



# **School Improvement Plan 2008-2013**

(Schoolwide Title I Plan)

**“NO BETTER PLACE TO LEARN!”**

Revised October, 2010

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## A. MISSION STATEMENTS

### Escanaba School District:

It is the mission of the administration, teachers, and support staff of the Escanaba Area Public Schools to provide a quality-learning environment that enables all students to achieve their maximum potential while developing a positive self-image.

### Webster Elementary School:

Webster Elementary School is committed to promoting a flexible, effective learning environment that will foster student productivity, achievement, and responsibility. Webster Elementary School will work in partnership with parents to motivate all students to develop a courteous attitude toward each other and become independent thinkers who possess the skills necessary to achieve their maximum potential.

## B. School Improvement Team Planners:

Team Member	Position	Contact Information
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Mary Beth LaPorte	Kindergarten Teacher	<a href="mailto:mlaporte@dsisd.k12.mi.us">mlaporte@dsisd.k12.mi.us</a>
Gina Pepin	1 <sup>st</sup> grade teacher	<a href="mailto:gpepin@dsisd.k12.mi.us">gpepin@dsisd.k12.mi.us</a>
Elaine Cousineau	1 <sup>st</sup> grade teacher	<a href="mailto:ecousineau@dsisd.k12.mi.us">ecousineau@dsisd.k12.mi.us</a>
Tracy Jensen	Special Education Teacher	<a href="mailto:tjensen@dsisd.k12.mi.us">tjensen@dsisd.k12.mi.us</a>
Dana Williams	Title I Building Assistant	<a href="mailto:dwilliams@dsisd.k12.mi.us">dwilliams@dsisd.k12.mi.us</a>
Glenda Schoff	4 <sup>th</sup> grade teacher	<a href="mailto:smartin@dsisd.k12.mi.us">smartin@dsisd.k12.mi.us</a>
Jude VanDamme	Principal	<a href="mailto:jvandamme@dsisd.k12.mi.us">jvandamme@dsisd.k12.mi.us</a>

## C. Ten Components of the School wide Plan:

### 1. Comprehensive Needs Assessment:

The School Improvement Plan is developed based on data driven decisions. Our teacher teams worked to complete the CNA, along with our Parent Teacher Organization group. MEAP data is analyzed as well as K-4 DIBELS, Child Studies, K-4 Star Reading tests, BRIGANCE assessments, DIAL Kindergarten Screening, K-2 unit and district assessments. Parent perception data is gathered during parent-teacher conferences done throughout the year. Our demographic data indicates our percentage of free and reduced lunch is approximately 60%. There is no significant difference in the social and economic areas from boys to girls. Teachers and support staff discuss the data from the above-mentioned assessments then form plans to meet the needs of students.

MEAP assessments showed that our writing scores ranged from a low of 39.5% to a high of 88%, which is above the state average. The math and reading scores are above the state average at 71.8% 97.2% for math

and 79.1%-94.4% for reading. K-5 DIBELS assessment indicated that several students were below benchmarks for reading fluency and comprehension. STAR(Grades 1-4) reading tests provide staff with student reading progression every six months. BRIGNANCE assessments are given yearly for all special needs students. DIAL Kindergarten screening is used as a placement tool. District Assessments (K-2) are done twice a year to show growth of individual students.

Via a grant through Michigan’s Integrated Behavior and Learning Initiative (MIBLISI), we are implementing a School Wide Information System (SWIS), a web based information system designed to : 1) help school personnel with referral data to design school-wide and individual student interventions. 2) Provide school personnel with timely and practical information for making decisions about discipline at Webster. The MIBLISI team will also form an Effective Behavioral Support Team, which will determine behavior interventions to support school wide (Positive Behavioral Support) policies.

A summary of the students demographic and achievement data, along with the conclusions drawn, is presented in this report. The same process will be utilized for the 2010-2011 school year.

### **Student, Staff and Community Demographic Data**

Webster Elementary School is in a rural area of the state called the Upper Peninsula and houses 275 students in grades K-4. Approximately 60% of our students qualify for free/reduced lunch programs.

Professional support staff include: school social workers, a school psychologist, speech therapist, special education teacher consultant, and the intermediate school district staff. Custodians, secretary, aides, playground supervisors, bus line supervisors, crossing guards and lunchroom personnel help the building operate in an organized manner. To facilitate our goal to provide all learners with skills, knowledge, and sensitivity for others in an environment enabling each student to reach maximum learning potential while developing a positive self-image, the Webster curriculum provides learning experiences in language arts, mathematics, science, social studies, health and physical education, art, music, and computer instruction. Additionally, Webster offers a parent open house, family open house, skating night, pre-school story hour, Fall Carnival, book fair, and winter music program.

After review of our school enrollment numbers, we determined that the number of economically disadvantaged students is reaching nearly 60% of our total population and those scoring proficient on the MEAP tests each year is approximately 9% less than those students not economically disadvantaged. This, coupled with a 15 % rise in unemployment in Delta County, results in the need for increased programs and activities to address the specific needs of this population. The Native American population is gradually increasing each year, to better serve this sub-group of students, a partnership with the Indian Education committee will continue. The chart below indicates these findings

<b>Student Populations</b>	<b>2008-2009 Number</b>	<b>2008-2009 Percent</b>	<b>2009-2010 Number</b>	<b>2009-2010 Percent</b>	<b>2010-2011 Number</b>	<b>2010-2011 Percent</b>
Male Students	170	49%	168	50%	134	49%
Female Students	175	51%	165	50%	141	51%
Economically Disadv.	196	58%	190	57%	161	59%
Students w/Disability	36	10%	33	11%	32	12%
African American	3	--	2	--	2	--
Asian	9	2%	7	1%	8	3%
Caucasian	310	90%	303	91%	242	88%
LatinoHispanic	4	--		--	2	--

