This PD will focus on safe schools, Miblisi, Capturing Kid's Hearts, building community and an overview of school improvement initiatives.	Building teaching staff	Staff online survey, attendance logs, and minutes
9/2/10	Dibels NEXT	k-4 staf	Staff online survey, attendance logs, and minutes
11/13/2009		All instructional and support staff	Staff online survey, attendance logs, and minutes
1/22/2010	7 Hours of instruction in the areas of: Writing instruction Questioning strategies that lead to higher level thinking and problem solving Reading comprehension	All instructional and support staff	Staff online survey, attendance logs, and minutes
6/4/2010	Review of SI data analysis, goals, and future expectations	Building staff	Staff online survey, attendance logs, and minutes
Every 5 weeks	On-going grade level PD - See schedule/minutes		Evaluation, attendance logs, and minutes

## **6. Parental Involvement**

### **a. Description of how parents are involved in the design, implementation and evaluation of the schoolwide plan:**

All Parkview parents are actively invited and consistently encouraged to be a part of the school-wide design and consulted in offering overall feedback and evaluation. Two of the ways this is demonstrated are:

1. Two parents were invited to join Parkview School Improvement Meetings. During 2009-10 one of these parents came to as many meetings as possible. However, tough economic conditions require them work outside the home. They have made themselves available whenever the need to work did not interfere with their involvement on the team. Unfortunately, the schedules overlapped at times; family financial obligations took precedence. Not desiring to move forward without parental feedback and involvement, the school improvement team was able to address the parent concerns by presenting school improvement initiatives and collecting parental evaluation at PTO meetings. The principal and 2 staff members from Parkview attend the PTO meetings each month and speak to the group about building initiatives, data, outcomes, goals and plans of action. They also solicit and collect response from the parent group which maintains an average of 10 to 12 parents at each monthly meeting.
2. The principal annually reviews the schoolwide plan with the PTO and through other scheduled parent meetings encouraging feedback and expressing concerns as they arise.

### **b. School Level Parent Involvement Policy**

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Principal shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

A. Parkview expects the parents to be involved in the program, including their participation in the development of the plan;

B. Meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the building may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;

C. Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;

D. Parkview will provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;

E. Parkview parents will be involved in the planning, review, and improvement of the Title I program;

F. Information concerning school performance profiles and their child's individual performance will be communicated to parents;

G. Parkview parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;

H. Timely responses will be given to parental questions, concerns, and recommendations;

I. Parkview will provide coordination, technical assistance and other support necessary to develop effective parental participation activities to improve academic achievement;

J. An annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;

K. Parkview parental involvement plan will be coordinated with other high school programs.

L. Other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Principal shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

A. Convenes an annual meeting at a convenient time to which parents of participating children are invited. The building principal will explain the parents' rights to be involved and the school's obligation to develop an involvement plan at this meeting;

B. Will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;

C. Will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;

D. Will provide participating students' parents with

1. timely information about the Title I programs;
2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;

E. develops jointly, with parents, a school-parent compact which outlines the responsibilities of the school staff, the parents and the students for academic improvement, including the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment/.

### **c. NCLB Section 1118 Activities**

Parkview Elementary will follow all Board policies related to Parent Involvement in Title I (policy 22261.01) and Parent Involvement in the School Program (policy 2112) and design a specific program and carry out practices that specifically meets the needs of our parents/guardians in supporting our child(ren) in the educational process.

