School Improvement Plan

Title I - Schoolwide

School Year: 2012 - 2013

School District: Dearborn City School District

ISD/RESA: Wayne RESA

School Name: Stout Middle School

Grades Served: 6,7,8

Ms. Julia Maconochie

Building Code: 04088

District Approval of Plan:

_____

Authorized Official Signature and Date

Board of Education Approval of Plan:

_____

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction

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

School Information

School:	**Stout Middle School**
District:	**Dearborn City School District**
Public/Non-Public:	**Public**
Grades:	**6,7,8**
School Code Number:	**04088**
City:	**Dearborn**
State/Province:	**Michigan**
Country:	**United States**

Vision, Mission and Beliefs

Vision Statement

Stout Middle School Vision
Our Hopes and Dreams.
We envision a school in which high levels of learning for all students and adults alike is achieved.

Mission Statement

Stout Middle School Mission
Our reason for being.
Our responsibility is to relentlessly pursue and ensure high levels of learning for all students and adults alike.

Beliefs Statement

Stout Middle School Values
We believe all students are capable of achieving high standards of Learning.

Goals

Name	Development Status	Progress Status
Communication: Written and Oral	Complete	In Progress
Comprehension	Complete	In Progress
Problem Solving	Complete	In Progress

Goal 1: Communication: Written and Oral

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: Communication: Written:
District Common Writing Assessment scores will increase as demonstrated by proficient scores using the 6+1 Writing assessment rubric from the Fall of 2012 to the Spring of 2013. Sub-group scores will be proficient and the gaps between sub groups will narrow by 5%.
Communication: Oral:
MEAP Reading scores will increase by 5% from the Fall of 2012 to the Fall of 2011. The gaps between sub groups will narrow by 5%.

Gap Statement: Writing: 7th Grade Findings
A. Special Education (S.E.) compared to Non-S.E.
A significant achievement gap is evident between S.E. and Non-S.E. students who met or exceeded the standards on the 7th grade M.E.A.P. Writing Test. In 2006, the gap was 55%, but dropped significantly to 24% in 2007. In 2008, that gap increased to 38%. No information is available for 2009. In 2010, none of the S.E. students passed the M.E.A.P Writing Test. In 2011 there were less than 10 students and did not qualify as a sub group.
B. English Language Learners (E.L.L.) compared to Non-E.L.L.
A significant achievement gap is evident between E.L.L. and Non-E.L.L. students who met or exceeded the standards on the 7h grade M.E.A.P. Writing Test. The gap was 23% in 2006, and increased to 29% in 2007. In 2008, the gap was 27%, a decrease of 4%. The M.E.A.P writing Test was not given in 2009. In 2010, the gap was 50%. In 2011 the gap was reduced to 32.7% a 17.3% decrease.
C. Economically Disadvantaged (E.D.) compared to Non-E.D. An achievement gap is evident between E.D. and Non-E.D. students who met or exceeded the standards on the 7th grade M.E.A.P. Writing test. The gap was 3% in 2006, but increased to 19% in 2007. In 2008, the gap was 17%, a decrease of 2%. No information is available for 2009. In 2010, the gap was 5% a 12% decrease since the last time it was administered. In 2011 the gap was 5.5% another decrease of 6.5%.
D. Male compared to Female
An achievement gap is evident between male and female students who met or exceeded the standards on the 7th grade M.E.A.P. Writing Test. The gap was 17% in 2006, and increased to 18% in 2007. In 2008, the gap was 15%, a decrease of 3%. No information is available for 2009. In 2010, there is a 27% gap between the males and females. In 2011 the gap was 13.9% with females outperforming the males indicating a decrease of 13.1%.

Cause for Gap: I. Findings
A. S.E. compared to Non-S.E.: The Special Education students have difficulties in the following areas:
- Synthesis
- Analysis

- Application
- Comprehension

B. E.L.L. compared to the Non-E.L.L. the E.L.L. students have difficulties in the following areas:
- Application
- comprehending vocabulary and using vocabulary to define purpose for writing.
C. E.D. compared to Non-E.D.: The E.D. students have difficulties in the following areas:
- Analysis
D. Male compared to Female: No data received to determine causation.

Multiple measures/sources of data you used to identify this gap in student achievement: 1. Writing: 7th Grade M.E.A.P. scores Fall of 2011 testing cycle

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? Writing:
1. District Writing Prompt; 6+1 Rubric as assessment
2. 7th Grade M.E.A.P. scores
3. School Common Writing Assessments

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Target areas have been corrected and reflect the targets for each goal
03/26/2010	Julia Maconochie	In Progress	This Goal has been adopted by the staff, we are engaged in professional development for implementation each week and it is being implemented in each classroom.

Contact Name: Christine Furkioti

List of Objectives:

Name	Objective
Improve Writing Skills - Communication Written and Oral	Communication: Written: District Common Writing Assessment scores will increase as demonstrated a 5% increase in proficient scores using the 6+1 writing assessment rubric from the Fall of 2012 to the Spring of 2013. Sub-group scores will increase proficiency by 5% and the gaps between sub groups will narrow by 5%. Communication: Oral: MEAP reading scores will increase by 5% from the Fall of 2011 to the Fall of 2012. The gaps between sub groups will narrow by 5%.

1.1. Objective: Improve Writing Skills - Communication Written and

Oral

Measurable Objective Statement to Support Goal: Communication: Written:
District Common Writing Assessment scores will increase as demonstrated a 5% increase in proficient scores using the 6+1 writing assessment rubric from the Fall of 2012 to the Spring of 2013. Sub-group scores will increase proficiency by 5% and the gaps between sub groups will narrow by 5%.
Communication: Oral:
MEAP reading scores will increase by 5% from the Fall of 2011 to the Fall of 2012. The gaps between sub groups will narrow by 5%.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
03/26/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Improve Writing Skills - Communication written and oral	All teachers will incorporate differentiated writing and oral Language activities in the classrooms.

1.1.1. Strategy: Improve Writing Skills - Communication written and oral

Strategy Statement: All teachers will incorporate differentiated writing and oral Language activities in the classrooms.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
5.10 Provides appropriate support for students with special needs
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels

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

Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom
Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area
Culham, Ruth. 6+1 Writing Traits
Fisher , Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom
Frayer, D., W.C. Frederick and H.J. Klausmeier. A Schema for Testing the Level of Cognitive Mastery.
Friend, Marilyn. The Power of Two DVD series Co-Teaching!
Gallagher, Kelly. Teaching Adolescent Writers
Garner, Betty. Getting to Got It
Mattison, David. Educational Consultant.
Marzano, Robert. Building Background knowledge and Building Academic Vocabulary
Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works
Rice, Lynda. 6 Trait Writing.
Tomlinson, Carol. Differentiation of Instruction
Payne, Ruby. A Framework for Understanding Poverty.
Woods, Karen and Harmon, Janis. Strategies for Integrating Reading and Writing in Middle and High School Classrooms
Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
03/26/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom Oral Language Activities	2012-09-04	2013-06-14	All staff is expected to choose appropriate activities that enhance learning within their content areas and record lessons in their SIP handbooks. Each teacher will record 2 lessons which will include the implementation of 2 strategies and 2 activities per month.
Classroom Writing Activities	2012-09-06	2013-06-15	All staff is expected to choose appropriate activities that enhance learning within their content areas and record lessons in their SIP handbooks. Each teacher will record 2 lessons which will include the implementation of 2 strategies and 2 activities per month.
Highly Qulaified & Ongoing Pro Development: Communication Written	2012-09-06	2013-06-14	In collaboration with the staff/parents, administration plans and develops professional development for the teachers and parents. All staff is expected to participate and implement professional development. The accountability for the implementation of

and Oral			professional development is done through the teacher evaluation process which includes a student achievement component and observation of said implementation by appropriate administrator.
Parental Involvement: Communication: Written and Oral	2012-09-06	2013-06-14	All staff is expected to use the various forms of communication we have to keep parents informed and involved in their children's success.
Timely and Additional Assist/Intervention: Communication: Written and Oral	2012-09-06	2013-06-14	All staff is expected to choose appropriate activities which address at risk student needs in small targeted and focused academic and character education intervention classes within their content areas and record lessons in their SIP handbooks. The community Liaison will support and provide resources for parents.

1.1.1.1. Activity: Classroom Oral Language Activities

Activity Type: Other

Activity Description: A. Students will do the following oral activities in all content areas:
1. Participates in discussions. Ex: Summarizing; Makes conclusion.
2. Problem solve.
3. Restate and/or summarizes.
4. Gives relevant feedback.
5. Asks clarifying question.
6. Uses academic and descriptive vocabulary to express ideas and opinions.
7. Answers questions supported by evidence.
8. Paraphrases and or defines using own words.
9. Articulates own thought process Ex: I think...; I believe...
10. Conveys information in a logical, sequential order.

B. Students will accomplish this by:
1. Respectfully listening to others. Ex: Does not interrupt
2. Delivery. Ex: Voice projection, Eye contact, Rate.
3. Active listening
4. Making eye contact
5. Restate and/or summarizes
6. Gives relevant feedback

The ways in which this will be accomplished is by implementing the following strategies:
-Conferencing
-Use mentor text to teach and analyze narrative and expository elements and text features
-Focused Instruction
-Provide constructive feedback and encouragement
-Model rubrics and checklists
-Model writing using think-alouds
-Teach the process of writing
-Models writing for a purpose

-Use real world examples of writing to show various purposes
-Student Discussion Groups
-Differentiated Instruction
-Cooperative Learning

These activities will be supported by:
1. parents via our web site and helpful links to oral language activities for parents to do with their children at home.
2. technology integration of wireless access, Promethean boards, slates, document cameras, i pads, and e-readers.
3. computer software such as Rosetta stone, Successmaker, brain pop, and write well.
4. classroom libraries and dedicated speaking areas within the classroom.
5. field experiences for students who will then integrate their understanding of the experience into classroom activities.
6. professional development and resources for the staff, in house and at conferences.

Planned staff responsible for implementing activity: All staff is expected to choose appropriate activities that enhance learning within their content areas and record lessons in their SIP handbooks. Each teacher will record 2 lessons which will include the implementation of 2 strategies and 2 activities per month.

Actual staff responsible for implementing activity: Abeli, Michelle
Aldrich, Linda
Alasry, Khadigah
Barker, Kathi
Bathish, Reem
Bennett, Edmund
Berry, Mona
Bock, Susan
Ditmar, Elizabeth
Dobronski, Gabrielle
Esseily, Mike
Fayad, Maha
Flatt, Samantha
Fleezanis, Elaine
Fournier, Tammy
Furkioti, Christine
Gleed, Ann
Haddad, Samer
Hanna, Hanaa
Hool, Charles
Karaali, Nassrine
Klemetson, Lisa
Knisely, Karen
Layson, Jennifer
McMullen, Phillip
Nagi, Nabil
Nameth, Mary
Peltz, Katie
Plaster, Clark

Saad, Hassan
Sabra, Nehmet
Schulkey, Christine
Schwartz, Donna
Serazio, Francis
Sloan, Leila
Tapp, Jeffrey
Thomas,Suzanne
Turbin, Linda
Woolley, Ruth

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/14/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Funding	General Funds	1,000.00	
Title I	Title I Schoolwide	6,800.00	

1.1.1.2. Activity: Classroom Writing Activities

Activity Type: Other

Activity Description: A. Students will do the following writing activities in all content areas:
1. Write with or identify correct grammar and usage
2. Proofread and edit writing
3. Identify/exhibit style/voice to enhance written message
4. Apply or identify a variety of pre-writing strategies
5. Revise drafts for clarity, coherence and consistency
B. Students will accomplish this by
1. Using writing prompts
2. Analyzing narrative and expository elements and text features
3. Constructing responses
4. Using graphic organizers
5. Score papers using writing rubrics and checklists
6. Summarizing and note taking
7. Focused practice
8. Write for a purpose
9. Express and reflect
10.Inquire and explore
11.Inform and explain
12.Analyze and interpret
13.Take a stand
14.Evaluate and judge

15.Propose a solution
16.Seek common ground

The ways in which this will be accomplished is by implementing the following strategies:
-Conferencing
-Use mentor text to teach and analyze narrative and expository elements and text features
-Focused Instruction
-Provide constructive feedback and encouragement
-Model rubrics and checklists
-Model writing using think-alouds
-Teach the process of writing
-Models writing for a purpose
-Use real world examples of writing to show various purposes
-Student Discussion Groups
-Differentiated Instruction
-Cooperative Learning

These activities will be supported by:
1. parents via our web site and helpful links to writing activities for parents to do with their children at home.
2. technology integration of wireless access, Promethean boards, slates, document cameras, i pads, and e-readers.
3. computer software such as Rosetta stone, Flocabulary, Tumble books, Successmaker, brain pop and write well.
4. classroom libraries and dedicated writing areas within the classroom.
5. field experiences for students who will then integrate their understanding of the experience into classroom activities.
6. professional development and resources for the staff, in house and at conferences.