Native American	28	8%	25	8%	21	8%
<b>TOTAL Students</b>	<b>345</b>		<b>333</b>		<b>275</b>	

**School Program and Process Data:**

School Improvement goals were determined from analysis of the MEAP and DIBELS results. Academic goals in math, English language arts, social studies and science were determined from this process. Other data considered:

- DIBELS
- MIBLISI
- SWIS
- STAR
- DIAL R Screening tests
- LEXIA assessments

**Teacher/Parent/ Student Perception Data:**

Parent and community activities are in place to encourage participation with students at Webster. Currently the following one and two-way communications are available for parents and community:

- Student Agenda Books, Parent Conferences, Fall Open House, IEP meetings, Winter Spaghetti Dinner, Progress Reports, PowerSchool updates/Email, Parent Teacher Conferences, School Website
- Parent Teacher Organization meetings, Title VII meetings, Parent Club Advisors.
- Parent attendance at fall conferences has increased in the last three years, as shown below:

<b>Parent Conference Attendance 2007</b>	<b>Parent Conference Attendance 2008</b>	<b>Parent Conference Attendance 2009</b>
95%	96%	94%

Results from a parent and staff survey distributed via Survey Monkey in July 2009 indicated:

- 67 % of respondents were satisfied or somewhat satisfied with school communication
- 77% of respondents were satisfied or somewhat satisfied with our climate for learning
- 77% of respondents were satisfied or somewhat satisfied with our ability to prepare children

Revised surveys will be distributed during the November Parent Teacher Conferences. The questions we will ask are:

- Are you satisfied or somewhat satisfied with school communication?
- Are you satisfied or somewhat satisfied with climate for learning?
- Are you satisfied or somewhat satisfied with ability to prepare students?

**State MEAP Data:**

The Webster School Improvement team reviewed MEAP data from 2007, 2008 and 2009 to determine the following strengths and weaknesses in our student performance. Economically Disadvantaged (SES) and Male Students at WEBSTER consistently score lower in total ELA MEAP tests. *The following ELA scores indicate that with the exception of a dip in the scores of 4<sup>th</sup> grade females, MEAP ELA scores continue to improve. The SIP team determined to continue their differentiated instruction and set goals to indicate continuation of ELA programs.*

**2009 MEAP ELA TEST Results: Percent of students meeting State Proficiency Standards**

<b>Grade 3</b>			
<b>GROUP</b>	<b>Reading</b>		
	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>All Students</b>	<b>87</b>	<b>91</b>	<b>98%</b>
<b>SES</b>	<b>83</b>	<b>90</b>	<b>100%</b>
<b>Male Students</b>	<b>86</b>	<b>100</b>	<b>100%</b>

Female Students	89	83	95%
Sp Ed	57	<	93%

**2009 MEAP ELA TEST Results: Percent of students meeting State Proficiency Standards**

4 <sup>th</sup> Grade									
GROUP							Total ELA		
							2007	2008	2009
All Students							70	72	87
SES							63	61	86
Male Students							75	63	100
Female Students							60	84	71
Special Education							<	<	<

**2009 MEAP ELA TEST Results: Percent of students meeting State Proficiency Standards**

5 <sup>th</sup> Grade									
GROUP	Reading			Writing			Total ELA		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
All Students							67	85	85
SES							47	71	79
Male Students							<	81	79
Female Students							50	92	91
Special Education							<	<	40

**MEAP MATH SUMMARY:**

Overall, economically disadvantaged students scored lower in math than the total school population. Webster students perform well, overall, on the math MEAP. Teachers will review the individual standards to determine weak areas of study.

**MEAP MATH: Students scoring proficient.**

3 <sup>rd</sup> Grade			
	2007	2008	2009
All Students	87	91	98
SES	83	90	96
Male Students	86	100	95
Female Students	89	83	100
Special Education	57	<	98

**MEAP MATH: Students scoring proficient.**

4 <sup>th</sup> Grade			
	2007	2008	2009
All Students	84	86	98
SES	83	80	96

Male Students	89	79	95
Female Students	73	94	100
Special Education	<	<	40

**MEAP MATH: Students scoring proficient.**

5 <sup>th</sup> Grade			
	2007	2008	2009
All Students	84	86	83
SES	83	80	82
Male Students	89	79	94
Female Students	73	94	71
Special Education	<	<	<

**SOCIAL STUDIES:**

All teachers will analyze the MEAP scores to determine gaps in learning utilizing the 6<sup>th</sup> grade MEAP results. This is done on a yearly basis. Special Education teachers continue to support the Social Studies curriculum.

**MEAP SCIENCE: 5<sup>th</sup> grade students proficient**

5 <sup>th</sup> Grade Students Science	2007	2008	2009
All Students	71	92	87
SES	60	88	88
Male	<	89	88
Female	63	100	80
Special Education	<	<	<

The 5<sup>th</sup> grade Science scores are above state average in all sub-categories. There are gains in the SES student scores. Teachers will concentrate on the Scientific Method of Investigation and review the scores on each science strand.

### 1. Schoolwide Reform Strategies: Webster Elementary Goals - Plan to Achieve

The action plan outlined below describes the goals, aligned strategies, professional development, parental involvement and evaluation of program based on the comprehensive needs assessment (CNA). The objectives represent a target goal for reaching all students, including those identified in the CNA. The strategies utilized are based on current research that will also increase the quality and quantity of student learning. These strategies will provide an enriched and accelerated curriculum to help all students reach the proficient and advanced levels of the MEAP annual assessments. PA 25 school improvement requirements are embedded into this schoolwide school improvement plan.