#### **1. Assist parents in understanding the state's content standards and assessments and how to monitor their child's progress:**

Parents will be able to monitor their students with the provided tools:

- Bi-weekly classroom and monthly school newsletters (The Parkviewer)
- Quarterly report cards sent to the home
- Bi-yearly parent-teacher conferences
- Open-house school visitation (for delivering state content standards)
- Social workers, and support staff are accessible as needed
- Child Study meetings as applicable
- A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. (see copy in appendix)

#### **2. Provide materials and training to help parents work with their children**

- Love and Logic seminars provided
- Curriculum Nights/Open House are held on various dates to inform parents of:
  - \* curriculum including curriculum brochures,
  - \* informational packets - including behavior and homework policy
  - \* before and after school opportunities
  - \* sign-in's are collected
- Parent/Teacher Conferences available in English and Spanish
- Literacy nights every other year
- Science/math nights every other year
- Parkview's TEAM 21 after-school program.
- The Child Study Process
- Bi-weekly classroom and monthly school newsletters (The Parkviewer)
- Quarterly report cards sent to the home

- Bi-yearly parent-teacher conferences
- Open-house school visitation (for delivering state content standards)
- Social workers, and support staff are accessible as needed
- A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. (see copy in appendix)

### **3. Train staff to build effective parent involvement**

The annual parent survey, which is part of the comprehensive needs assessment, shows consistent, strong parental support for Parkview over the past several years. Survey data shows an astounding 97% approval rating that Parkview met the learning needs of students in 2008/09. In fact, the survey demonstrated high marks in all categories: Teacher communication - 98% approval, feeling welcomed - 99%, and knowledge of what children are expected to learn - 90%.

Nevertheless, based on parent feedback obtained through the survey, at SI meetings, during parent teacher conferences, and through discussion at PTO meetings the staff felt there was room for improvement in some areas. For example, parents expressed a desire for more academic support. Consequently a partnership with two local faith-based organizations provided mentors to 20 students to provide additional academic help and attention to challenged students. Additionally, the school strongly supports the TEAM 21 after-school program. The Parkview principal regularly attends TEAM 21 meetings, is visible during program hours, and actively participates and helps with special TEAM 21 activities and celebrations. Additionally, behavioral support and follow-up is provided.

Furthermore, parents continue to get support for, and communication about, the language arts, math, science and social studies curriculums through Curriculum Night where each Parkview classroom teacher outlines grade level standards and objectives for all four core content areas, and provides an overview of classroom approaches and strategies such as MiBISi, DIBELS, RTI and curriculum mapping. Parents are able to ask questions, receive information about academic support services, and become familiar with classroom expectations for homework. Curriculum Nights allow teachers to present good study practices and tips, as well as establish an open line of communication with the home. Curriculum Nights allows the SI team to directly collaborate with parents regarding shared academic goals and objectives. We continually seek new and different strategies to support our parents in the learning of their children.

- Curriculum Nights/Open House are held on various dates to inform parents of:

- \* curriculum including curriculum brochures,
- \* informational packets - including behavior and homework policy
- \* before and after school opportunities
- \* sign-in's are collected

Parkview staff participates in periodic Love and Logic and MiBLSi seminars

### **4. Collaborate with other programs to coordinate parent involvement**

Parkview staff and PTO collaborate with two local faith-based organizations that provided mentors to 20 Parkview students to provide additional academic help and attention to challenged students. Additionally, the school strongly supports the TEAM 21 after-school program. The Parkview principal regularly attends TEAM 21 meetings, is visible during program hours, and actively participates and helps with special TEAM 21 activities and celebrations. Additionally, behavioral support and follow-up is provided.

### **5. Provide information in a format and language that parents can understand**

Communication home to parents is disseminated in English, Spanish, Vietnamese, and Bosnian. Staff members who speak each of these languages are readily available to parents and families as resources, interpreters, or translators. Communication in students' native language is done in writing and verbally.

**14. Provide other reasonable support for parent involvement as parents may request**

The district always looks to support the efforts of school staff in meeting and/or accommodating parents to support their efforts in being involved in their child's education and the school setting in general. These requests are encouraged through any method so parents can have their needs met in a timely and accommodating manner. Although all requests will be heard, not all may be met for a variety of reasons. These reasons should be justified and explained fully to parents and when possible, provide an alternative solution or source for meeting their request.

The partnership between parents and the staff at Parkview Elementary extends beyond the confines of the school building and the school day. In addition to our regularly scheduled Parent-Teacher Conferences, child study teams are held before, during and after school. They are held at a location that is convenient and comfortable for the student and family.