Planned staff responsible for implementing activity: All staff is expected to choose appropriate activities that enhance learning within their content areas and record lessons in their SIP handbooks. Each teacher will record 2 lessons which will include the implementation of 2 strategies and 2 activities per month.

Actual staff responsible for implementing activity: Abeli, Michelle
Aldrich, Linda
Alasry, Khadigah
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Bathish, Reem
Bennett, Edmund
Berry, Mona
Bock, Susan
Ditmar, Elizabeth
Dobronski, Gabrielle
Esseily, Mike
Fayad, Maha
Flatt, Samantha
Fleezanis, Elaine
Fournier, Tammy
Furkioti, Christine

Gleed, Ann
Haddad, Samer
Hanna, Hanaa
Hool, Charles
Karaali, Nassrine
Klemetson, Lisa
Knisely, Karen
Layson, Jennifer
McMullen, Phillip
Nagi, Nabil
Nameth, Mary
Peltz, Katie
Plaster, Clark
Saad, Hassan
Sabra, Nehmet
Schulkey, Christine
Schwartz, Donna
Serazio, Francis
Sloan, Leila
Tapp, Jeffrey
Thomas,Suzanne
Turbin, Linda
Woolley, Ruth

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-15

Actual Timeline: Begin Date - 09/06/2012, End Date - 06/15/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Funding	General Funds	1,000.00	
Title I	Title I Schoolwide	6,800.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
03/26/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress. This Goal has been adopted by the staff, we are engaged in professional development for implementation each week and it is being implemented in each classroom.

1.1.1.3. Activity: Highly Qulaified & Ongoing Pro Development: Communication Written and Oral

Activity Type: Professional Development

Activity Description: Teachers and Parents will participate regularly in professional development to address The Communication: Written and Oral goal. Some examples of the professional development that will be offered are:
1. Integration and use of technology and software as a means of communication, instruction, timely intervention and student engagement.
2. Classroom instruction that works in the block.
3. Reading and writing across the curriculum.
4. Language and literacy
5. Sheltered Instruction, Observation Protocol (SIOP).
6. Student Engagement.
7. Student Motivation.
8. Response to Instruction and Intervention (RTI).
9. Co-Teaching.
10. Instructional Coaching.
11. Intervention.
12. Acceleration.
13. Character Education.
14. Positive Behavior Intervention Support (PBIS).
15. Parental involvement.
16. Daily 5 and Cafe
17. Reading Apprenticeship.
18. Differentiated Instruction

These activities will be supported by appropriate resources and materials to address content of the professional development listed above.

Planned staff responsible for implementing activity: In collaboration with the staff/parents, administration plans and develops professional development for the teachers and parents. All staff is expected to participate and implement professional development. The accountability for the implementation of professional development is done through the teacher evaluation process which includes a student achievement component and observation of said implementation by appropriate administrator.

Actual staff responsible for implementing activity: Abeli, Michelle
Aldrich, Linda
Alasry, Khadigah
Barker, Kathi
Bathish, Reem
Bennett, Edmund
Berry, Mona
Bock, Susan
Ditmar, Elizabeth
Dobronski, Gabrielle
Esseily, Mike

Fayad, Maha
Flatt, Samantha
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Sabra, Nehmet
Schulkey, Christine
Schwartz, Donna
Serazio, Francis
Sloan, Leila
Tapp, Jeffrey
Thomas,Suzanne
Turbin, Linda
Woolley, Ruth

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-14

Actual Timeline: Begin Date - 09/06/2012, End Date - 06/14/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Funding	General Funds	1,000.00	
Title I	Title I Schoolwide	6,800.00	

1.1.1.4. Activity: Parental Involvement: Communication: Written and Oral

Activity Type: Other

Activity Description: We will engage parents in the Communications: Written and Oral Goal by the following:

We will hold regular parental meetings:

1. We will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, translation, or similar aid.
2. Meetings will be conducted once each month with parents and we will provide child care, flexible scheduling, or whatever assistance the school may be able to provide parents in order to better ensure their attendance at meetings, and we will provide translation of information in a language the parents can understand.
3. Meetings will include review and explanation of ways in which students can assist in their child's success the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain.
4. We will convene an annual meeting in the fall of each school year to which parents of children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan.

We will collaboratively plan and review progress towards our school improvement goals:
1. Opportunities will be provided 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.
2. Parents will be involved in the planning, review, and evaluation of the school improvement plan and the Title I program.
3. We will involve parents in an organized, on-going, and timely way in the development, review, and improvement of parent involvement activities
4. Timely responses will be given to parental questions, concerns, and recommendations.

We will provide parents with information about curriculum and student achievement:
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 to make suggestions and receive response regarding their students' education and the manner in which they can assist.
4. Information concerning school performance profiles and their child's individual performance, which will be communicated to parents several times throughout the school year. We will provide translation of information in a language the parents can understand.
5. 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.

We will collaboratively evaluate the School Improvement and Title I program plans:
1. 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.
2. We will involve parents in an organized, on-going, and timely way in the development, review, and improvement of parent.

These activities will be supported by:
1. Our School website on which we provide many resourceful links for parents and students.
2. A parent corner/Library which includes:
a. audio CDs, DVDs, and books
b. consumable resources that cover subjects including:
-Parenting with Love and logic,
-10 Great Ways to Teach Children Responsibility,

-The Apathetic Child,
-Attendance,
-Helping Your Child Develop Good Character Traits,
-25 Ways Parents Can Talk and Listen to Children, Bullies and Bullying,
-Facts Parents Should Know About Children and Depression.
-Subscription to the Parent institute web links and newsletter

Planned staff responsible for implementing activity: All staff is expected to use the various forms of communication we have to keep parents informed and involved in their children's success.

Actual staff responsible for implementing activity: Abeli, Michelle
Aldrich, Linda
Alasry, Khadigah
Barker, Kathi
Bathish, Reem
Bennett, Edmund
Berry, Mona
Bock, Susan
Ditmar, Elizabeth
Dobronski, Gabrielle
Esseily, Mike
Fayad, Maha
Flatt, Samantha
Fleezanis, Elaine
Fournier, Tammy
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Nagi, Nabil
Nameth, Mary
Peltz, Katie
Plaster, Clark
Saad, Hassan
Sabra, Nehmet
Schulkey, Christine
Schwartz, Donna
Serazio, Francis
Sloan, Leila
Tapp, Jeffrey
Thomas,Suzanne
Turbin, Linda
Woolley, Ruth

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-14

Actual Timeline: Begin Date - 09/06/2012, End Date - 06/14/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Funding	General Funds	1,000.00	
Title I	Title I Schoolwide	6,800.00	

1.1.1.5. Activity: Timely and Additional Assist/Intervention: Communication: Written and Oral

Activity Type: Other

Activity Description: The intervention activities will include:
1. Communication: Written and Oral Intervention during the school day (small targeted and focused academic intervention classes; Tier II and III). These class activities will include:
a. Test taking strategies.
b. Making textbook reading meaningful
c. Writing to learn.
d. SIOP strategies

2. Intervention during the school day (small targeted and focused character education intervention classes Tier II and III). These class activities will include lessons from Advantage Press:
a. character education,
b. leadership,
c. motivation,
d. discipline.

3. Intervention after the school day which will be content specific tutoring. Extended day.

4. The community liaison will advocate for our at risk parents and students by:
a. Identifying, providing and integrating resources and services necessary to enrich school programs, child rearing practices, and student learning and development for families at risk.
b. Provide information to students and families on community health, cultural, recreational, social support, and other programs/services.
c. Provide information resources, and support for community and district activities that link to learning, skills development and individual talents, including summer programs for students.
d. Provide a forum to discuss information regarding resources available at the county, state, and national level.
e. We sponsor parent education workshops and other courses or training for parents.
f. Facilitate assemblies which support the affective/character education/social emotional health of our students and is crucial to our student's academic success.

Information: We provide information to families to support academic success at home. These include:

1. State of Michigan' 100 ways for Parents to be Involved in their Child's Education
2. Grade Level Content Expectation, parent guides
3. Love and Logic tips for parents
4. The Parent Institute tips for parents web links, flyers and newsletters

These activities are supported by the appropriate materials to implement each intervention.

Planned staff responsible for implementing activity: All staff is expected to choose appropriate activities which address at risk student needs in small targeted and focused academic and character education intervention classes within their content areas and record lessons in their SIP handbooks.

The community Liaison will support and provide resources for parents.

Actual staff responsible for implementing activity: Abeli, Michelle
Aldrich, Linda
Alasry, Khadigah
Barker, Kathi
Bathish, Reem
Bennett, Edmund
Berry, Mona
Bock, Susan
Ditmar, Elizabeth
Dobronski, Gabrielle
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Nameth, Mary
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Saad, Hassan
Sabra, Nehmat
Schulkey, Christine
Schwartz, Donna
Serazio, Francis
Sloan, Leila
Tapp, Jeffrey
Thomas, Suzanne

Turbin, Linda
Woolley, Ruth

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-14

Actual Timeline: Begin Date - 09/06/2012, End Date - 06/14/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Funding	General Funds	1,000.00	
Title I	Title I Schoolwide	6,880.00	

Goal 2: Comprehension

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: Comprehension Goal: Reading scores on the Michigan Education Assessment Program (M.E.A.P.)scores will increase as demonstrated by a minimum of a 5% improvement from 2012 to 2013. Each and every student of the sub-groups scores will increase as demonstrated by a minimum of a 5% improvement or exceed A.Y.P. on the 2012 M.E.A.P. The gaps between sub groups will narrow by 5%.

Gap Statement: I. 6th Grade Findings
A. Special Education (S.E.) compared to Non-S.E.
An achievement gap is evident between S.E. and Non-S.E. students who met or exceeded the standards on the 6th grade M.E.A.P. Reading Test. In 2006, the gap increased significantly to 49%, but dropped by 8% in 2007. The gap from 2007 of 41% increased by 7% to 49% in 2008. In 2009, the gap between SE and non-SE was 16%, which is a significant decrease. In 2010, the gap was 31% which was an increase of 15%.
B. English Language Learners (E.L.L.) compared to the non-E.L.L.
An achievement gap is evident between E.L.L. and Non-E.L.L. students who met or exceeded the standards on the 6th grade M.E.A.P. Reading Test. In 2006, the gap increased significantly to 34%, but dropped by 1% in 2007. The 33% gap in 2007 increased by 13% in 2008, leaving a 46%. In 2009, the gap deceased by 1%. In 2010, the gap was 36% a decrease of 9%.
C. Economically Disadvantaged (E.D.) compared to Non-E.D.
An achievement gap is evident between ED and non-ED students who met or exceeded the standards on the 6th grade M.E.A.P. Reading Test. In 2006, the gap dropped to 10%, but increased by 8% in 2007. The 18% gap in 2007 increased to 23% in 2008. In 2009, the gap deceased by 1%. In 2010, the gap was 4% a decrease of 18%.
D. Male compared to Female
An achievement gap is evident between male and female students who met or exceeded the standards on the 6th grade M.E.A.P. Reading Test. The gap decreased to 7% in 2006, and increased to 15% in 2007. In 2008 3% of the males scored higher than females; by 2009. 10% of the females scored higher than the males. In 2010, 2% of the males scored higher than the females.

II. 7th Grade Findings:
A. Special Education (S.E.) compared to Non-S.E.
A significant achievement gap is evident between S.E. and Non-S.E. students who met or exceeded the standards

on the 7th grade M.E.A.P. Reading Test. In 2006, the gap increased to 52%, but dropped by 12% in 2007. In 2008, there was a 17% gap, an increase of 5%. In 2009 the gap deceased by 1%. In 2010, the gap was 46% an increase of 30%.