GOAL AREA #1	ENGLISH LANGUAGE ARTS
<b>Rationale</b>	There is a need for writing improvement as 60% of our third grade, 33% of the fourth grade, and 58% of fifth grade students met MI standards in 2007 based on their performance on the MEAP.
<b>Smart Goal #1 and Objectives</b>	<p><b>All students will show improvement in Writing.</b></p> <ul style="list-style-type: none"> <li>• 3% more students at each grade level will be ranked as proficient as measured on state standardized tests (MEAP).</li> <li>• Students will score at least one point higher on district administered assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Increase parent awareness of student academic requirements in writing.</b></li> </ul>
<b>Instructional Strategy #1</b>	<b>Develop and implement beginning, middle, and end writing prompts to be used at the building level.</b>
<b>Research</b>	<p>Students that can take individual information, pieces of information and combine with their prior knowledge, will see a pattern emerge and form a new picture. Synthesizing material is merging new information with existing knowledge to create an original idea, see a new perspective or form a new line of thinking to achieve insight into the information presented (S. Harvey (2000) Strategies That Work.)</p> <p>To effectively delete, substitute and keep information, students must analyze the information at a fairly deep level. (R. Marzano. (2001) Classroom Instruction the Works.</p>
<b>Professional Development</b> (DSISD funding for all listed PD during 2009-2010) (Title II funding for curriculum meetings)	<ul style="list-style-type: none"> <li>• Building Academic Vocabulary</li> <li>• Monthly grade level meetings/Title I staff curriculum meetings.</li> <li>• Writing Cross-Curricular sessions</li> <li>• Differentiated Instruction: comprehensive support during 2010-2011 year.</li> <li>• Learning from Writing Companion Documents Grades 5, 6 and 7.</li> <li>• Writing Assessments/Strategies linked to MEAP across curriculum.</li> <li>• Training on document cameras/IPads.</li> <li>• Development cross-curricular units of instruction.</li> </ul>
<b>Parental Involvement</b> (No funding needed)	Parents will receive information in the fall, on PowerSchool and at the Open House. Teachers send assignment books home daily and weekly letters to the parents.
<b>At-Risk Students' Support</b> (Title I funding for support staff)	Special education and Title I staff will provide direct, small-group support for those students identified as at-risk.
<b>Evaluation</b>	<p>Students' must demonstrate understanding of thematic connections across texts through short essay response questions.</p> <ul style="list-style-type: none"> <li>• Teacher evaluations will be utilized using the writing and comprehensive rubrics. MEAP Analysis</li> <li>• 6 minute Solution Reading and Word Recognition assessments.</li> <li>• Staff and parent surveys to evaluate PD and communications.</li> </ul>
<b>Evidence</b> (Title I funds for teacher monitoring progress of at-risk students)	PowerSchool reports, Staff sign in for all PD sessions, Parent sign-in at monthly meetings, Parent and Staff survey results. Monitor progress of all targeted students. Student sign-in to after-school sessions.
<b>Instructional Strategy #2</b>	<b>Maintain Title I assistants to assist with small group study, differentiated instruction and pre-post assessments.</b>
<b>Research</b>	Daily intensive instruction and intervention specific to the students' needs results in increased reading skills. (S. Harvey. (2000) Strategies That Work. )
<b>Professional Development</b> ( DSISD funding for all listed PD sessions) (Title II funding for ELA curriculum meetings)	<ul style="list-style-type: none"> <li>• Differentiated Instruction Monthly Support Meetings with master teachers.</li> <li>• Training in assessments for at-risk students.</li> <li>• 4 Square writing.</li> </ul>
<b>Parental Involvement</b> (Title I funds for parent communication)	Parents of all Title I students will receive information regarding the Title I program and its' services. All parents will have an opportunity to recommend their child to the program throughout the year. Title I personnel will send progress reports home every 4 weeks.
<b>At-Risk Students' Support</b> (Title I funds for Title I teacher)	Students identified for small –group instruction will receive reading support utilizing a variety of research-based strategies. After school support will be provided, also.
<b>Evaluation</b> (Title I funds for Title I	Teacher created common assessments. Wordly wise comprehension program.

teacher)	
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<b>GOAL AREA #2</b>	<b>MATH</b>
<b>Rationale</b>	98% of third grade students were proficient, 83% of fourth grade students were proficient and 76% of fifth grade students were proficient on the 2009 MEAP assessment.
<b>Smart Goal #1 and Objective</b>	<b>To increase student proficiency in grades 3-4 by 2% and grades 1-2 will score at least</b>
<b>Instructional Strategy #1</b> (Title I funds for Math exploratory staff)	Implement more student-centered, technology based instruction including Smartboard presentations, iPad's and compass learning lessons that focus on number operations, measurement systWebster, geometry, fractions and estimation. Teachers will produce pre- and post-tests that cover these topics as an assessment tool.
<b>Research</b>	<p>“What We Can Do About Achievement Disparities” by Sarah Theule Lubienski Educational Leadership, November 2007, Vol 65 #3.</p> <p>“Essential Strategies for boosting students’ Foundational Knowledge” by Marilyn Burns Educational Leadership, November 2007, Vol. 65 #3</p> <p>Strategies in the pacing of lessons, building a routine of support, making math connections and encouraging mental calculations are the focus of professional development.</p>
<b>Professional Development</b> (Funds from DSISD)	Monthly grade level meetings that focus on each of the nine researched-based strategies to boost students’ basic knowledge of math. Partner with technology department for PD on use of Smartboards, and use teacher leaders as instructors. PD funds from the DSISD will assist with continuation of math curriculum alignment.
<b>Parental Involvement</b> (No funding needed)	Parents will receive weekly informational reports and progress reports via PowerSchool. During the Parent Open House, information regarding the after-school tutoring will be provided.
<b>At-Risk Students’ Support</b> (Title I funds for building assistants and after school staff)	Special Education department and Title I staff will provide direct instruction for students identified as at-risk. The after-school staff will provide small group support for at-risk students. Regularly assess student progress with DIBELS math assessment. Implement computations/problem solving with fractions, number operations, measurement systWebster, geometry and estimation.
<b>Evaluation</b> (Title I funding for survey distribution)	<ol style="list-style-type: none"> <li>1. MEAP test results on an annual basis, DIBELS math assessment results and analysis of Compass Learning scores.</li> <li>2. Parent survey at the end of each semester.</li> </ol>
<b>Evidence</b>	<ol style="list-style-type: none"> <li>1. Teacher sign-in for all PD</li> <li>2. Student sign-in for all after-school sessions</li> <li>3. Student progress reports and PowerSchool reports</li> <li>4. Student and parent survey results at the end of the year.</li> </ol>