**f. Provide full opportunity for participation of Parents with Limited English Proficiency or with disabilities and for parents of migratory children**

All Parkview newsletters, curriculum brochures, and informational packets are available in English and Spanish

Translators are readily available for Parent/Teacher Conferences, Child Study meetings, and IEP meetings

A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. (see copy in appendix)

**d. Describe how you evaluate the parent involvement component of the schoolwide plan:**

An annual parent survey is used by the school to improve the school-wide program for parents, students, and staff.

Survey results are shared with all parents through the Parkviewer.

The annual parent survey, which is part of the comprehensive needs assessment, shows consistent, strong parental support for Parkview over the past several years. Survey data shows an astounding 97% approval rating that Parkview met the learning needs of students in 2009/10. In fact, the survey demonstrated high marks in all categories: Teacher communication - 98% approval, feeling welcomed - 99%, and knowledge of what children are expected to learn - 90%.

Nevertheless, based on parent feedback obtained through the survey, at SI meetings, during parent teacher conferences, and through discussion at PTO meetings, the parents felt there was room for improvement in some areas. For example, parents expressed a desire for more academic support. Consequently a partnership with two local faith-based organizations provided mentors to 20 students to provide additional academic help and attention to challenged students. Additionally, the school strongly supports the TEAM 21 after-school program. The Parkview principal regularly attends TEAM 21 meetings, is visible during program hours, and actively participates and helps with special TEAM 21 activities and celebrations. Additionally, behavioral support and follow-up is provided.

**e. Explain how the results of the evaluation will be used to improve the school-wide program:**

The Parkview School Improvement Team uses the results to improve any areas of concern demonstrated by the data. Surveys are distributed and completed during Parent Teacher Conferences to insure a high rate of return. (See attached report of the most recent survey data.)

Based on parent feedback obtained through the survey, at Parkview SI meetings, during parent teacher conferences, and through discussion at PTO meetings the staff felt there was room for improvement in some areas. For example, parents expressed a desire for more academic support. Consequently a partnership with two local faith-based organizations provided mentors to 20 students to provide additional academic help and attention to challenged students. Additionally, the school strongly supports the TEAM 21 after-school program. The Parkview principal regularly attends TEAM 21 meetings, is visible during program hours, and actively participates and helps with special TEAM 21 activities and celebrations. Additionally, behavioral support and follow-up is provided.

Furthermore, parents continue to get support for, and communication about, the language arts, math, science and social studies curriculums through Curriculum Night where each Parkview classroom teacher outlines grade level standards and objectives for all four core content areas, and provides an overview of classroom approaches and strategies such as MiBISi, DIBELS, RTI and

curriculum mapping. Parents are able to ask questions, receive information about academic support services, and become familiar with classroom expectations for homework. Curriculum Nights allow teachers to present good study practices and tips, as well as establish an open line of communication with the home. Curriculum Nights allows the SI team to directly collaborate with parents regarding shared academic goals and objectives. We continually seek new and different strategies to support our parents in the learning of their children.

**f. Describe the process you followed to develop the school-parent compact which addresses all parents, students and teachers and is a true partnership for learning between the home and school**

A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. (see copy in appendix)

**g. Describe how the compact is used annually at parent teacher conferences**

- An annual parent Survey is given to parents at Parent-Teacher Conferences and is used by the school to improve the school-wide program and parent compact for parents, students, and staff.
- Survey results are shared with all staff and parents through the Parkviewer.

**h. Attach a copy of the School compact to this plan**

A copy of the Parkview School compact is attached to this plan.

**i. Describe how your school provides individual student academic assessment results in language parents can understand, including an interpretation of the results**

- "Parent Connect" (an instructional website) is available to monitor student progress in classes, attendance and discipline, as well as providing direct email access to teachers.
- Quarterly report cards in English and Spanish
- Translators are available upon request for meetings, conferences, and interpretations of test score results
- ELPA (English Language Proficiency Assessment) test result interpretations provided to parents in English and Spanish

## **7. Preschool Transition Strategies**

Parkview understands the importance of communicating not only within the building, but between buildings, departments and community agencies that support student growth and learning and also reduces duplication of services. By using technology a continuous student profile is available to staff in order to monitor individual student support and progress while attending our school.