B. English Language Learners (E.L.L.) compared to the non-E.L.L.

An achievement gap is evident between E.L.L. and Non-E.L.L. students who met or exceeded the standards on the 7th grade M.E.A.P. Reading Test. The gap increased to 19% in 2006, and a significant gap of 50% existed in 2007. In 2008, there was a 26% gap, a decrease of 24%. In 2009, the gap increased to 54% a significant increase. In 2010, the gap was 48% a decrease of 6%.

C. Economically Disadvantaged (E.D.) compared to Non-E.D.

An achievement gap is evident between E.D. and Non-E.D. students who met or exceeded the standards on the 7th grade M.E.A.P. Reading Test. In 2006, the gap increased to 4%, and a significant gap of 26% existed in 2007. However, in 2008 the gap decreased to 15%. In 2009, the gap increased by 6% reaching 21%. In 2010, the gap was 3% a significant decrease of 18%.

D. Male compared to Female

An achievement gap is evident between male and female students who met or exceeded the standards on the 7th grade M.E.A.P. Reading Test. The gap decreased to 7% in 2006, but returned to 13% in 2007 and 16% in 2008. In 2009, the gap reversed and 6% of the males outperformed females. In 2010, 21% of the females outperformed the males.

III. 8th Grade Findings:

A. Special Education (S.E.) compared to Non-S.E.

A significant achievement gap is evident between S.E. and Non-S.E. students who met or exceeded the standards on the 8th grade M.E.A.P. Reading Test. In 2006, the gap remained at 54%, but dropped by 11% in 2007. In 2008, the gap between SE and non-SE decreased by 17% to a gap of 26%. In 2009, the gap increased to 39%. In 2010, the gap was 32% a decrease of 7%.

B. English Language Learners (E.L.L.) compared to the non-E.L.L.

An achievement gap is evident between E.L.L. and Non-E.L.L. students who met or exceeded the standards on the 8th grade M.E.A.P. Reading Test. The gap decreased to 28% in 2006, but increased to 38% in 2007. In 2008, the gap between L.E.P. and Non-L.E.P. increased by 7%. In 2009, the gap was 39% a decrease of 6%. In 2010, the gap was 34%, a decrease of 5%.

C. Economically Disadvantaged (E.D.) compared to Non-E.D.

An achievement gap was eliminated between E.D. and Non-E.D. students who met or exceeded the standards on the 8th grade M.E.A.P. Reading Test. In 2006, the gap decreased to 6%, and disappeared in 2007. However, the gap returned to 21% in 2008. In 2009, the gap decreased by 9% to 12%. In 2010, the gap was 3% a decrease of 9%.

D. Male compared to Female

An achievement gap is evident between male and female students who met or exceeded the standards on the 8th grade M.E.A.P. Reading Test. The gap decreased to 17% in 2006, but returned to 19% in 2007. In 2008 the gap closed significantly, as 4% of the females outperformed males. In 2009, the gap increased to 21%. In 2010, the gap was 5%, with males outperforming the females.

Cause for Gap: I. 6th Grade Findings

A. Special Education(S.E.) compared to Non-SE: The S.E. have difficulties in the following areas:

-Understanding the meaning of vocabulary in context

-Identifying the author's purpose

-Identifying the character's motive

-Identifying use of quotation marks

-Recognizing the type of organizational pattern

-Finding the author's main purpose in including a diagram

-Retelling

-Identifying important details
-Cause/Effect
-Summarizing a Identifying relevant information and details
-Analyzing the theme
-Drawing conclusions
-Making inferences about a character
-Comparing characters using inferences
B. English Language Learners compared to Non-E.L.L. The E.L.L. students have difficulties in the following areas:
-Understanding the meaning of vocabulary in context
-Identifying the author's purpose
-Identifying the character's motive
-Identifying use of quotation marks
-Recognizing the type of organizational pattern
-Finding the author's main purpose in including a diagram
-Retelling
-Identifying important details
-Cause/Effect
-Summarizing a Identifying relevant information and details
-Analyzing the theme
-Drawing conclusions
-Making inferences about a character
-Comparing characters using inferences
C. Economically Disadvantaged(E.D.)compared to Non-ED: The E.D. students have difficulties in the following areas:
-Themes across text
-Vocabulary
-Summarizing
-Text features
-Literary devices
-Elements and styles of informational and narrative genre
D. Male compared to Female: No data received to determine cause.

II. 7th Grade Findings:
A. Special Education (S.E.) compared to Non-S.E.: The S.E. students have difficulties in the following areas:
- Analyzing narrative genre
- Retelling & summarizing
- Analyzing in order to draw inferences
- Describing characters
- Identifying persuasive and misleading information
-Summarizing
B. English Language Learners compared to Non-E.L.L. The E.L.L. students have difficulties in the following areas:
- Stating themes/truths across text
- Retelling & summarizing
- Analyzing
C. Economically Disadvantaged(E.D.) compared to Non-E.D.: The E.D. students have difficulties in the following areas:
- analyzing
- summarizing and retelling

- stating themes across texts

D. Male compared to Female: No data received to determine cause.

III. 8th Grade Findings:

A. Special Education(S.E.) compared to Non-S.E.: The S.E. students have difficulties in the following areas:

- Analysis
- Retelling
- Making meaning through context clues
- Recognizing unfamiliar words
- Making connections.

B. English Language Learners compared to Non-E.L.L. The E.L.L. students have difficulties in the following areas:

- Making connections across texts
- Comprehension
- Analyzing
- Retelling
- Summarizing

C. Economically Disadvantaged(E.D.) compared to Non-E.D.: The E.D. students have difficulties in the following areas:

- Retelling
- Summarizing
- Comprehending text features
- Making connections
- Analyzing

D. Male compared to Female: No data received to determine cause.

Multiple measures/sources of data you used to identify this gap in student achievement: 1. Michigan Educational Assessment Program(M.E.A.P.)

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? 1. Successmaker Progress

2. Michigan Educational Assessment Program(M.E.A.P.)Progress
3. Scholastic Reading Inventory(S.R.I.)Progress
4. Directed Reading Assessment(D.R.A.)Progress

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Target areas have been corrected and reflect the targets for each goal
04/22/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
03/26/2010	Julia Maconochie	In Progress	This Goal has been adopted by the staff, we are engaged in professional development for implementation each week and it is being implemented in each classroom.

Contact Name: Elaine Fleezanis

List of Objectives:

Name	Objective
Increase Comprehension	Students will realize one year's growth (or more) for one year of instruction which will result in a 5% improvement on the MEAP reading assessment from 2012 to 2013. Each student in a sub-group will increase proficiency by 5% on the 2012 MEAP. The gaps between sub groups will narrow by 5%.

2.1. Objective: Increase Comprehension

Measurable Objective Statement to Support Goal: Students will realize one year's growth (or more) for one year of instruction which will result in a 5% improvement on the MEAP reading assessment from 2012 to 2013. Each student in a sub-group will increase proficiency by 5% on the 2012 MEAP. The gaps between sub groups will narrow by 5%.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
04/22/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
03/26/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Reading Comprehension Strategies	All teachers will incorporate purposeful and meaningful differentiated reading activities in the classrooms.

2.1.1. Strategy: Reading Comprehension Strategies

Strategy Statement: All teachers will incorporate purposeful and meaningful differentiated reading activities in the classrooms.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
5.10 Provides appropriate support for students with special needs
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

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

Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom
Beaver, Joetta. Directed Reading Assessment 2
Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area
Fisher , Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom
Friend, Marilyn. The Power of Two DVD series Co-Teaching!
Gallagher, Kelly. Teaching Adolescent Writers.
Garner, Betty. Getting to Got It
Mattison, David. Educational Consultant.
Marzano, Robert. Building Background knowledge and Building Academic Vocabulary
Marzano, Robert, Pickering, Debra J., Pollock, Jane E., Classroom Instruction That Works
National Reading Panel, "Teaching Children to Read"
Payne, Ruby. A Framework for Understanding Poverty.
Tomlinson, Carol. Differentiation of Instruction
Tovani, Chris and Ellin Oliver Keene. I Read It but I Don't Get It and Do I Really have To Teach Reading
Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1
Wormeli, Rick. Summarization in Any Subject.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
04/22/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
03/26/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Highly Qulaified and Ongoing Professional Development: Comprehension	2012-09-06	2013-06-14	In collaboration with the staff/parents, administration plans and develops professional development for the teachers and parents. All staff is expected to participate and implement professional development. The accountability for the implementation of professional development is done through the teacher
Parental Involvement: Comprehension	2012-09-06	2013-06-14	All staff is expected to use the various forms of communication we have to keep parents informed and involved in their children's success.
Reading Comprehension Activites	2012-09-06	2013-06-12	All staff is expected to choose appropriate activities that enhance learning within their content areas and record lesson strategy and activity in their SIP handbooks. Each teacher will record 2 lessons which will include the implementation of 2 strategies and 2 activities per month.
Timely and Additional Assistance/Intervention: Comprehension	2012-09-06	2013-06-14	All staff is expected to choose appropriate activities which address at risk student needs in small targeted and focused academic and character education intervention classes within their content areas and record lessons in their SIP handbooks. The community Liaison will support and provide resources for parents.

2.1.1.1. Activity: Highly Qulaified and Ongoing Professional Development: Comprehension

Activity Type: Professional Development

Activity Description: Teachers and Parents will participate regularly in professional development to address The Comprehension: reading goal. Some examples of the professional development that will be offered are:
1. Integration and use of technology and software as a means of communication, instruction, timely intervention and student engagement.
2. Classroom instruction that works in the block.
3. Reading and writing across the curriculum.
4. Language and literacy
5. Sheltered Instruction, Observation Protocol (SIOP).
6. Student Engagement.
7. Student Motivation.
8. Response to Instruction and Intervention (RTI).
9. Co-Teaching.
10. Instructional Coaching.
11. Intervention.

12. Acceleration.
13. Character Education.
14. Positive Behavior Intervention Support (PBIS).
15. Parental involvement.
16. Daily 5 and Cafe
17. Reading Apprenticeship.
18. Differentiated Instruction

These activities will be supported by appropriate resources and materials to address content of the professional development listed above.

Planned staff responsible for implementing activity: In collaboration with the staff/parents, administration plans and develops professional development for the teachers and parents. All staff is expected to participate and implement professional development. The accountability for the implementation of professional development is done through the teacher

Actual staff responsible for implementing activity: Abeli, Michelle
Aldrich, Linda
Alasry, Khadigah
Barker, Kathi
Bathish, Reem
Bennett, Edmund
Berry, Mona
Bock, Susan
Ditmar, Elizabeth
Dobronski, Gabrielle
Esseily, Mike
Fayad, Maha
Flatt, Samantha
Fleezanis, Elaine
Fournier, Tammy
Furkioti, Christine
Gleed, Ann
Haddad, Samer
Hanna, Hanaa
Hool, Charles
Karaali, Nassrine
Klemetson, Lisa
Knisely, Karen
Layson, Jennifer
McMullen, Phillip
Nagi, Nabil
Nameth, Mary
Peltz, Katie
Plaster, Clark
Saad, Hassan
Sabra, Nehmet
Schulkey, Christine
Schwartz, Donna
Serazio, Francis

Sloan, Leila
Tapp, Jeffrey
Thomas,Suzanne
Turbin, Linda
Woolley, Ruth

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Funding	General Funds	1,000.00	
Title I	Title I Schoolwide	6,800.00	

2.1.1.2. Activity: Parental Involvement: Comprehension

Activity Type: Other

Activity Description: We will engage parents in the Comprehension: Reading goal by the following:
We will hold regular parental meetings:
1. We will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, translation, or similar aid.
2. Meetings will be conducted once each month with parents and we will provide child care, flexible scheduling, or whatever assistance the school may be able to provide parents in order to better ensure their attendance at meetings, and we will provide translation of information in a language the parents can understand.
3. Meetings will include review and explanation of ways in which students can assist in their child's success the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain.
4. We will convene an annual meeting in the fall of each school year to which parents of children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan.

We will collaboratively plan and review progress towards our school improvement goals:
1. Opportunities will be provided 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.
2. Parents will be involved in the planning, review, and evaluation of the school improvement plan and the Title I program.
3. We will involve parents in an organized, on-going, and timely way in the development, review, and improvement of parent involvement activities
4. Timely responses will be given to parental questions, concerns, and recommendations.
We will provide parents with information about curriculum and student achievement:
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 to make suggestions and receive response regarding their students' education and the manner in which they can assist.