<b>GOAL AREA #3</b>	<b>SOCIAL STUDIES</b>
<b>Rationale</b>	Students need to be prepared to utilize non-fiction materials, including primary documents, to gain a global perspective of our country in relationship to its’ neighbors.
<b>Smart Goal #1 and Objectives</b>	<b>3% more of Webster students will achieve scores proficient on the Social Studies MEAP test.</b>
<b>Instructional Strategy #1</b>	<b>Teachers will focus on grade level content expectations to design their curriculum for continued success.</b>
<b>Research</b>	
<b>Professional Development</b> (Title I funds for seminars pertaining to historical events and team teaching)	<ul style="list-style-type: none"> <li>• Attend seminars on Differentiated Instruction</li> <li>• Training on how to use document cameras for primary documents.</li> <li>• Produce cross curricular units of study and align pacing guides</li> <li>• Creation of common assessments and Compass Learning training.</li> <li>• Training on Smart boards and iPad's.</li> </ul>
<b>Parental Involvement</b>	Provide parents opportunities to view the products of the cross-curricular units during an Open House and Parent Teacher Conferences.

<b>At-Risk Students' Support</b> (Funding from DSISD and Title I)	Title I assistants will support students in the social studies classroom and during afterschool tutoring giving small group and individual support.
<b>Evaluation</b>	Title I students will take a pre, midterm and post test on historical events as they relate to their grade level
<b>Evidence</b>	As evidenced by improved scores on teacher tests and MEAP tests.
<b>GOAL AREA #4</b>	<b>SCIENCE</b>
<b>Rationale</b>	89% of the fifth grade students were proficient on the 2009 MEAP assessment. It is important that all students learn the scientific method of investigation to assist them with all scientific reasoning.
<b>Smart Goal #1 and Objectives</b>	Overall student proficiency will increase from 89% to 90% and student with disabilities proficiency will increase from 75% to 79% by the end of the 2010-2011 school year, based on the MEAP test and teacher post tests.
<b>Instructional Strategy #1</b>	<b>Staff will utilize co-teaching to address deficiencies with students that have disabilities. Scenarios will be developed that require students to construct, reflect, and apply scientific knowledge. Differentiated instruction methods will be utilized to address areas of deficiency such as simple machines and physical changes.</b>
<b>Research</b>	
<b>Professional Development</b> (ISD and Title I funds will be utilized to obtain goals.)	<ul style="list-style-type: none"> <li>*Differentiated Instruction</li> <li>*Development of common science assessments using the GLCE.</li> <li>*Adoption of science kits to assist with "hands-on" learning</li> <li>*Compass Learning training</li> </ul>
<b>Parental Involvement</b>	Parents will receive information during the Fall Open House regarding after school tutoring, they receive MEAP results, and get Title I monthly meeting updates.
<b>At-Risk Students' Support</b> (Title I funding for co-teaching assignments)	Title I assistants will support students in the social studies classroom and during afterschool tutoring giving small group and individual support. Special Education teachers will provide support and accommodations for .
<b>Evaluation</b> (Title I funds support co-teaching)	Use of common assessment MEAP results Teacher created assessments.
<b>Evidence</b>	Increase in MEAP science scores, increase utilization of student-created experiments, increase in student scores on daily work and report cards.

### **E. Instruction by Highly Qualified Professional Staff:**

All of the teaching staff at the Webster is highly qualified to teach in their assigned areas. Also, 100% of our Para-professionals and special education aides are highly qualified with an accredited degree or 60 college level hours of instruction.

#### **Staff Demographics**

Number	0-5 yrs service	5-10 yrs service	> 10 yrs service		
15	3	4	8		
13	2	3	8		
2	1	1			
2 part time			1		
1 part time	1				
Number of Grade Level Teachers					
RK	PK	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade
1	1	2	2	3	2

## **F. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools:**

Many teachers that start at Webster Elementary School have never left here. The average number of years teachers have been teaching is 15.7, while the average number of years in this building is 10.7 years. The main reason that a teacher has left Webster Elementary School in the past 5 years is due to retirement. The Escanaba School district offers a competitive salary for teachers and provides a 75% tuition reimbursement that is an attractive benefit for teachers.

- Non-tenured staff has an Individual Development Plan that determines goals and administrative assistance on a yearly basis.
- The Delta Schoolcraft ISD offers a variety of professional development where SB-CEU or college credit is available.
- Teachers have access to technology in each classroom and are provided with technology support.
- The hiring process includes a committee of teachers and administrators.
- Webster Elementary teachers participate in Curriculum and School Improvement committees.