Beginning with Great Start Readiness Program (GSRP), Head Start, Early Childhood Special Education (ECSE) programs, students are continually monitored for effectiveness. This database has provided information to each program or building as the student moves through elementary, middle, and high school. The information provided, which includes personal, academic, and demographic is utilized for determining the best assistance for individual students and for full program goals and evaluation. This information is available and used by staff in planning for a Child Study. This is a formal evaluation of a child's progress by a team, including staff and parents, to best determine a plan of action and evaluation. The process reviews what services are available, school or community sponsored, and which would be most beneficial for the child. Program services are coordinated between the Early Childhood Center and each receiving school.

Kindergarten teachers provide professional development to Preschool teachers on the expectations for Kindergarten readiness. Preschool teachers meet monthly to align GLCEs between preschool and Kindergarten. A Summer Kick-off program is provided for parents in order to teach them what to work on with their child over the summer to get ready for kindergarten.

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

### **a. Describe how teachers participate in the selection, development and use of school based academic assessments.**

Parkview teachers participate with other district teachers to develop assessments that align directly to state GLCEs. Grade level teams work together to design district assessments. Input from ALL teachers is invited as part of an ongoing process throughout the school year to solicit strengths and weaknesses of each assessment. This feedback is considered as part of an annual review and modification of the district assessments in a continuing effort to increase the effectiveness of the data received for both teachers and students.

Wyoming Public Schools teachers review the curriculum for a year. The curriculum components of content, instruction, and assessments have since been reviewed and revised within the district by grade or subject level teams and the community before full implementation on a yearly basis with changes being implemented the following school year. This process led to development of a reporting process for individual students and by classroom that provides information on progress with core curriculum standards for students, parents, and teachers. These results are compiled and utilized by the district and building level school improvement teams as data for making informed decisions regarding curriculum.

This data, combined with MEAP, SRI, and district standard test results, are the assessments used to determine student success and program effectiveness. This information is essential to establishing an effective school improvement plan, specifically the strategies to reach the goals, and evaluating success. This data is the building's needs assessment.

School staff provide continual feedback to SI chairs who in turn bring information for further discussion or research as the district level with regard to assessment development, implementation, data collection, and use to address improvement.

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

Parkview teachers are involved with data analysis for the purpose of improving student academic achievement.

Teachers have a variety of formative assessment data used daily and weekly to monitor individual student progress. This level of data is used throughout the year to identify specific skills and knowledge for which targeted students may need extra support. Extra support is given through formal and informal interventions.

Formal quarterly reports for individual students and by classroom provide information on progress with core curriculum standards for teachers to make instructional adjustments.

A combination of district standards assessment data and standardized data, such as MEAP and SRI, are used to determine student success, program effectiveness, and building level improvement strategies. This information is essential to establishing an effective school improvement plan, specifically the strategies to reach the goals, and evaluating success.

These results are utilized by the building level school improvement team as data for making informed decisions regarding curriculum, instructional practices and assessment.

## **9. Timely and Additional Assistance to Students Having difficulty Mastering the Standards**

### **a. Describe your process for identifying students experiencing difficulty mastering the state standards at an advanced or proficient level.**

Parkview students experiencing difficulty are identified using district standards assessments, Dibels, SRI, and other assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for at-risk students. Students still in need of additional support are brought to a Child Study Team (CST) meeting for the purpose of developing further strategies to improve overall achievement of state standards.

**b. Describe your process for providing timely and effective additional assistance to students experiencing difficulty mastering the state standards at an advanced or proficient level:**

Parkview teachers plan and facilitate daily interventions, with the assistance of an assigned highly qualified paraeducator. These interventions are a designated block of time for differentiated instruction in areas of phonemic awareness, phonics, reading fluency, reading comprehension and writing. Students needing support are identified using district standards assessments, Dibels, SRI and other assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for at-risk students. In addition to the 1/2 hour block, informal interventions are provided to students throughout the day.