4. Information concerning school performance profiles and their child's individual performance, which will be communicated to parents several times throughout the school year. We will provide translation of information in a language the parents can understand.

5. 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.

We will collaboratively evaluate the School Improvement and Title I program plans:

1. 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.

2. We will involve parents in an organized, on-going, and timely way in the development, review, and improvement of parent.

These activities will be supported by:

1. Our School website on which we provide many resourceful links for parents and students.

2. A parent corner/Library which includes:

a. audio CDs, DVDs, and books

b. consumable resources that cover subjects including:

-Parenting with Love and logic,

-10 Great Ways to Teach Children Responsibility,

-The Apathetic Child,

-Attendance,

-Helping Your Child Develop Good Character Traits,

-25 Ways Parents Can Talk and Listen to Children, Bullies and Bullying,

-Facts Parents Should Know About Children and Depression.

-Subscription to the Parent institute web links and newsletter

Planned staff responsible for implementing activity: All staff is expected to use the various forms of communication we have to keep parents informed and involved in their children's success.

Actual staff responsible for implementing activity: Abeli, Michelle
Aldrich, Linda
Alasry, Khadigah
Barker, Kathi
Bathish, Reem
Bennett, Edmund
Berry, Mona
Bock, Susan
Ditmar, Elizabeth
Dobronski, Gabrielle
Esseily, Mike
Fayad, Maha
Flatt, Samantha
Fleezanis, Elaine
Fournier, Tammy

Furkioti, Christine
Gleed, Ann
Haddad, Samer
Hanna, Hanaa
Hool, Charles
Karaali, Nassrine
Klemetson, Lisa
Knisely, Karen
Layson, Jennifer
McMullen, Phillip
Nagi, Nabil
Nameth, Mary
Peltz, Katie
Plaster, Clark
Saad, Hassan
Sabra, Nehmet
Schulkey, Christine
Schwartz, Donna
Serazio, Francis
Sloan, Leila
Tapp, Jeffrey
Thomas,Suzanne
Turbin, Linda
Woolley, Ruth

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Funding	General Funds	1,000.00	
Title I	Title I Schoolwide	6,800.00	

2.1.1.3. Activity: Reading Comprehension Activites

Activity Type: Other

Activity Description: I. Students will do the following reading activities in all content areas:
A. Identifying Similarities and Differences Activities
-Student-Directed Comparison Task
Graphic Organizers for Comparison
Venn Diagram
Comparison Matrix
-Student-Directed Classification Task
Venn Diagram

Classification Matrix
-Creating metaphors and analogies
-Focused Practice

B. Summarizing and Note Taking Activities
-Students identify good summaries
-Create summaries using the "Rule-Based" strategy
-Use Summary Frames
Narrative
Topic Restriction
Illustration Frame
Definition Frame
Argumentation Frame
Problem Solution Frame
Conversation Frame
-Graphic organizers
-Practice oral and written summaries
-Reading Response Journals
-Create pictographs
-Create informal outlines
-Use sticky notes to make connections, record questions, key ideas or confusion
-Make physical models
-Engage in kinesthetic activities
-Cooperative Learning - Informal, Formal, Base Groups
-Reciprocal Teaching
-Focused Practice

C. Cues, Questions and Advance Organizer Activities
-"Turn and Talk"
-Students will communicate predictions
-Students will create and answer questions according to Bloom's Taxonomy
-Students will answer questions that elicit inferences
-Think, Pair, Share
-Cooperative Learning
-Q.A.R
-Focused Practice
-Advance Organizers
Expository
Narrative
Skimming
Graphic organizer
-Use content specific vocabulary when communicating orally or in writing
-Create explanations or descriptions of the term or phrase
-Create nonlinguistic representations of the term or phrase
Draw a symbol
Draw an example
Graphic representation
Dramatize the term
-Word Walls
-Foldables with illustrations

-Word Games
-Vocabulary Dictionaries
-Tell a story that integrates the term
-Context Clue Chart
-Academic Notebook
-Highlight prefix or suffix that will help them remember the meaning
-Identify synonyms or antonyms
-List related words
-Translate term into another language for English as a second language learners
-Frayer Model
-Focused Practice

D. Interpretation and Reflection Activities
-Orally and or in writing articulate inferences based on text
-Respond to and create inference questions orally or in writing
-Engage in dramatization
-Write a response including details from the text to support the theme

E. Literal Comprehension Activities
-Answer and construct literal questions
-Locate and use text features from:
charts, graphs, maps, tables, headings, glossary, bold words, graphic organizers, pictures
-Focused Practice
6th grade
Analyze character traits and setting
Analyze themes/truths/principles w/in/across texts
Explain how authors use literary devices
Retell/summarize narrative/informational text
Meaning of words/phrases in text
Use cues to decide meaning
7th Grade
Analyze dialogue/plot/themes/climax/characters
Analyze authorÃ????Ã???Ã??Ã?Â¢??s craft used to develop plot
Strategies to determine meaning
State themes/truths/principles w/in/across texts
How authors enhance understanding
8th Grade
Analyze roles/conflicts/abstract themes
State themes/truths, principles w/in/ across texts
Analyze authorÃ????Ã???Ã??Ã?Â¢??s craft
Explain how authors use craft/text features
Connect understanding to world themes/perspectives
Read/retell/summarize texts
Use strategies to determine meaning in context

The ways in which this will be accomplished is by implementing the following strategies: Creating Meaning
A. Identifying Similarities and Differences Strategies
Model Teacher-Directed Comparison

Model Teacher-Directed Classification Tasks
Differentiated Instruction
Cooperative Learning

B. Summarizing and Note Taking Strategies
Share and identify characteristics of good summaries
Model and co-construct written summaries of text
Model writing a summary using the "Rule-Based" strategy (Delete, Substitute, Select)
Model a graphic organizer to help create a summary
Model how to identify story elements and expository elements
Model how to distinguish between more important and less important ideas and details
Model how to select and interpret important facts, time sequences, cause/effect sequences and episodes
Read Alouds
Scaffolding
Think Alouds
Model how to use key words to identify specific information in the text
Provide teacher prepared notes
Provide visual outlines and graphics
Teach students how and when to use and construct graphic organizers
Model the use of non linguistic representations
Reciprocal Teaching
Differentiated Instruction
Cooperative Learning

C. Cues, Questions and Advance Organizer Strategies
Use questions before, during, and after the learning
Use cues and questions that focus on what is important vs. unusual
Use Bloom's Taxonomy to develop questions
Use advanced organizers to facilitate learning
Model Q.A.R
Differentiated Instruction
Cooperative Learning

D. Vocabulary Strategies
Teach vocabulary using Marzano's Five Step Process
Model text features
Engage students in activities that help them add to their knowledge of the terms
Differentiated Instruction

E. Interpretation and Reflection Strategies
Teach and share examples of inferences based on facts, time sequences, cause/effect sequences and episodes
Model how to identify important text implications
Model and provide opportunities to identify the significant message or event in a story
Model how to support opinions/positions with details from the text
Differentiated Instruction

F. Literal Comprehension Strategies
Model the use of key words to identify specific information from the text
Model and support how to locate and use nonfiction text features

Model how to create and use graphic organizers to keep track of important ideas and facts
Differentiated Instruction

These activities will be supported by:
1. parents via our web site and helpful links to reading activities for parents to do with their children at home.
2. technology integration of Promethean boards, slates, document cameras, i pads, and e-readers.
3. computer software such as Rosetta stone, Flocabulary, Tumble books, Successmaker, brain pop and write well.
4. classroom libraries and dedicated reading areas within the classroom.
5. field experiences for students who will then integrate their understanding of the experience into an oral presentation.
6. professional development for the staff, in house and at conferences.

Planned staff responsible for implementing activity: All staff is expected to choose appropriate activities that enhance learning within their content areas and record lesson strategy and activity in their SIP handbooks. Each teacher will record 2 lessons which will include the implementation of 2 strategies and 2 activities per month.

Actual staff responsible for implementing activity: Abeli, Michelle
Aldrich, Linda
Alasry, Khadigah
Barker, Kathi
Bathish, Reem
Bennett, Edmund
Berry, Mona
Bock, Susan
Ditmar, Elizabeth
Dobronski, Gabrielle
Esseily, Mike
Fayad, Maha
Flatt, Samantha
Fleezanis, Elaine
Fournier, Tammy
Furkioti, Christine
Gleed, Ann
Haddad, Samer
Hanna, Hanaa
Hool, Charles
Karaali, Nassrine
Klemetson, Lisa
Knisely, Karen
Layson, Jennifer
McMullen, Phillip
Nagi, Nabil
Nameth, Mary
Peltz, Katie
Plaster, Clark
Saad, Hassan
Sabra, Nehmet

Schulkey, Christine
Schwartz, Donna
Serazio, Francis
Sloan, Leila
Tapp, Jeffrey
Thomas,Suzanne
Turbin, Linda
Woolley, Ruth

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-12

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Building Budget	General Funds	1,000.00	
Title I Budget Plan	Title I Schoolwide	6,800.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
04/22/2010	Julia Maconochie	In Progress	This Goal has been adopted by the staff, we are engaged in professional development for implementation each week and it is being implemented in each classroom.
03/26/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress

2.1.1.4. Activity: Timely and Additional Assistance/Intervention: Comprehension

Activity Type: Other

Activity Description: The intervention activities that address the Comprehension: Reading goal will include:
1. Comprehension: Reading during the school day (small targeted and focused academic intervention classes; Tier II and III). These class activities will include:
a. Test taking strategies.
b. Making textbook reading meaningful
c. Writing to learn.
d. SIOP strategies

2. Intervention during the school day (small targeted and focused character education intervention classes Tier II and III). These class activities will include lessons from Advantage Press:

a. character education,

b. leadership,

c. motivation,

d. discipline.

3. Intervention after the school day which will be content specific tutoring. Extended day.

4. The community liaison will advocate for our at risk parents and students by:

a. Identifying, providing and integrating resources and services necessary to enrich school programs, child rearing practices, and student learning and development for families at risk.

b. Provide information to students and families on community health, cultural, recreational, social support, and other programs/services.

c. Provide information resources, and support for community and district activities that link to learning, skills development and individual talents, including summer programs for students.

d. Provide a forum to discuss information regarding resources available at the county, state, and national level.

e. We sponsor parent education workshops and other courses or training for parents.

f. Facilitate assemblies which support the affective/character education/social emotional health of our students and is crucial to our student's academic success.

Information: We provide information to families to support academic success at home. These include:

1. State of Michigan' 100 ways for Parents to be Involved in their Child's Education

2. Grade Level Content Expectation, parent guides

3. Love and Logic tips for parents

4. The Parent Institute tips for parents web links, flyers and newsletters

These activities are supported by the appropriate materials to implement each intervention listed above.

Planned staff responsible for implementing activity: All staff is expected to choose appropriate activities which address at risk student needs in small targeted and focused academic and character education intervention classes within their content areas and record lessons in their SIP handbooks.

The community Liaison will support and provide resources for parents.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Funding	General Funds	1,000.00	
Title I	Title I Schoolwide	6,800.00	

Goal 3: Problem Solving

Content Area: Math
Development Status: Complete

Student Goal Statement: Problem Solving Goal: The Math Michigan Education Assessment Program (M.E.A.P.) scores will increase as demonstrated by a minimum of a 5% improvement from 2011 to 2012 and each student of the sub-groups scores will increase as demonstrated by a minimum of a 5% improvement on the 2012 MEAP. The gaps between sub groups will narrow by 5%.