## **5. High-Quality and Ongoing Professional Development:**

The Escanaba Professional Development Plan is developed at three levels: building, district and ISD. The PD activities are on-going and designed to meet the needs identified in the CNA process. In addition, teachers within the district and experts from outside the district present at ISD-Wide meetings. Additional Professional Development breakout sessions are attached in **APPENDIX A**

<b>GOAL</b>	<b>TIMELINE</b>	<b>ACTIVITY</b>	<b>RESPONSIBLE</b>	<b>COMPLETE</b>	<b>EVIDENCE</b>
#3 School Climate/ Student Welfare	September 2, 2010	Student Intervention Team Training	Social Worker Paraprofessionals Title I Specialist General Ed Teachers		Staff Sign In ISD
# 3 Student Welfare	On-Going Monthly	Advisory Committee Meeting	Advisory Committee		Staff Sign In
# 3 Student Welfare	August 31, 2010	RTI Behavior and Reading (MIBLSI)	Social Worker, Principal, 5 <sup>th</sup> /6 <sup>th</sup> grade teachers		Staff Sign In
#2 Improve Math Strategies	On-going Monthly 2010-2011	Technology in Math	Math Teachers Tech Department		Staff Sign In
#2 Improve Math Strategies	On-going 2010-2011	Math Foundations Strategies	Math Teachers		Staff Sign In
#1 Improve in Reading	On-going 2010-2011	Intervention Strategies Reading/Math 6+1 Traits training	Title I Specialist Math Teachers Paraprofessionals Parent Coordinator		Staff Sign In ISD
#1 and #2	Aug 2010	Compass	Title I Specialist		Staff Sign In

Reading and Math goals	and Jan. 2011	Learning	Math Teachers Paraprofessionals		Local
#1 Reading	Sept. 2010	Digging Deeper with Reading Data	Title I Literacy Paraprofessionals Reading Teachers		Staff Sign In ISD
#1 Reading	On-Going Monthly	Differentiated Reading Instruction	Title I Literacy Paraprofessionals Open to all staff		Staff Sign In ISD

The Webster staff has the opportunity to evaluate each professional development session as they exit the activity. These evaluations are reviewed and adjustments are made as deemed appropriate. If change in student data takes place during the monthly reviews, professional development will be adjusted, if needed.

### 6. Strategies to Increase Parental Involvement:

Webster staff and community members met in the spring to address their perceptions of the strengths and weaknesses of Webster. A parent survey will be developed for the Fall 2010 conferences. The PTO meets every other month and provides notification and a summary of their meetings via our website and through PowerSchool bulletins.

- The Escanaba School District Parent Involvement Policy is included as: **APPENDIX B**
- The Webster Parent/Teacher/Student Compact is included as: **APPENDIX C**
- The Webster Calendar of Parent Activities and Meetings: **APPENDIX D**
- Parent Volunteer Form for Webster School **APPENDIX E**
- Parent Evaluation of School Improvement Plan Survey **APPENDIX F**

### Webster School Parent Involvement Policy:

The staff at Webster believes that in order for children to be successful, parents must play a critical part in their child’s education. We will provide a challenging education in a safe and caring environment, guiding all students to become responsible and productive citizens.

- Webster has a parent involvement policy that meets the NCLB requirements of Section 1118.
- Webster parents are involved in the design, implementation and evaluation of the schoolwide plan.
  - Plan development in **August** of 2010 and evaluation survey taken in **November 2010**. (Same process will be used for 2011-2012 school year.)
  - See **APPENDIX F** for evaluation survey of Title I plan.
- Parents receive curriculum, parent involvement policy and school activity information during schedule pick-up in August and at our **September** Open House. Many curricular activities are held and parents are encouraged to attend. Overview of Title I plan was presented at September meeting.
  - See **APPENDIX D** for calendar of Parent Activities and Meetings
- Parents have full access to PowerSchool to review student achievement, attendance and receive automated emails reminding them of any activities, tests, etc. Information is sent home with MEAP reports to explain how to read these achievement reports.

- Curriculum overview is provided via the student handbook and lunch balance is available via PowerSchool. Monthly Title I newsletters are sent home to parents to notify them of meetings.
- Parents of Special Education students receive a copy of the IEP, IEP progress reports and MET results every 3 years.
- PTO requests parents to volunteer in several areas during the school year. A parent volunteer list is compiled for teacher, parent and office use. **APPENDIX E**
- During the 2010-2011 school year, the Core Staff will update the curriculum guides and place these on the school website.

Parents are encouraged to assist their children at home and some ways that Webster assists with this:

- Parents have been provided with training on Compass Learning, on an individual basis, to assist with lessons their children are doing at home.
- Parent-teacher meetings are scheduled as requested, via personal visit, phone or home visits.
- Teachers provide parents with homework information via PowerSchool.
- The annual Book Fair provides parents with low-cost, high interest reading materials.
- In 2010-2011, the Media Parent Volunteer coordinator will have monthly meetings with parents that focus on a high need topic. ( Teachers are receiving PD on Ruby Payne’s poverty information and Second Step: Anti-bullying strategies)

Webster School collaborates with various agencies to assist parents:

- Youth Assistance Program: Grants provide funding for school necessities, camps, hygiene products, activity fees, camps.
- Big Brothers/Big Sisters: Provides both adult corporate and student after school mentors.
- Indian Education Title VII program is active and families participate in their fall and spring fest. This program also offers parent information and training as needed.

## **7. Preschool Transition Strategies:**

The Webster School does not house a pre-school program, but we have designed and implemented transition programs for our incoming Readiness Kindergarteners and Developmental Kindergarteners and the 4<sup>th</sup> graders moving to middle school.

- 4<sup>th</sup> grade students visit the Middle School in May each year and have a special day in August to pick up schedules and “walk through” their daily routine.
- Webster School Open House provides a welcome to students and parents, along with a letter from the principal in mid-August.
- All Webster students are provided an Assignment Book that includes the school handbook.
- Special education students in 4<sup>th</sup> grade visit their new schools, along with their current special education teachers.
- The Middle school principal and counselors speak to the 4<sup>th</sup> graders in May to explain their course selection book and answer questions. As a follow up, 4<sup>th</sup> graders tour the middle school and have lunch.
- Parent orientations for new middle school students are held during an evening in May. Parents are also encouraged to attend tours.
- Teachers meet with counselors and social workers prior to the start of school to discuss any high-risk students (academic, physical, social or emotional needs)

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

Teachers use a variety of formative and summative assessments to assist in making decisions regarding the curriculum and pace of lessons through team, grade content, and School Improvement meetings:

- Common math assessments at year end.
- Staff utilized common team planning time to review student academic achievement.
- MEAP results reviewed and analyzed using Data 4 Success Program.
- Compass Learning pre-and –post testing for core areas.