**c. Provide a description of how you differentiate instruction to meet the needs of all students in the classroom.**

Parkview teachers differentiate instruction through the use of Guided Reading groups, flexible grouping, teaching to different learning styles, cross grade level partnering, and exposing students to different teaching styles through team teaching.

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

Parkview Elementary coordinates and integrates funds from Title I, Title II, Title III, Safe and Drug Free Schools, 41a, At Risk (31a), and district general funds to support a variety of programs. Beginning with Even Start, Head Start, and Pre-Primary Impaired (PPI) programs, students are continually monitored for effectiveness. This database has provided information to each program or building as the student matriculates through elementary, intermediate, middle, high school, and beyond. The personal, academic, and demographic information provided is used for determining the best assistance for individual students and for full program goals and evaluation. This information is available and used by staff throughout the Child Study Process. This is a formal evaluation of a student's progress by a team comprise of staff members and parents to best determine a plan of action and evaluation. The process reviews what services are available, school or community sponsored, and which would be most beneficial for the child.

At the district level, use of the consolidated grant provides coordination of funds and support services to provide support to the Parkview Elementary School staff and students in a coordinated effort. Local agencies provide services on an as-needed basis or when the function lies in their expertise area.

Current focus continues to be student programs, but by extending the focus to staff by changing instruction through extensive, sustained professional development, the improved effect will happen for all students, not just those in grant or specialized programs.

Extended opportunities outside the school day and year remain the strongest avenue for the continuous closing of the gap for underachieving children. Duplication has been reduced and numbers of students serviced continues to rise. A more effective use of electronic Individual Education Plan (IEP) and Child Study Plan (CST) process has provided a clearer intervention choice for students and the ability of numerous support departments (ELL, Special Education, Title I, etc.) to more consistently deliver support.

A more effective use of the electronic Individual Education Plan (IEP) and Student Study process has provided a clearer intervention choice for students and the ability of numerous support departments (ELL, Special Education, Title I, etc.) to more consistently deliver support.

<b>Schoolwide Component</b>	<b>Funding Source</b>	<b>Goal Areas</b>	<b>Programs</b>
Comprehensive Needs Assessment	Title I, Title IIa, 31a,	1, 2, 3, 4, 5	Literacy Coach, Bilingual Teacher, Paraprofessionals, Content Literacy Curriculum training and materials, Professional Development related to goals, Literacy Network Dues, Subs for team meetings, Scholastic Reading Inventory (SRI), and training, ELPA, SI Coach
Schoolwide Reform Strategies	Title I, Title IIa, 31a, Miblisi	1, 2, 3, 4, 5	Literacy Coach, Bilingual Teacher, Paraprofessionals, Content Literacy Curriculum training and materials, Professional Development related to goals, Literacy Network Dues, Subs for team meetings, Literacy and Library set-up, Scholastic Reading Inventory (SRI), and training. Miblisi, RTI, Child Study, Capturing Kid's Hearts
Highly Qualified Staff	Title I, Title IIa, 31a At-Risk	1, 2, 3, 4, 5	All staff meet the NCLB requirements of highly qualified, Individualized Teacher PD
Attracting and Retaining High Quality Staff	Title I, Title II a	1, 2, 3, 4, 5	Literacy Coach for teacher support, Professional development, teacher resource materials
High Quality and On-Going Professional Developments	Title I, Title II a	1, 2, 3, 4, 5	Professional Development related to our schoolwide plan, individualized PD related to teacher individual plans
Parental Involvement Strategies	Title I	1, 2, 3, 4, 5	Curriculum Nights (Open Houses) Parent nights, ELL support, Love and Logic Seminars, Parent teacher conference survey materials
Preschool Strategies	Title I	1, 2, 3, 4, 5	Kindergarten round-up, kindergarten visitations to new buildings and 4 <sup>th</sup> grade visitations to the 5/6 building
Teachers Making Assessments Decisions	Title I, Title IIa	1, 2, 3, 4, 5	Intervention and Grade Level meetings, subs for RTI, Child Study and grade level meetings, Schoolwide planning process
Timely and Additional Assistance	At-Risk 31a, Title I, Title III, Immigrant funds	1, 2, 3, 4, 5	Team 21 after school/summer program, intervention Support, English Language Learner services, Paraprofessional Support, Literacy Coach Support, Child Study, RTI
Coordination of Programs and Resources	Title I and district funds	1, 2, 3, 4, 5	The Coordination of Funds is completed by the business officials, Assistant Superintendent of Curriculum, Administrators, and staff.