Gap Statement: I. 6th Grade Findings:
A. Special Education(S.E.) compared to Non-S.E.
A significant achievement gap is evident between S.E. and non-S.E. students who met or exceeded the standards on the 6th grade M.E.A.P. Math Test. In 2006, the gap increased to 29%, and increased again to 41% in 2007. In 2008, the gap between S.E. and Non-S.E. was 51%, an increase of 10% from 2007. In 2009, the gap was 17% a significant decrease of 34%. In 2010, the gap was a 13% gap a decrease of 4%. In 2011 none of the SE students passed the Math MEAP leaving a gap of 45%.
B. English Language Learners(E.L.L.) compared to Non-E.L.L.
The achievement gap between LE.L.L. compared to Non-E.L.L. students who met or exceeded the standards on the 6th grade M.E.A.P. Math Test varies from year to year. Non-E.L.L. students significantly outperformed L.E.P. students by 17% in 2006 and by 29% in 2007. In 2008, the gap between E.L.L. students and Non-E.L.L. students was 36% which is an increase of 7%. In 2009, the gap decreased 19% to 17%. In 2010, the gap increased by 3% to 20%. In 2011 the gap is 26% and increase of 6%.
C. Economically Disadvantaged(E.D.) compared to Non-E.D.
An achievement gap is evident between E.D. and Non-E.D. students who met or exceeded the standards on the 6th grade M.E.A.P. Math Test. The gap increased to 2% in 2006, and increased again to 19% in 2007. There is an 11% gap between economically disadvantaged and non-economically disadvantaged students in 2008. In 2009, the gap was only 5% a decrease of 6%. In 2010, the gap was 3% a decrease of 2%. In 2011 the gap remained the same at 3%.
D. Male compared to Female
The achievement gap between male and female students who met or exceeded the standards on the 6th grade M.E.A.P. Math Test varies from year to year. In 2006, there was no gap, but in 2007, females outperformed males by 8%. 7% of the Males scored higher than females in 2008. In 2009, the gap reversed with 7% of the females scored higher than the males. In 2010, the gap was 2% a decrease of 5%. The gap in 2011 was 3%.

II. 7th Grade Findings:
A. Special Education (S.E.) compared to Non-S.E.
A significant achievement gap is evident between S.E. and Non-S.E. students who met or exceeded the standards on the 7th grade M.E.A.P. Math Test. In 2006, the gap decreased to 53%, and decreased again to 44% in 2007. In 2008, there was a 48% gap. In 2009, the gap was 15%, a significant decrease of 33%. In 2010, a 43% gap which was a significant increase of 28%. In 2011 the gap was 25% a decrease of 3%
B. English Language Learners(E.L.L.) compared to Non-E.L.L.
A significant achievement gap is evident between E.L.L. and Non-E.L.L. students who met or exceeded the standards on the 7th grade M.E.A.P. Math Test. The gap increased to 28% in 2006, but decreased by 6% in 2007. In 2008, there was a 12% gap. In 2009, the gap decreased from 6% to 22%. In 2010, there is a 21% gap, which is a decrease of 1%. In 2011 the gap was 20% gap, which is a decrease of 1%
C. Economically Disadvantaged (E.D.) compared to Non-E.D.
An achievement gap is evident between E.D. and Non-E.D. students who met or exceeded the standards on the 7th grade M.E.A.P. Math Test. The gap decreased to 12% in 2006 and in 2007. In 2008, the gap increased to 8%. In 2009, the gap was only 4%, a decrease of 8%. In 2010 ,the gap was 3%, which is a decrease of 1%. In 2011 the gap remains at 3%.
D. Male compared to Female

A slight achievement gap is evident between male and female students who met or exceeded the standards on the 7th grade M.E.A.P. Math Test. Females have outperformed the males over time. The gap increased to 6% in 2006, but returned to 3% in 2007 and 6% in 2008. In 2009, the gap reversed with 4% of the males scoring higher than the females. In 2010, the gap was 12%, with females outperforming the males. In 2011 remains the same.

III. 8th Grade Findings:
A. Special Education(S.E.) compared to Non-S.E.
A significant achievement gap is evident between S.E. and Non-S.E. students who met or exceeded the standards on the 8th grade M.E.A.P. Math Test. In 2006, the gap increased to 60%, but decreased by 15% in 2007. In 2008, the gap between SE and non-SE is 30%, a decrease of 15%. In 2009, the gap was 46%, which was an increase of 16%. In 2010, there was a 18% gap which is a significant decrease of 14%. In 2011 there were less than 10 SE students which does not qualify as a sub-group.
B. English Language Learners(E.L.L.) compared to Non-E.L.L.
A significant achievement gap is evident between E.L.L. and Non-E.L.L. students who met or exceeded the standards on the 8th grade M.E.A.P. Math Test. In The gap decreased to 25% in 2006, but increased by 2% in 2007. In 2008, the gap between E.L.L. and Non-E.L.L. was 23%, a decrease of 4%. In 2009, the gap was 39% a significant increase of 16%. In 2010, there was a 23% gap, which was a decrease of 16%. The gap increased by 3% since none of the ELL students passed the Math MEAP test.
C. Economically Disadvantaged (E.D.) compared to Non-E.D.
An achievement gap is evident between E.D. and Non-E.D. students who met or exceeded the standards on the 8th grade M.E.A.P. Math Test. The gap decreased dramatically to 8% in 2006 and only 1% in 2007. In 2008, the gap was 2% and in 2009, the gap increased to 18%. In 2010 the gap was 0%, a significant decrease of 18%. The gap in 2011 was 3%.
D. Male compared to Female. The achievement gap between male and female students who met or exceeded the standards on the 6th grade M.E.A.P. Math Test varies from year to year. In 2005, males scored 4% higher. However, females outperformed males by 6% in 2007 and 1% in 2008. In 2009, 4% of the females scored higher than males. In 2010, the gap was 6% a 2% increase. In 2011 the gap was 11%.

Cause for Gap: I. 6th Grade Findings
A. Special Education(S.E.) compared to Non-S.E.: The S.E. students have difficulties in the following areas:
- Interpretation
- Comprehension
- Application
- Evaluation
- Analysis
B. English Language Learners (E.L.L.) E.L.L. and Non-E.L.L. students have difficulties in the following areas:
- Interpretation
- Comprehension
- Application
- Evaluation
- Analysis
C. Economically Disadvantaged(E.D.) compared to Non-E.D.: The E.D. students have difficulties in the following areas:
- Interpretation
- Comprehension
- Application
- Evaluation
- Analysis
D. Male compared to Female no information was provided to determine causation.
II. 7th Grade Findings:

A. Special Education(S.E.) compared to Non-S.E.: The S.E.students have difficulties in the following areas:
- Applying
- Analyzing
B. English Language Learners (E.L.L.) E.L.L. and Non-E.L.L. students have difficulties in the following areas:
- Comprehension
- Application
- Analysis
C. Economically Disadvantaged(E.D.) compared to Non-E.D.: The E.D> students have difficulties in the following areas:
- Comprehension
- Application
- Analysis
D. Male compared to Female no information was provided to determine causation

III. 8th Grade Findings:
A. Special Education(S.E.) compared to Non-S.E.: The S.E. students have difficulties in the following areas:
- Calculate, convert, problem solving rates, ratios, and proportions.
- Number operations with integers
- Estimating Computations
- Computing algebraic expressions
- Understand; Apply & solve linear relations, charts and graphs, and equations.
- Draw and construct geometric objects
- Understand the concept of similar polygons and solve related problems.
- Computing and interpreting statistics and data sets
- Interpreting and creating data
B. English Language Learners (E.L.L.) E.L.L. and Non-E.L.L. students have difficulties in the following areas:
- Application of basic math computations.
- Interpreting charts and graphs.
- How to calculate percent increase and decrease
- Problem solving and synthesis
- Calculating rates of change
- Understanding properties of numbers and equations
C. Economically Disadvantaged(E.D.) compared to Non-E.D.: The E,D. students have difficulties in the following areas:
- Computing with rational numbers
- Estimation
- Finding relationships with tables, graphs and formulas
- Understanding/solving inversely proportional relationships
- Converting units
- Changing unit systems
- Understanding concept of similar polygons
- Creating graphical representations
D. Male compared to Female no information was provided to determine causation.

Multiple measures/sources of data you used to identify this gap in student achievement: 1. Michigan Educational Assessment Program(M.E.A.P.)Math Test

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? 1. District Common Assessments
2. Star Math

3. M.E.A.P. math scores
4. Authentic assessments

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Target areas have been corrected and reflect the targets for each goal
03/26/2010	Julia Maconochie	In Progress	This Goal has been adopted by the staff, we are engaged in professional development for implementation each week and it is being implemented in each classroom.

Contact Name: Lisa Klemetson

List of Objectives:

Name	Objective
Problem Solving	Students will improve their problem solving abilities, which will result in a 5% increase in achievement on the 2012 Math MEAP. Each student in a sub-group will increase profciency by 5%. The gaps between sub groups will narrow by 5%.

3.1. Objective: Problem Solving

Measurable Objective Statement to Support Goal: Students will improve their problem solving abilities, which will result in a 5% increase in achievement on the 2012 Math MEAP. Each student in a sub-group will increase profciency by 5%. The gaps between sub groups will narrow by 5%.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
03/26/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress.This Goal has been adopted by the staff, we are engaged in professional development for implementation each week and it is being implemented in each classroom.

List of Strategies:

Name	Strategy
Problem Solving Strategies	All teachers will incorporate differentiated problem solving activities in the classrooms.

3.1.1. Strategy: Problem Solving Strategies

Strategy Statement: All teachers will incorporate differentiated problem solving activities in the classrooms.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
5.10 Provides appropriate support for students with special needs
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

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

The research support for the math strategies described below is:
Arter, Judith and McTighe, Jay. Scoring Rubrics in the Classroom
Chapman, Carolyn and King, Rita. Differentiated Instructional Strategies for Reading in the Content Area
Fisher , Douglas and Frey, Nancy. Checking for Understanding: Formative Assessment Techniques for Your Classroom
Friend, Marilyn. The Power of Two DVD series Co-Teaching!
Garner, Betty. Getting to Got It
Maccini, P. and K. Ruhl. "Effects of a Graduated Instructional Sequence on the Algebraic Subtraction of Integers by Secondary Students with Learning Disabilities."
Maccini, P. and C.A. Hughes. "Effects of a Problem-Solving Strategy on the Introductory Algebra Performance of Secondary Students with Learning Disabilities."
Mattison, David. Educational Consultant.
Marzano, Robert. Building Background knowledge and Building Academic Vocabulary
Marzano, Robert. Class Room Instruction That Works
Payne, Ruby. A Framework for Understanding Poverty.

Tomlinson, Carol. Differentiation of Instruction
Wormeli, Rick. Differentiation from Planning to Practice Grades 6-1
Wormeli, Rick. Summarization in Any Subject.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
03/26/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In ProgressThis Goal has been adopted by the staff, we are engaged in professional development for implementation each week and it is being implemented in each classroom.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom Problem Solving Activities	2012-09-06	2013-06-18	All staff is expected to choose appropriate activities that enhance learning within their content areas and record lessons in their SIP handbooks. Each Teacher will record 2 lessons which will include the implementation of 2 strategies and 2 activities per month.
Highly Qulaified and Ongoing Professional Development: Problem Solving	2012-09-06	2013-06-14	In collaboration with the staff/parents, administration plans and develops professional development for the teachers and parents. All staff is expected to participate and implement professional development. The accountability for the implementation of professional development is done through the teacher
Parental Involvement: Problem Solving	2012-09-06	2013-06-14	All staff is expected to use the various forms of communication we have to keep parents informed and involved in their children's success.
Timely and Additional Assistance/Intervention: Problem Solving	2012-09-06	2013-06-14	All staff is expected to choose appropriate activities which address at risk student needs in small targeted and focused academic and character education intervention classes within their content areas and record lessons in their SIP handbooks. The community Liaison will support and provide resources for parents.

3.1.1.1. Activity: Classroom Problem Solving Activities

Activity Type: Other

Activity Description: A. Students will do the following problem solving activities in all content areas:
-Real life applications
-Explain their hypothesis and conclusions
-Constructed responses
-Written responses
-Use problem solving frameworks
Historical Investigations
Inventions
Experimental Inquiry
Decision Making
-Write position papers
-Practice analyzing, interpreting, and applying information using maps, graphs, charts etc.
-LAMPS
-SLOBS
-FOIL
-SLOTS
-Complete problems in multiple formats
-Translate written responses into numeric/graphic representations
-Use rubrics to evaluate information
-Graphic organizers
-Measurement, analysis and computation drills
-Math games
-Math labs
-Success Maker
-Manipulatives
-Timelines
-Capstone Project

The ways in which this will be accomplished is by implementing the following strategies:
-Model how to approach a problem
-Use inductive or deductive reasoning to form predictions or questions
-Model how to find similarities and differences and how it impacts the outcome
-Model strategies for computation
-Focused Instruction (mini-lesson)
-Differentiated Instruction
-Cooperative Learning

These activities will be supported by:
1. parents via our web site and helpful links to problem solving activities for parents to do with their children at home.
2. technology integration of Promethean boards, slates, document cameras, i pads, TI83 calculators and graphing calculators.
3. computer software such as Renaissance learning, Successmaker, brainpop, and Inspire teacher software.
4. classroom libraries and dedicated problem solving areas within the classroom.
5. field experiences for students who will then integrate their understanding of the experience into an oral presentation.
6. professional development for the staff, in house and at conferences.