The staff at Webster continues to complete common assessments in all core areas during the 2010-2011 school year.

## **9. Timely and Additional Assistance to Students having Difficulty Mastering the Standards.**

Webster Elementary School is a school wide Title I building this year. The identification of students having difficulty mastering state standards at a proficient or advanced level will be accomplished as follows:

- Title I Program Chair and building assistants will identify students not proficient from analysis of MEAP data, review of PowerSchool reports and implementing STAR reading program during the month of September. K- 4<sup>th</sup> grade students will be administered DIBELS three times a year, with progress monitoring as needed.
- CORE Teacher meetings once per month to discuss how to differentiate instruction for students.
- Webster has two part time social workers who provides emotional and other support for our students.
- Students identified with these needs will be provided with timely, additional assistance by:
- SPECIFIC Differentiated instructional strategies include:
  - *Modifications and Accommodations:* Increased wait time for responses, oral tests, modification of questions on quizzes/tests, seating student near teacher, extended time on assignments, group work, assign HS student mentors, Corporate Mentors, paraphrasing directions/material as needed. Word banks, printed notes available. PowerPoints available on-line, take test in different room, project learning, peer assistants, technology-based assignments.
  - Differentiated instruction in Core classes and training for teachers in this area monthly
    - Para-professionals work with CORE teachers to modify and re-teach as needed.
    - Professional development for teachers in Differentiated Instruction.
    - Administrative walk-through on a regular basis
    - Evaluation of staff includes differentiated instruction component.
  - Check-in/Check-out Program.
  - STAR diagnostic testing
  - Providing individual/small group reading interventions daily.
  - Paraprofessional assists with identified students.
  - Utilizing Compass Learning to design individualized instruction for targeted math objectives.
  - After school tutoring and homework help room.
  - Inter-Disciplinary Units include the Art and Music

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

Webster School coordinates and integrates funds from Title I, Title IIA, Title IID, Safe and Drug Free Schools, 31a, district general funds and the Delta-Schoolcraft ISD grant funding to provide a variety of programs intended to assist staff, students, and parents with the skills and resources necessary to be successful.

Schoolwide Component	Source of Funds	Programs
1. Comprehensive Needs Assessment (CNA)	General Fund ISD Grant Fund	Teachers analyzed local/state student data. Identified academic/social priority goals. <i>Develop/Distribute Revised Surveys in September</i> <i>Train Title I chair in Data 4 Success</i>
2. Schoolwide Reform Strategies	General Fund ISD Grant Fund Title I Title IIA Title 31A ARRA Student Council Donations	Title I Reading Teacher and Building Assistants Breakfast/Free/Reduced Lunch Program Paraprofessional for tutoring Parent Volunteer Coordinator Compass Learning individualized instruction training. Training for staff in writing strategies.
3. Instruction by Highly Qualified Professional Staff	General Fund Title I fund Tuition Reimbursement	All staff is currently highly qualified. District provides 75% tuition reimbursement for college classes.
4. Strategies to Attract High-Quality, Highly Qualified teachers	General Fund Title II Funds ISD Funds/Training	75% tuition reimbursement Partner with ISD for high quality PD Conferences that support SIP goals
5. High Quality, Ongoing PD	Title IIA ISD Grant Funds Monthly Staff Meetings Drug and Safe Free Schools	*Student Intervention team training *Dig Deeper with Reading Data *Ruby Payne: Effects of poverty: student relationships. *John Kuglin: Educating our 21 <sup>st</sup> Century Media Snackers *Classroom Strategies that work: Stephanie Harvey *All Stars training and Differentiated Instruction *Kelley King: Strategies for teaching Boys
6. Strategies to Increase Parental Involvement	Title I General Fund ISD Grant Funds Community Foundation	Pre-School Story Hour Fall Open House PTO meetings and PowerSchool Michigan CSI Presentation Youth Assistance Program (YAP)
7. Preschool Transition Strategies	General Fund In Kind In Kind-Advisory	4 <sup>th</sup> grade Parent Night @ MS Kindergarten Open House Fall "Back to School Night"

	PTO Funds	
8. Teacher Participation in Making Assessment decisions	General Fund ISD Grant Funds Title IIA	Monthly Staff, Advisory and School Improvement meetings. Content area staff meetings. Title I chair training. Training in development of common assessments and differentiated instruction.
9. Timely and Additional Assistance to students having difficulty Mastering the Standards.	Title I and Title IIA ISD Grant funding General Fund 31a (if available) Safe and Drug Free Schools/YAP Grants	<ul style="list-style-type: none"> <li>• Tutoring after school</li> <li>• Para professionals</li> <li>• Social work services</li> <li>• Title I Literacy chair</li> <li>• Student Intervention teams</li> <li>• Structured language materials.</li> </ul>
10. Coordination and integration of Federal, State and local programs.	General Funds Title I funds	<ul style="list-style-type: none"> <li>• Coordination of funds is completed by State and Federal Programs Coordinator with staff and administration.</li> </ul>

In addition to the above listed programs, Webster utilizes Federal, State, SNAK grant, ISD and local funds for Compass Learning, Data 4 Success, Title VII Tutoring and cultural programs, and the P.R.I.D.E. Pennant Program.

**D. CURRICULUM ALIGNMENT:**

Webster’s curriculum is aligned with the Michigan Curriculum Framework. Content areas are reviewed to identify “gaps” in instruction. Webster works closely with the DSISD to keep current with any curriculum alignment issues, so to adjust when changes are made. Professional development is provided by the ISD in the core areas of study and physical education/health, which focuses on curriculum alignment. In 2010-2011 Webster staff and DSISD will begin the process of aligning core curriculum to meet the new national standards.