## **D. Curriculum Alignment**

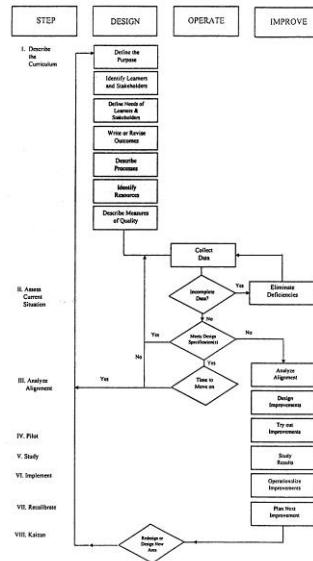
We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team and Building Improvement Teams, continually strive to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

At the building level entire staff works together on three occasions for ½ days during the school year related to curriculum

alignment and overall improvement of student achievement. This involves new learning related to proper development, instructing, and assessing the curriculum. In addition each building school improvement team meets a minimum of twice a month and other times as necessary throughout the school year and summer to develop, implement, and evaluate the effectiveness of educational strategies developed from those curriculum alignment meetings. The entire building staff meets twice a month in regular staff meetings/departments meetings with curriculum issues and our school improvement plan as standing items.

### Description of District Curriculum Development Process Flowchart



### E. Use of Community Resources and Volunteers and Resources

Volunteers (fingerprinted and/or criminal background checks as required) play a significant role in continued improvement of achievement rates of Wyoming students. Volunteers, who work in and out of classrooms, on and off school sites, help students to master curriculum objectives on a daily basis. Parent organizations, such as PTA's, PTO's, and Booster Clubs provide many hours of their time to raise funds and/or assist school or programs with their instructional goals. In addition, Wyoming Public Schools is privileged to have a quality adult education/community education program and many education partnerships with local colleges and universities which provide adult students who are working on internships or student teaching experiences.

We are fortunate to have a city library within our district that provides excellent service to students looking for reading and resource materials for leisure or completion of work. In addition, the library personnel have coordinated and worked with our media specialists to improve services, develop programs, and eliminate duplication.

Other local service agencies, such as the Fine Arts Council, Neighborhood Associations, churches, Police and Fire Departments, Family Outreach, Big Brother/Big Sister, and Network 180 provide programs and services to enhance our curriculum and support services. Businesses have coordinated with our school programs to provide on-the-job opportunities and internships, in addition to materials and training to enhance classroom instruction.

Our elementary schools have worked with Kid's Hope to partner with a local church to provide mentorship opportunities and supplies for students and their families.

### F. Adult Roles in Community Education, Libraries, and Community Colleges

Wyoming Public Schools has defined skills that are promoted, developed, and demonstrated throughout their K-12 experience. These skills are not as much content specific, but those necessary skills for a person to demonstrate as an effective and successful citizen in society. When feasible and practicable, partnerships have been developed with local educational institutions, including libraries, businesses, community colleges and universities, and government to provide instructional opportunities at school or in the community. Each school sets up its partnerships and opportunities based on age appropriateness and student needs.