Planned staff responsible for implementing activity: All staff is expected to choose appropriate activities that enhance learning within their content areas and record lessons in their SIP handbooks. Each Teacher will record 2 lessons which will include the implementation of 2 strategies and 2 activities per month.

Actual staff responsible for implementing activity: Abeli, Michelle
Aldrich, Linda
Alasry, Khadigah
Barker, Kathi
Bathish, Reem
Bennett, Edmund
Berry, Mona
Bock, Susan
Ditmar, Elizabeth
Dobronski, Gabrielle
Esseily, Mike
Fayad, Maha
Flatt, Samantha
Fleezanis, Elaine
Fournier, Tammy
Furkioti, Christine
Gleed, Ann
Haddad, Samer
Hanna, Hanaa
Hool, Charles
Karaali, Nassrine
Klemetson, Lisa
Knisely, Karen
Layson, Jennifer
McMullen, Phillip
Nagi, Nabil
Nameth, Mary
Peltz, Katie
Plaster, Clark
Saad, Hassan
Sabra, Nehmet
Schulkey, Christine
Schwartz, Donna
Serazio, Francis
Sloan, Leila
Tapp, Jeffrey
Thomas,Suzanne
Turbin, Linda
Woolley, Ruth

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-18

Actual Timeline: Begin Date - 09/06/2012, End Date - 06/18/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General District Building Budget	General Funds	1,000.00	
Title I budget plan	Title I Schoolwide	6,800.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/16/2010	Julia Maconochie	In Progress	Progress Status changed from Open to In Progress
03/26/2010	Julia Maconochie	In Progress	This Goal has been adopted by the staff, we are engaged in professional development for implementation each week and it is being implemented in each classroom.

3.1.1.2. Activity: Highly Qulaified and Ongoing Professional Development: Problem Solving

Activity Type: Professional Development

Activity Description: Teachers and Parents will participate regularly in professional development to address this goal. Some examples of the professional development that will be offered are:
1. Integration and use of technology and software as a means of communication, instruction, timely intervention and student engagement.
2. Classroom instruction that works in the block.
3. Reading and writing across the curriculum.
4. Language and literacy
5. Sheltered Instruction, Observation Protocol (SIOP).
6. Student Engagement.
7. Student Motivation.
8. Response to Instruction and Intervention (RTI).
9. Co-Teaching.
10. Instructional Coaching.
11. Intervention.
12. Acceleration.
13. Character Education.
14. Positive Behavior Intervention Support (PBIS).
15. Parental involvement.
16. Daily 5 and Cafe
17. Reading Apprenticeship.
18. Differentiated Instruction

These activities will be supported by appropriate resources and materials to address content of the

professional development.

Planned staff responsible for implementing activity: In collaboration with the staff/parents, administration plans and develops professional development for the teachers and parents. All staff is expected to participate and implement professional development. The accountability for the implementation of professional development is done through the teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Funding	General Funds	1,000.00	
Title I	Title I Schoolwide	6,800.00	

3.1.1.3. Activity: Parental Involvement: Problem Solving

Activity Type: Other

Activity Description: We will hold regular parental meetings:
1. We will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, translation, or similar aid.
2. Meetings will be conducted once each month with parents and we will provide child care, flexible scheduling, or whatever assistance the school may be able to provide parents in order to better ensure their attendance at meetings, and we will provide translation of information in a language the parents can understand.
3. Meetings will include review and explanation of ways in which students can assist in their child's success the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain.
4. We will convene an annual meeting in the fall of each school year to which parents of children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan.

We will collaboratively plan and review progress towards our school improvement goals:
1. Opportunities will be provided 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.
2. Parents will be involved in the planning, review, and evaluation of the school improvement plan and the Title I program.
3. We will involve parents in an organized, on-going, and timely way in the development, review, and improvement of parent involvement activities
4. Timely responses will be given to parental questions, concerns, and recommendations.

We will provide parents with information about curriculum and student achievement:

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 to make suggestions and receive response regarding their students' education and the manner in which they can assist.

4. Information concerning school performance profiles and their child's individual performance, which will be communicated to parents several times throughout the school year. We will provide translation of information in a language the parents can understand.

5. 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.

We will collaboratively evaluate the School Improvement and Title I program plans:

1. 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.

2. We will involve parents in an organized, on-going, and timely way in the development, review, and improvement of parent.

These activities will be supported by:

1. Our School website on which we provide many resourceful links for parents and students.

2. A parent corner/Library which includes:

a. audio CDs, DVDs, and books

b. consumable resources that cover subjects including:

-Parenting with Love and logic,

-10 Great Ways to Teach Children Responsibility,

-The Apathetic Child,

-Attendance,

-Helping Your Child Develop Good Character Traits,

-25 Ways Parents Can Talk and Listen to Children, Bullies and Bullying,

-Facts Parents Should Know About Children and Depression.

Planned staff responsible for implementing activity: All staff is expected to use the various forms of communication we have to keep parents informed and involved in their children's success.

Actual staff responsible for implementing activity: Abeli, Michelle

Aldrich, Linda

Alasry, Khadigah

Barker, Kathi

Bathish, Reem

Bennett, Edmund

Berry, Mona

Bock, Susan

Ditmar, Elizabeth

Dobronski, Gabrielle

Esseily, Mike

Fayad, Maha

Flatt, Samantha

Fleezanis, Elaine

Fournier, Tammy
Furkioti, Christine
Gleed, Ann
Haddad, Samer
Hanna, Hanaa
Hool, Charles
Karaali, Nassrine
Klemetson, Lisa
Knisely, Karen
Layson, Jennifer

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-14

Actual Timeline: Begin Date - 09/06/2012, End Date - 06/14/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Funding	General Funds	1,000.00	
Title I	Title I Schoolwide	6,800.00	

3.1.1.4. Activity: Timely and Additional Assistance/Intervention: Problem Solving

Activity Type: Other

Activity Description: The intervention activities will include:
1. Communication: Written and Oral Intervention during the school day (small targeted and focused academic intervention classes; Tier II and III). These class activities will include:
a. Test taking strategies.
b. Making textbook reading meaningful
c. Writing to learn.
d. SIOP strategies

2. Intervention during the school day (small targeted and focused character education intervention classes Tier II and III). These class activities will include lessons from Advantage Press:
a. character education,
b. leadership,
c. motivation,
d. discipline.

3. Intervention after the school day which will be content specific tutoring. Extended day.

4. The community liaison will advocate for our at risk parents and students by:
a. Identifying, providing and integrating resources and services necessary to enrich school programs, child rearing practices, and student learning and development for families at risk.

b. Provide information to students and families on community health, cultural, recreational, social support, and other programs/services.

c. Provide information resources, and support for community and district activities that link to learning, skills development and individual talents, including summer programs for students.

d. Provide a forum to discuss information regarding resources available at the county, state, and national level.

e. We sponsor parent education workshops and other courses or training for parents.

f. Facilitate assemblies which support the affective/character education/social emotional health of our students and is crucial to our student's academic success.

Information: We provide information to families to support academic success at home. These include:

1. State of Michigan' 100 ways for Parents to be Involved in their Childs Education
2. Grade Level Content Expectation, parent guides
3. Love and Logic tips for parents
4. The Parent Institute tips for parents flyers and newsletters

These activities are supported by the appropriate materials to implement each intervention.

Planned staff responsible for implementing activity: All staff is expected to choose appropriate activities which address at risk student needs in small targeted and focused academic and character education intervention classes within their content areas and record lessons in their SIP handbooks. The community Liaison will support and provide resources for parents.

Actual staff responsible for implementing activity: Abeli, Michelle
Aldrich, Linda
Alasry, Khadigah
Barker, Kathi
Bathish, Reem
Bennett, Edmund
Berry, Mona
Bock, Susan
Ditmar, Elizabeth
Dobronski, Gabrielle
Esseily, Mike
Fayad, Maha
Flatt, Samantha
Fleezanis, Elaine
Fournier, Tammy
Furkioti, Christine
Gleed, Ann
Haddad, Samer
Hanna, Hanaa
Hool, Charles
Karaali, Nassrine
Klemetson, Lisa
Knisely, Karen
Layson, Jennifer
McMullen, Phillip
Nagi, Nabil
Nameth, Mary

Peltz, Katie
Plaster, Clark
Saad, Hassan
Sabra, Nehmet
Schulkey, Christine
Schwartz, Donna
Serazio, Francis
Sloan, Leila
Tapp, Jeffrey
Thomas,Suzanne
Turbin, Linda
Woolley, Ruth

Planned Timeline: Begin Date - 2012-09-06, End Date - 2013-06-14

Actual Timeline: Begin Date - 09/06/2012, End Date - 06/14/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Funding	General Funds	1,000.00	
Title I	Title I Schoolwide	6,800.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	$13,000.00	$0.00
Title I Schoolwide	$88,480.00	$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

   We organized the staff into five committees, each focused on gathering data within one of these categories. The committees evaluated, within the category, what data provided the most information concerning the needs of the school. Data was disaggregated based on gender, race and ethnicity, economically disadvantaged, and limited English proficiency, and comparisons of the achievement between subgroups was made. Data was examined across multiple years, grade levels to identify patterns and trends. By using multiple data sources to triangulate the data, priority needs emerged from a foundation supported by objective data.

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

   Student Achievement:
   The results obtained from the comprehensive needs assessment is that we still have gaps in our sub-groups however with the exception of special education the gaps are much smaller.
   Perception Data:
   Our school is well perceived by students, teachers, parents
   Demographics:
   We have a typical population for our area.

Schoolwide Reform Model

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

   Our overarching, comprehensive, research based concept/program that Stout Middle School is implementing is differentiated instruction and content literacy.
   The Marzano Instructional Strategies and The SIOP strategies are used may include:

Robert Marzano Instructional Strategies:

Advance Organizers: Providing students with a preview of new content

Building vocabulary: Using a complete six-step process to teach vocabulary that includes teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games. More data available

Complex cognitive tasks: Working on complex tasks such as investigation, problem solving, decision making, and experimental inquiry.

Cooperative learning: Students working together in small groups. More data available

Cues and questions: Using hints and questions to activate prior knowledge and deepen student understanding

Effort and recognition: Reinforcing and tracking student effort and providing recognition for achievement

Engagement strategies: - Using activities designed to help capture students' attention.

Feedback: Providing students with information relative to how well they are doing regarding a specific assignment

Graphic organizers: Providing a visual display of something being discussed or considered (e.g., using a Venn diagram to compare two items)

Homework: Providing students with opportunities to increase their understanding through assignments completed outside of class

Identifying similarities and differences: Identifying similarities and/or differences between two or more items being considered

Interactive games: Using academic content in game-like situations

Kinesthetic activities: Students representing new content physically

Nonlinguistic representations: Providing a representation of knowledge without words (e.g., a graphic representation or physical model)

Note taking: Recording information that is considered important

Partial vocabulary: Using one or more aspects of a six-step process to teach vocabulary which may include teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games

Practice: Massed and distributed practice on a specific skill, strategy, or process

Setting goals/objectives: Identifying a learning goal or objective regarding a topic being considered in class

Student discussion/chunking: Breaking a lesson into chunks for student or group discussion regarding the content being considered

Summarizing: Requiring students to provide a brief summary of content

Tracking student progress and scoring scales: Using scoring scales and tracking student progress toward a learning goal More data available

Voting technology: Using interactive clicker technology to collect data regarding student knowledge during class

Sheltered Instruction Observation Protocol (SIOP)

1. Preparation: Teachers state the content objectives that are taken from the state or national standards. They plan meaningful activities to meet the objectives. In addition, they select language objectives for each lesson that are drawn from language arts standards or ESL standards.

2. Building Background: Teachers connect the students' background and past experiences with the new learning. They help students comprehend by teaching the vocabulary that is key to understanding of the material.

3. Comprehensible Input: Teachers make lessons comprehensible by using vocabulary that the students understand, stating directions orally and in writing, and demonstrating what the students are expected to do. In addition, the students are given guided practice and are involved in a variety of techniques that provide hands-on practice. The students are provided with support such as prediction guides, visual aides, and other supplemental materials. The information is shared at an appropriate pace and enunciated clearly.