Webster staff will meet monthly to discuss the goals in our school improvement plan. Grade level teachers will meet as necessary to review data and determine gaps in instruction between the grade levels.

**E. USE OF COMMUNITY RESOURCES AND VOLUNTEERS:**

The Delta County community provides invaluable services, activities and resources for our students:

- PTO provides funding for students and teachers: Halloween Carnival, field trips, teaching supplies, U.P. Raptors.
- Implementing Destination Imagination and Science Olympiad for 200-2011.
- Big Brothers/Big Sisters: Corporate and Student Mentoring
- Scholastic Book Fair
- Classroom volunteers and Field Trip Chaperones
- Banks provide materials and host field trips.
- Mobile Dentists
- American Red Cross: Partner for student CPR training.
- Area Businesses: provide information, presentations, and tours of business to our students.

- Bonifas Fine Arts Center provides funding for busses and tours of art exhibits.

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

Webster utilizes a variety of partnerships to support staff, students, and parents. The Webster Parent Teacher Organization offers support in these ways:

- Field Trips
- Library Books for Accelerated Reader
- Playground Improvements
- Educational Assemblies
- Secret Santa Shopping
- Scholastic Book Fairs

## **G. Methods for Effective use of Technology:**

Webster School was built in 1991, and is enhanced with state of the art technology which includes:

- All networked computers throughout building.
- In-focus projector teaching stations in all classrooms and library.
- Document Cameras in every room
- 3 iPads distributed throughout the school.
- 1 SMART Board
- PowerSchool and Compass Learning are available building-wide.
- The WEBSTER staff has attended extensive technology training. For the 2010 Professional Development Schedule, see **APPENDIX G**

## **H. On the Job Learning:**

Students at Webster participate in some exploratory activities that focus on career choices. The Escanaba High School and Middle School features more career building activities and information can be obtained from Tracy Hudson, in the guidance office.

## **I. Building Level Decision Making:**

PTO group meets every other month and receives an update from the principal at these meetings. Parents may provide input via PowerSchool, email, visits to school, during School Improvement meetings or through our website. The fall parent perception survey will also assist the staff of WEBSTER in making decisions. Evaluation of programs will be used via a survey.

## **J. Evaluation:**

Webster staff will annually evaluate the implementation of the school wide plan and programs through the school improvement process. The staff will use trend data to identify students with the greatest need and use data to determine whether or not those students are achieving the standards. The school improvement process at Webster is ongoing, and the team meets throughout the year to review and revise the plan to ensure continuous school improvement. The staff shares in the evaluation process through discussion at staff meetings and day-to-day conversations.

The following evaluation tools will be utilized to determine student progress:

- Students of greatest need will be identified through MEAP scores, Data 4 Success analysis, STAR reading test, DIBELS and Compass Learning Math pre-tests.

*The school wide committee will meet monthly to review and revise the school improvement plan to ensure continuous student progress. An evaluation survey will be distributed to parents twice per year. A Calendar of Events is being developed to assist the staff in monitoring the school improvement initiatives.*

<b>K. APPENDICES:</b>
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<b>Appendix A.....Page 19</b>	<b>Professional Development Schedule Webster</b>
<b>Appendix B..... Page 21</b>	<b>Escanaba School District Parent Involvement Policy</b>
<b>Appendix C.....Page 23</b>	<b>Escanaba Parent/Teacher/Student Compact</b>
<b>Appendix D..... Page 24</b>	<b>Calendar of Parent Activities and Meetings</b>
<b>Appendix E..... Page 25</b>	<b>Webster Parent Volunteer Sign-Up List</b>
<b>Appendix F.....Page 26</b>	<b>Survey: Evaluation of Title I plan</b>
<b>Appendix F.....Page 27</b>	<b>Escanaba Technology Training Schedule</b>

## APPENDIX A: PROFESSIONAL DEVELOPMENT FALL SCHEDULE

<b>AFTERNOON SESSION 12:00-3:00</b>		
<b>SESSION</b>	<b>PRESENTER (Location)</b>	<b>SESSION DESCRIPTOR</b>
Keynote Speaker: Educating our 21 <sup>st</sup> Centry Media Snackers	John Kuglin ( <b>WEBSTER Auditorium</b> )	Participants will be made aware of interesting technical trends and tools that feed our learners' voracious appetites for the new and exciting. They will discover how innovations like continuous wireless internet, Mobiles, Cloud Computing and Personal Web will significantly impact education, and how this technology can be used to increase student achievement.
<b>MORNING BREAK OUT SESSIONS: 8:30-11:30</b> <b>See Complete Schedule below</b>		

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## **APPENDIX B: DISTRICT PARENT INVOLVEMENT POLICY**

### 2112 - PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;

B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;

C. providing for the proper health, safety, and well-being for their child.

The Board is committed to communicating to parents at a level and in a language they can understand, where practicable.

The Board through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The Superintendent shall direct the development of a Parent Involvement Plan for the District (with building/program specific goals as desired) which may include, among others, the following strategies:

A. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.

B. Send home a parent-student-teacher compact that outlines how parents and school staff will share the responsibility for improved student achievement of their children. This compact shall be discussed and revised as necessary at least annually at school meetings.

C. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.

D. Encourage continued positive partnerships involvement throughout the community by staff and administrators.

E. Encourage active faculty participation in PTA or PTSO. Goal of 100% participation.

F. Have students perform at various functions throughout the community.

G. Encourage parents to serve as chaperones for class field trips and other school activities.

H. Place current and accurate announcements on the schools marquis throughout the District.

## **APPENDIX C: PARENT/TEACHER/STUDENT LEARNING COMPACT**

**Webster School**  
**PARENT/STUDENT/TEACHER COMPACT**

The Webster staff, parents and community share the responsibility to provide a safe and secure environment, for student acquisition of academic, creative, emotional, physical and social skills necessary for entering society as contributing members.