## General Learner Outcomes (GLO's) and Descriptors

1. The student will demonstrate the ability to communicate effectively.
  - \* Demonstrate verbal, quantitative, technical, visual, and aural literacy.
  - \* Demonstrate the ability to communicate in at least two languages, one which is English.
2. The student will demonstrate critical thinking.
  - \* Demonstrate observation skills
  - \* Draw reasonable inferences from observations
  - \* Perceive and make classifications schemes to organize inferences
3. The student will demonstrate creative thinking.
  - \* Demonstrate fluency, flexibility, elaboration, and originality
  - \* Develop intellectual, artistic, and practical ideas and/or products
  - \* Assess creative works by reflecting on the originality, purpose, and quality of work
4. The student will demonstrate skills in problem solving.
  - \* Define problems
  - \* Select appropriate frameworks, strategies, and resources to solve problems
  - \* Implement and evaluate solutions to problems
  - \* Create or adapt to change in social or work life
5. The student will demonstrate skills as a self-directed learner and achiever.
  - \* Demonstrate self-esteem
  - \* Demonstrate self motivation and self-discipline
  - \* Self-assess performance as a learner according to academic, social and personal standards
  - \* Set educational and career goals
6. The student will demonstrate skills for effective social interaction and cooperative work.
  - \* Identify, analyze, and evaluate behavior of self and others in a group situation
  - \* Work cooperatively to accomplish a goal
  - \* Demonstrate values and ethics with concern, tolerance, and respect for others and all cultures
7. The student will demonstrate effective local, state, national, and global citizenship.
  - \* Contribute time, energy, and talent to improve the welfare of the world community
  - \* Contribute time, energy, and talent to preserve and enhance the environment
  - \* Analyze and evaluate possible solutions to social and political problems
8. The student will contribute time, energy, and talent to personal and physical well-being.
  - \* Self-assess fitness level through knowledge of a healthy life style

## **G. Methods for Effective Use of Technology**

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The district has a state approved technology plan through the year 2012 which guides district and school initiatives. At the same time, district technology personnel provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs related to curriculum development, implementation, and assessment as well as the evaluation of programs. Each school side used this information to tailor needs to develop and implement their school improvement plan strategies, including but not limited to school day and extended day opportunities.

In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Each school has constant access to each other school's data, school improvement plans, and more to assist in their efforts for smooth transitioning, effective implementation of their own plans (with ideas and more), and to collaborate on issues as appropriate.

Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices before, during, and after the school year. These resources are continually updated and altered as necessary to meet state compliance, but quality as staff makes recommendations of improvement.

## **H. Description of Development and Use of Alternative Assessment Measures**

Wyoming Public Schools uses and encourages alternative assessments as a compliment state, standardized, and district developed common assessments. These assessments are used to assure authentic demonstration of learning when appropriate and to assure students are provided multiple ways to demonstrate learning. These assessments, developed through the work of district groups are intended for summative in nature, so remain common (although several options for assessment). In addition, school personnel are using and developing the skills to utilize alternative ways to continually provide formative assessments to students in order to guide the child's learning and support the teacher in the need to alter instruction. This professional development is modeled after the assessment work of Rick Stiggins and others to clearly define targets, assure reliable formative and summative assessment, and assure initial and follow-up instruction targets necessary skill and process development. This process, implemented through a 5-7 year process has been delivered and delivered in a scaffolding method to allow differentiation of learning for the instructional staff as well.

Technology plays as an integral part of the evaluation process by providing a means to collect and process large amounts of data in an efficient manner for a variety of purposes from the individual student to the whole district as used by teachers, support staff, school improvement teams, and parents. The district content standards are assessed on a regular basis by district and teacher developed assessments. These assessments are linked to those skills necessary for success beyond school and are shown through paper/pencil, projects, demonstrations, and teacher observations. They are continually reviewed to improve their alignment to content and instruction to insure better reliability in determining student success and areas of need. Performance levels are entered by instructors into an individual student database and are compiled to determine individual, classroom, building, and district curriculum and achievement strengths and weaknesses which are then evaluated as part of the school improvement development and evaluation process.