4. Strategies: Teachers use explicit instructional strategies, such as questioning techniques, to support higher-level thinking that involves predicting, summarizing, problem solving, organizing, evaluating, and self-monitoring. The instructional strategies also involve the students in scaffolding techniques that provide the right amount of support and help move the students to the next level. The students are given the time to practice the strategies with support from their peers and the teacher, as well as opportunities to implement the strategies independently.

5. Interaction: The teacher provides the students with continual opportunities to interact with peers through flexible grouping.

6. Practice and Application: This component of the SIOP model reinforces the importance of using hands-on material and manipulatives. Teachers plan small-group activities involving hands-on experiences that provide students with relevant information about the content and an opportunity to practice what they are learning.

7. Lesson Delivery: The teacher focuses on the content and language objectives of the lesson and involves the students actively in meeting the objectives. Lessons are delivered at the appropriate pace so that the students can learn the material and not be bored.

8. Review/Assessment: The teachers provide the appropriate feedback so that the students can continue to grow, review the key concepts to ensure long-lasting learning, and provide assessment to track student progress.

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

The Marzano strategies implementation is a district wide initiative and the SIOP model is an accepted best practice by the staff. Stout Middle School Staff is provided with ongoing professional development and implementation.

Curriculum Alignment that Corresponds to the Goals

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

Stout Middle School curriculum adheres to the district-wide curriculum for each content area. The district's curriculum is aligned to the state standards and benchmarks (required by PA 25-380.1277) and grade level content expectations and goes through the curriculum review process guided by the district-wide Curriculum Council. The Council meets eight times a year and has two levels of membership: standing members and ad hoc members. It has representatives from administration, teachers, counselors, colleges, and parents. The Council's purpose is to create one district-level decision-making body that coordinates and monitors all aspects of teaching and learning; curriculum, instruction, assessment, technology integration, and professional development. Stout Middle School adheres to the district curricula and assessments to ensure that each student meets the specified expectations. Our school reports on the curriculum, instruction, and assessment processes (in addition to the rest of the components) yearly through the Indicators of School Performance and has maintained an A on this component of the Ed Yes!

Curriculum committees of each core content area participate in a program of continuous evaluation and review, making adjustments, and responding to external influences as demanded. Committees adhere to established conditions regarding membership, meeting, and report formats. Major revisions will be subject to an established protocol:

1. Presentations to Elementary Forum and Secondary Principals' Meeting
2. Approval by the District Curriculum Council
3. Informational presentation to the Community via District web site, feedback requests, surveys, etc.
4. Informational presentation to the Board and Community, as requested

Any initiative directly related to a subject area must be discussed at the Curriculum Committee and Administrative Forum(s) before being brought to the Council. Any cross-curricular initiative or procedural change must clear associated standing committees and
Administrative Forum(s) before being brought to Council. Agenda items suggested by individuals, individual buildings, or individual
departments or programs that have not followed these steps will be referred back to appropriate committees.

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

Stout Middle School curriculum adheres to the district-wide curriculum for each content area. The district's curriculum is aligned to the state standards and benchmarks (required by PA 25-380.1277) and grade level content expectations and goes through the curriculum review process guided by the district-wide Curriculum Council.
With this in mind professional learning community groups convene several times a month at the building level, where decisions about curriculum, instruction and assessment are made. Data is reviewed, perceptual information is taken into consideration, formal and informal observations of instructional delivery and effectiveness are all taken into consideration when these decisions are being made and evaluated.
We discuss and move through the teaching and learning cycle. The teaching and learning cycle has four key elements: assessment, evaluation, planning, and teaching, supported by an understanding of the reading process, the writing process, and of the conditions that are favorable for learning to occur. The teaching and learning cycle describes the process by which teachers make professional instructional decisions and then act on those decisions. The goal of any teaching is to produce new learning, which in turn provides a new assessment sample for the teacher to evaluate.

Instruction by Highly Qualified Professional Staff

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

In compliance with No Child Left Behind (NCLB) Act of 2001, and in an effort to meet our school improvement goals all of the teachers at Stout Middle School are highly qualified in the subject areas in which they teach.
Instruction by Highly Qualified Staff

100% of our teachers meet the highly qualified' requirements in terms of certification and preparation. All of our bilingual and special education teachers have appropriate endorsements.
100% of our paraprofesionals are highly qualified in terms of certification and preparation.

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

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

   Findings: 46% (25)of our teachers have been teaching more than 9 years. 24% (13)of our teachers have been teaching for more than 15 years. 32% (17)of our teachers are non-tenure teachers. Thirty Four(62%) of teachers have been teaching at Stout Middle School for more than 4 years. Ten (18%) of the teachers have been teaching at Stout for more than 15 years; Ten (18%) of our teachers have been with us for 9-15 years

   Implications for Action: While the majority of our teachers have been with us for many years we have a significant amount of new teachers. We must

   1. continually revisit the initiatives that have taken place at Stout and involve new teachers

   2. maintain a strong peer mentor program between our seasoned staff and our new staff

   3. provide diverse professional development opportunities to both tenured and non-tenured staff.

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

   School Strategies

   Our school involves teachers in site based decision making with regards to areas that impact their professional life. The following are ways in which Stout Middle School attracts and retains Highly Qualified teachers:

   Team Decision Making

   1. Scheduling and teaching assignments.

   2. Meaningful and high quality professional development

   3. School improvement initiatives

   4. Assessment

   Resource support

   1. Classroom needs

   2. Time

   3. Human resource support

4. Technology

Teaming

1. Plan, study, talk, and analyze formative, summative assessments and discuss students.

2. Common prep times

Administrative support

1. Provide leadership Opportunities

2. Ongoing pedagogy development

3. Money for conferences

4. Celebration, Recognition, and appreciation of efforts.

5. Available and Visible

District Strategies

Our district recruits and hires teachers and paraprofessionals who are highly qualified. All new teachers attend a two-day "new teacher orientation" workshop where they are provided with an overview of the district curriculum assessments, interventions, technology as well as tools that they can apply to address learning and ethnic diversity. The district provides ongoing and meaningful professional development. The district has a competative compensation packet.

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

   We have a stable staff with little turn over.

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

   Not applicable

High-Quality and Ongoing Professional Development

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

Strategies to Increase Parental Involvement

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

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

   Part III: Building Capacity for Involvement
   Parental information and assistance on standards and assessments: 1118 (e) (1)
   Stout Middle school will ensure parents are informed about both state and local academic standards and assessments, in parent friendly language, through interactions and discussions via:
   -biannual Parent Conferences
   -Open House
   -Progress reports and report cards
   -Daily grade reports (Parent Connect) - Web based grade book
   -Common Core Standards posted on school website (or hard copy available upon request)
   -Teacher conference periods to available to meet and inform parents as needed

   Materials and Training to Parents: 1118 (e) (2)
   Stout Middle school offers training and materials to parents through:
   -District wide parent workshops and guest speakers
   -School Newsletters/Classroom Newsletters/District Newsletters
   -District Website - including "parent info" tab
   -Teacher recommended websites to supplement curriculum
   -Online textbooks
   -Principal Blog
   -Parent Connect (web-based grade book) tutorial
   -Individual meetings between parents and teachers, administrator, and/or other support staff

   Educate all staff regarding the value of parent involvement: 1118 (e) (3)
   Stout Middle school will educate the entire staff; teachers, paraprofessionals, administrators, and all supplemental staff how crucial parent contributions are to student success. Parents are an integral part of the students' educational development and its importance will be continually promoted and reinforced to all staff through:
   -Professional Development
   -Parent Club meetings

   Coordinate parent involvement activities with other programs: 1118 (e) (4):
   Stout Middle school will work to coordinate programs to ensure success through:
   -Transition orientations - into middle school from elementary schools as well as from middle school into high school
   -Monthly Parent Club Meetings
   -Field Trip chaperones
   -School Day Volunteer opportunities
   -Activity Days and Social Nights
   -Classroom observations upon request by parents
   -Special Events

-Parent Club fundraisers
-New student school tours

Dispersal of Information in Family Friendly Language: 1118 (e) (5):
All communication from Stout Middle school will be provided to parents in an understandable manner through:
-School Newsletters/Classroom Newsletters/District Newsletters
-Student Daily Planners
-Bilingual interpreters
-Website and Email - written in easily understandable language
-Accommodations for all parents of any disability
Other reasonable parent support: 1118 (e) (14)
Stout Middle school will support parent involvement in any reasonable manner upon request, through:
-Every effort will be made to accommodate parent requests to ensure that all individual needs are met to enhance parent involvement
-Varied meeting times are constantly made available to parents as alternative conference times with teachers
-Varied meeting times available to meet with counselors, administration, and all support staff are readily available

Part IV: Accessibility
Parent involvement activities accessible to all parents: 1118 (f)
Stout Middle school will provide all parents, including those who are disabled, speak limited English, or parents of migrant students and those who have other needs, all necessary accommodations and support.

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

2a. Design

Parent Involvement in Program Improvement: 1118 (c) (3)
Stout Middle school will provide parents with opportunities to help plan, review, and improve our Stout Middle School Title I Program by
??Reviewing the School Parent Involvement Policy and the School Improvement Plan at monthly parent meetings
??Posting the Parent Involvement Policy and the School Improvement Plan
at Parent Teacher conferences with opportunities to give feedback to staff and administration
??Conducting a Parent Survey that addresses areas of our program
??Expanding all avenues of communication with parents (newsletters, school
website, teacher websites, and District publications) for continued insight on how our Title I program can be improved

2b. Implementation

Parent Input Opportunities: 1118 (c) (4) (C)
Stout Middle school will provide parents with regular opportunities to participate in decisions made regarding the Title I program by:

??Including Parents on our School Improvement Team
??Including Stout Middle School Title I as an agenda item at Parent Club meetings
??Posting the Parent Involvement Policy at Parent Teacher conferences with opportunities to give feedback to staff and administration
??Conducting a parent survey
??Telephone and E-mail Correspondence between parents, teachers and school

2c. Evaluation

Parent Opportunities to Amend Policy: 1118 (c) (5)
If the plan is not satisfactory to the parents, Stout Middle school will provide opportunities to suggest amendments through:
??Discussion sessions at Parent Club meetings
??Conducting a parent survey
??Opportunities to give feedback to staff at Parent Teacher conferences
??Administrators meet with individuals to address plan

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

Parental Participation Opportunities: 1118 (d) (2) (C)
Stout Middle school will provide parents with opportunities to volunteer, participate in, and observe classroom activities as well as interaction with staff through:
??Monthly Parent Club Meetings
??Field Trip chaperones
??School Day Volunteer opportunities
??Activity Days and Social Nights
??Classroom observations upon request by parents
??Student Study Teams
??Individualized Education Plan meetings
??Special Events
??Parent Club fundraisers
??District wide guest speakers (Parent Workshops)
??Beginning of the year parent orientation
??Parent Open House and Parent Teacher Conferences

Part III: Building Capacity for Involvement
Parental information and assistance on standards and assessments: 1118 (e) (1)
Stout Middle school will ensure parents are informed about both state and local academic standards and assessments, in parent friendly language, through interactions and discussions via:
??Trimester Parent Conferences
??Open House
??Progress reports and report cards
??Daily grade reports (Parent Connect) - Web based grade book
??Common Core Standards posted on school website (or hard copy available upon request)
??Teacher conference periods to available to meet and inform parents as needed

Dispersal of Information in Family Friendly Language: 1118 (e) (5):

All communication from Stout Middle school will be provided to parents in an understandable manner through:
??School Newsletters/Classroom Newsletters/District Newsletters
??Student Daily Planners
??Bilingual interpreters
??Website and Email - written in easily understandable language
??Accommodations for all parents of any disability

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

    Part II: Share Responsibilities for High Student Academic Achievement
    Jointly Developed Compact: 1118 (d) (1)
    Stout Middle school and our parents will jointly develop a School/Parent/Student Compact that outlines how parents, school staff, and students will work together to ensure high student academic achievement and continued student improvement by:
    -Reviewing the School/Parent/Student Compact with parents at Parent Club meetings
    -Discussing the School/Parent/Student Compact, which is included in the student planner, with students at the beginning of the school year
    -Revisiting the School/Parent/Student Compact at the annual meetings with all stakeholders

    Discussion at Parent Teacher Conferences: 1118 (d) (2) (A)
    Stout Middle school will allow for discussion of the School Wide Title I plan and the Parent Compact plan at:
    -Parent Teacher Conferences
    -Annual meeting
    -Parent Club meetings

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

    Via surveys, discussions, sign in sheets (participation) and self assessment.