**PARENT/GUARDIAN AGREEMENT:**

Because it is important to have my child reach his/her full academic potential and succeed, I will encourage him/her by doing the following at Webster that I have checked:

- see that my child attends school regularly and is punctual.
- establish a time and a place for homework
- supervise the completion of homework
- model respect by going to the teacher first about any concerns, trying to keep the lines of communication open and understanding that there are two sides to every issue.
- encourage daily reading at home.

Comments: \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**STUDENT AGREEMENT:**

I believe that it is important that I work to the best of my ability. To achieve this I will:

- come to school every day and be in class on time
- have quality homework completed and turned in on time
- bring the materials that I need to every class
- always try to work to the best of my ability and ask for help when I need it.
- show respect for myself, my school and others

**Student Signature:** \_\_\_\_\_

**TEACHER AGREEMENT:**

As a professional educator, I will do the following:

- provide an environment conducive to learning.
- have high expectations for myself and my students.
- keep the lines of communication open with my students and their parents.
- provide enriched and challenging instruction that is aligned with state core curriculum

**Teacher Signature:** \_\_\_\_\_

The Webster School Improvement Team will evaluate the quality of parent involvement at semester and end of each school year. The team will monitor attendance rates, P/T conference attendance and evaluate the results of the Parent Perception Survey, to provide quality education for our students.

## **APPENDIX D: PARENT/COMMUNITY PRESENTATION CALENDAR**

## Webster School

### Calendar of Parent Activities

Date	Activity	Location
August. 2010	Opening PTO Board Meeting: Set up the Calendar for family events and meetings	Drifters Restaurant
Sept. 23, 2010	Open House: Back to school night where parents can meet their children's teacher and tour the school.	Webster Elementary
Oct. 12, 2010	Pre-School Story Hour: Time will be spent reading a book and making a craft. Each student will have an opportunity to take a book home.	Gymnasium
Feb. 2011	Communicating with your Child: Mrs. Peggy Gillis: Tips to keep the lines of communication open.	Media Center
March 2011	Transitioning your Child to Middle School	Library
March 2011	Book Fair	Library
April 2011	Summer Activities for your Child: What is available for academics, tutoring, and recreation for your child?	Library
May 2011	Evaluation of School Improvement Plan and Parent Involvement Policy: Surveys	Mailed Home

## APPENDIX E: PTO VOLUNTEER SIGN UP SHEETS



# PTO VOLUNTEER SIGN UP

*Please return this sheet during schedule pick ups!*

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Please sign up to volunteer during the year!

\_\_\_ Popcorn Days

\_\_\_ Library

\_\_\_ Bake Sales

\_\_\_ Book Fair

\_\_\_ Santa Shopping

\_\_\_ Sock Hop

\_\_\_ Fundraisers

\_\_\_ Skating Party

\_\_\_ Movie Day

\_\_\_ Picture Day

\_\_\_ School Store

\_\_\_ Soup Labels, Milk Caps

\_\_\_ Last Day of School Party

\_\_\_ Yearbook

\_\_\_ Decorate Hallways

\_\_\_ Assist in Classrooms

-----  
Parent Name: \_\_\_\_\_

Phone #: \_\_\_\_\_

E Mail: \_\_\_\_\_

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

**APPENDIX F: Parent Survey: Evaluation of School Improvement Plan**

How Are We Doing?

(Webster School Improvement Plan Survey)

Part of the Webster's School Improvement Plan is a "parental involvement" component. In order to evaluate and improve that component we ask that you answer the following survey questions.

Answer by rating each item with a score of 1,2,3,4, or 5:

- 1 representing "not at all satisfactory",
- 2 representing "somewhat satisfactory",
- 3 representing "satisfactory",
- 4 representing "quite satisfactory"
- 5 representing "very satisfactory".

**Please circle your answer.**

1. How would you rate the District Parent Involvement Policy (found in the School Improvement Plan)?

1      2      3      4      5

2. How would you rate the Webster Parent Involvement Policy (found in the School Improvement Plan)?

1      2      3      4      5

3. How well is the curriculum shared with you?

1      2      3      4      5

4. How effective is PowerSchool as a tool for you in checking your child's grades, assignments and lunch balance?

1      2      3      4      5

5. How effective is PowerSchool as a tool for you to get in touch with teachers (e-mail)?

1      2      3      4      5

6. How do you feel about how information about Title 1 is shared with you (mailings, schedule pick-up days, open house, etc.)?

1      2      3      4      5

7. Is the PTO/Title 1 meeting schedule convenient for you?

1      2      3      4      5

8. How would you rate the topics that are covered at the PTO/Title 1 meetings?

1      2      3      4      5

9. How do you feel about the opportunities for you to volunteer at the school?

1      2      3      4      5

10. How would you rate Parent/Teacher conferences as to when they are scheduled and how they are conducted?

1      2      3      4      5

Please make any comments and/or suggestions below: Thank you for taking the time to complete this survey.

## **APPENDIX G: ESCANABA TECHNOLOGY TRAINING**

EAPS Technology Department

# 2010 WEBSTER Technology Training

September 1, 2010 ● 8:30-11:30

OS X Tips & Tricks

*Tim Bishop, Phil DeMay*

*EHS Computer Lab #2*

An overview of OS X designed to help users work with documents, e-mail, and the Internet. Attendees will also learn best practices for working with existing AppleWorks and Microsoft Word documents in Pages—iWork’s word processing application—including tips on making the transition as smooth as possible.

Intro to Numbers '09

**Power School**

**Bob Viau**

An overview and review session for teachers and administrators.

*John Kuglin*

*Using the Cloud to Create Affordable & Effective Learning SystWebster*

Learn how “Cloud Computing” provides an innovative yet cost-effective method for creating new and effective learning environments.

*Sue Gannon*

*Classroom Interactive Technology*

*Heidi Miron*

*Using the IPAD*