Our District School Improvement Team has determined additional areas of emphasis (credentialing) for K-12 students and this information in employability skills and career pathways is utilized to drive additional curricular and affective decisions. Building school improvement teams do the same as necessary based on the needs as established through their data analysis and school improvement process implementation. An accomplishment has been the implementation of the Compass Integrated Learning System as a standardized assessment and instructional support tool in grades K-10 in the areas of language arts and mathematics without boundaries of time (in or outside of school year-around). This system is continually aligned to district standards and courses to allow any student/staff the access to learning or demonstration of learning as a re-learning of material, to compliment learning, or to initiate learning.

## **I. On the Job Learning**

Parkview uses presentations, field trips, assemblies, career reports and many books and resources on careers to get students interested in career choices. Some examples are: Junior Achievement, Power Paw Store, Safeties, Author Assemblies, Dental Presentations, Student tutors, Lunch Helpers, etc.

## **J. Building Level Decision Making**

Wyoming Public Schools is increasingly aware of the changes that are taking place at an accelerated rate in today's world. The research indicates that bureaucracies do not, and most likely will not, change quickly enough to respond to these changes.

School-Based Decision Making provides an opportunity to make quicker, more appropriate responses to change because:

- People who work in school have the skills and expertise to make good decisions that impact the quality of work life and student outcomes;
- Empowered people make and act upon decisions that advance the mission of the district; and
- Empowered schools respond to change more quickly and appropriately in the interest of students and the system.

Wyoming Public Schools encourages the use of the Decision Making Model. The steps in using the model are:

- Clearly identify the problem based upon reliable short and long-term data.
- Clearly state the decision needing to be made by/for all stakeholders.
- Clearly identify the choices (identify research if necessary) and alternatives to be considered, including expected results.
- Clearly identify any new problems that may arise, costs and timeline for implementation, and evaluation.
- Have stakeholders discuss and weigh the alternatives and criteria and then make a decision based on their quantification.

- Reach consensus, but not concerns.
- Plan the complete implementation and evaluation.

Wyoming Public Schools support the Decision-Making Process by providing funds and time, but more importantly encouraging and expecting the process to be used. Each building has a School Improvement Team that develops or updates the school’s plan for continuous improvement and follows through by assuring full implementation as well as annual evaluation of the plan. The teams have discretionary/professional development funds to research and implement improvement strategies focused on reaching their goals and may present rationale at the district level for additional funding or support. Time has been made available through collaborative times (building or district PD’s or other) for full staffs to work on goals. Core members of the School Improvement Team work outside of regular school time to review staff progress, review data, study, research, learn, and dialogue around current issues. The Building SI chair also is a member of the District SI Team. They are paid an annual stipend for their efforts.

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### **K. Evaluation**

Led by building administration all standardized tests results are evaluated.

The data from the Michigan Education Assessment Program (MEAP) test given in in the fall to all 3<sup>rd</sup> and 4<sup>th</sup> grade students is evaluated by the School Improvement Team when the results come in to determine strengths and weaknesses of curriculum. The results have indicated that reading comprehension needs to improve.

The English Language Proficiency Assessment (ELPA) results are used to determine how to better serve our English as Second Language Students and how individuals may be influenced regarding standardized testing because of the lack of English experience.

Disaggregated data is used to expose what groups are not successful. In general, the "at risk" students have been the same as the national norms. Those who are in poverty, are minorities, and have single parents are most likely to struggle with grades and standardized tests. The school wide policies to allow recovery of credit and attendance have allowed those "at risk" students a better chance at success. Data from English as Second Language (ESL), Special ed., free and reduced lunch, and others are included.

The administration and school improvement team report the results of the data and change the SI plan and strategies accordingly. We continually adjust and develop curriculum in each department to improve areas of weakness. Some examples include common grading and common assessments throughout the district.

### **L. Appendices**

Four-Way Compact	p. 72 - 73
School Level Parent Involvement Policy	p. 74 - 75
Parent Survey	p. 76 - 81
Teacher Survey	p. 82 - 87