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

    As a result of our Title I self assessment and input from parents we have adjusted our strategies and activities to better address our goals.

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

Preschool Transition Strategies

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

Middle School

Transition from Elementary to Middle School

The attributes of successful transition programs include the following:

1. A sensitivity to the anxieties accompanying a move to a new school setting

2. The importance of parents and teachers as partners in this effort

3. The recognition that becoming comfortable in a new school setting is an ongoing process, not a single event.

Stout Middle School

1. Makes the planning, implementation, and evaluation of transition activities an annual focus.

2. Encourages collaboration among elementary and middle schools and teachers, students, and parents.

3. Provides a comprehensive orientation programs for teachers, students, and families.

4. Is knowledgeable about the needs and concerns of young adolescents in transition.

5. Supports teachers' efforts to address students' social, developmental, and academic needs.

6. Provides leadership in creating a climate that values and supports effective home/school communications.

Teachers and Counselors:

1. Engage in collaborative planning with their counterparts at the elementary and middle levels to ensure a smooth academic transition that recognizes and accommodates variations in curricula across feeder schools.

2. Are knowledgeable about the needs and concerns of young adolescents in transition.

3. Keep parents informed, help them become skilled in dealing with issues related to transition, and welcome their participation in their children's education.

4. Provides counseling at both the elementary and middle levels to address transition concerns and assure students of the availability of ongoing support.

5. Provides programs, activities, and curricula to help students understand and cope successfully with the challenges of transition.

6. Use a variety of developmentally appropriate instructional practices that will enable each child to experience academic success.

7. Employ strategies such as cooperative learning that provide opportunities for peer interaction.

8. Consider organizational structures such as team teaching that ensure teachers have meaningful knowledge and understanding of each child.

Parents are encouraged to:

1. Provide young children with manageable tasks that will help them develop organizational skills and responsibility.

2. Have their children to try new things and to regard failure as a necessary part of learning and growing.

3. Become knowledgeable about the needs and concerns of young adolescents in transition.

4. Help children turn their anxieties into positive action by learning about school rules, schedules, locker procedures, and the availability of counseling.

5. Attend school functions and stay involved in children's schooling.

6. Support children in their efforts to become independent.

7. Maintain strong family connections with young adolescents.

8. Be alert to signs of depression or anxiety in their children and seek help.

High School

Transition from Middle School to High School

Transition plan from Middle School programs to High School programs include:

1. Collaboration between eighth and ninth grade buildings/personnel (Mizelle, 1999). Feeder middle schools and receiving high schools communicate to identify what Gibson (1969) called the distinctive features of academic, social, and organizational logistics and philosophies in middle school and high school.

2. Asking students to reflect on and to experience the complexities and nuances of the distinctive features of

high school will have greater impact than isolated information sessions (Mizelle & Irvin, 2000).

3. Providing targeted early intervention in order to promote academic recovery in failing students (Roderick & Camburn, 1999). Colleges have long used this approach to assist students entering college with academic deficiencies (Abelman, & Molina, 2001; Garing, 1992).

4. Addressing the information gap by providing students and families with a wealth of information about the academic, social, and organizational similarities and differences between middle school and high school (Mizelle, 1999).

-expanding the number and duration of visits between schools;

-allowing students to spend a day with secondary school students;

-inviting secondary school students and teachers to speak at the feeder schools;

-providing mentoring to middle school students by secondary school students, etc.

-Addressing curriculum (e.g., academic rigor of courses); facilities (e.g., location of classrooms, restrooms); and safety and discipline (e.g., rules and discipline code); and provide accurate information (e.g., organization and logistics)

Teacher Participation in Making Assessment Decisions

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

Assessment is defined as the process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths, and weaknesses, to judge instructional effectiveness and curricular adequacy, and to inform policy. The teacher plays a key role the creation, implementation, and analysis of student assessments.

Teachers develop the following assessments:

Formative: Assessments for learning. Best Practice Strategies for checking for student understanding during instruction to inform same.

Summative: Assessments of Learning. Gives School a picture of progress made in meeting Standards.

Common Assessment: Informs Instruction and Gives School a picture of progress made in meeting Standards.

Directed Reading Assessment: Teachers administer and use data to inform instruction.

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

MEAP:looks at year to year data, students over time and looks for gaps in sub-groups. This is main source of information in the development of our school improvement goals

Star Math: To determine need for intervention and math placement.

Scholastic Reading Inventory: To determine need for intervention and literature circle groupings.

Exam View: Informs Instruction

Directed Reading Assessment: provides prescriptive intervention information.

District Common Math Assessments: Looks at benchmark progress made for a prescribed period of time.

District Common Writing Assessment: Looks at student progress over a school year.

Successmaker: looks at progress made by students who have been identified as 'at-risk' or who are testing below grade level in reading and math.

Alternative Measures of Assessment

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

District:
The district has content area teams that develop common assessments for Writing, Math, and Science.
School:
The school uses computer based programs to assess students in reading and Math.
Teacher use "exam view" to develop tests based on State Standards and Benchmarks.
Teachers also use multiple checks for understanding through formative assessment.

Timely and Additional Assistance

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

The Timely and Additional Assistance will include:
1. During the school day (small targeted and focused academic intervention classes; Tier II and III). These class activities will include:

a. Test taking strategies.

b. Making textbook reading meaningful

c. Writing to learn.

d. SIOP strategies

2. Intervention during the school day (small targeted and focused character education intervention classes Tier II and III). These class activities will include lessons from Advantage Press:

a. character education,

b. leadership,

c. motivation,

d. discipline.

3. Intervention after the school day which will be content specific tutoring. Extended day.

4. The community liaison will advocate for our at risk parents and students by:

a. Identifying, providing and integrating resources and services necessary to enrich school programs, child rearing practices, and student learning and development for families at risk.

b. Provide information to students and families on community health, cultural, recreational, social support, and other programs/services.

c. Provide information resources, and support for community and district activities that link to learning, skills development and individual talents, including summer programs for students.

d. Provide a forum to discuss information regarding resources available at the county, state, and national level.

e. We sponsor parent education workshops and other courses or training for parents.

f. Facilitate assemblies which support the affective/character education/social emotional health of our students and is crucial to our student's academic success.

Information: We provide information to families to support academic success at home. These include:

1. State of Michigan' 100 ways for Parents to be Involved in their Childs Education

2. Grade Level Content Expectation, parent guides

3. Love and Logic tips for parents

4. The Parent Institute tips for parents flyers and newsletters

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

During staff meetings the following data is looked at and analyzed to determine student needs.

1. MEAP performance levels 3,4,or 5

2. Previous year's spring and fall DRA (Directed Reading Assessment)testing

3. Previous year's spring and fall SRI (Scholastic Reading inventory)testing

4. Previous year's spring and fall Star Math (Math Skills Diagnostic tool) assessment data.

5. Previous year's spring and fall District Common Writing Assessment

6. Previous year's spring and fall District Common Math Assessment

7. Previous year's spring and fall District Common Science Assessment

7. English Language Proficiency Testing (ELPA)

Teams meet regularly to look at student progress and identify needs.

Instructional coach has dialogues with teacher at lest once a week to discuss interventions and instructional practices to meet the needs of the students.

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

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

   Federal:
   Title I
   Title II
   Title III
   Federal Nutrition Program (Free & Reduced Lunch)

   Local:
   A short list of community resources is below:
   - Arab Community Center for Economic and Social Services (ACCESS)
   - Peer Mediation, Student Services
   - Nutrition Program, City of Dearborn
   - WIC, Dearborn City, and ACCESS
   - Head Start, coordination with preschool program
   - Community and Adult Education programs
   - Vocational/Technical Education and Job Training, ACCESS
   - The Dearborn Education Foundation (funds innovative programs and leading edge technology for Dearborn Public Schools. These programs have a direct impact on the classroom and the students.)
   - Parent, Faculty, Student Organization
   - Arab American National Museum
   - Ford Center for the Performing Arts
   - Three city libraries

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

   Our school uses multiple funds to support student learning including local district funds, state aid, unit budget, Title I, Title III (English Language Acquisition), technology, Title II and in kind services and contributions from several community organizations. Title III and Title I funds are used to supplement and support the instructional program, to hire additional staff who provide interventions to students during the day, to acquire instructional materials, provide professional development in best practices such as differentiation, ELL strategies and data interpretation (MEAP, DRA and ELPA) and to release teachers for Professional Learning Communities sessions and Instructional Dialogues.

   Title II is used to support professional development provided by the district on topics determined by the annual summative assessment data.

   Our collaboration with the community such as ACCESS provides us with in kind support to families in the area of mental health, health, social services and employment/ vocational education and training. The Title I district Community Liaison conducts outreach visits to families, assesses need, and refers to community organizations and resources as needed. She informs families and connects them to the available programs in the community such as domestic violence, job training/employment services, nutrition programs, WIC, and the city subsidized housing services. She follows up to ensure services were effective in providing the recommended intervention or support.

   Our school houses several courses provided by our Community/Adult Education department that include a

variety of courses such as literacy, ESL, arts and crafts, financial planning, parenting, and many others. This process avails these learning opportunities to all parents since many courses are provided within a walking distance. We have a Drug Free program in our schools that is effective in reaching out to our students and preventing them from drug use.

We ensure that each of our students has a library card that provides access to the neighborhood libraries available in the city of Dearborn. Our collaboration with the city also includes City Beautiful projects and opportunities for students to be involved in the several enrichment activities provided by the Ford Center for the Performing Arts as well as the Arab American National Museum. Our Education Foundation raises and distributes funds to schools based on individual needs and through an application process. These funds allow us to acquire books or provide opportunities for students to have additional exposure to new learning experiences not funded by state and federal resources. Our ELL, Title I, Special Education, and regular education components are well integrated and the school community collaborates using multiple funds and resources to accelerate student achievement, narrow and close the achievement gap among the subgroups.

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

1. Comprehensive Needs Assessment
General Fund
- Staff Meetings
- PLCs
- Parent Meetings
2. School-Wide Reform -General Fund
- Title Ia
- Title IIa -Professional Development Activities
- Supplies for PD
- Schoolwide assemblies
3. Instruction by Highly Qualified Staff -General Fund
- Title IA
- Title IIA -Training Staff
- Conferences supporting continual learning
- Funds for classroom
4. Strategies to Attract High Quality, Highly Qualified Teachers to High Needs Schools - General Fund
- Title IA
- Title IIA -Conferences to support continual learning
5. High Quality and On-going Professional Development -General Fund
- Title IA
- Title IIA
- PD for SI team and Schoolwide planning team
- Marzano Book study
- Differentiated book study
- Love and Logic Book study
- Teacher Stipends

6. Strategies to Increase Parent Involvement -Title IA
- Title III -Supplies
- Annual Title I Parent Meeting

- Title I March is Reading Night
- Title I Math Night
- Open House
- Food and beverages
- Door prizes
7. Transition Strategies -General Fund -Sixth Grade Orientation
- WEB Coordinators
- WEB activities
- Link Crew
- Exchange Day
8. Teacher Participation in Making Assessment Decisions -General Fund
- Title IA
- Title IIA -Class A Training
- Substitute Costs
- Teacher Stipends
- Supplies
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards -Title IA
- Title IIA
- Title III
- General Fund -Assistive technology
- Extended Day
- Summer School
- Educational website subscriptions
- Instructional supplies and materials for ELL students
- Paraprofessionals
10. Coordination and Integration of Federal State, and Local Programs and Resources - School Nutrition Program
- General Fund
- Local Programs -Free and Reduced Lunch

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

Our community based organization ACCESS provides free educational services to our families in several areas: anti-bullying, violence prevention, nutrition, adult education and vocational training.
Additional educational opportunities are coordinated through our state government to offer programs that improve job readiness and parenting skills.
The county offers grants which we use to fund our response to Bullying initiative and program. (Positive Behavior Intervention and Support: PBIS)
repeat your comments about Adult ED.

Effective Use of Technology

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

Technology is an integral part of students' learning experiences at Stout Middle school. Each of the grade level team has a computer lab, and every core classroom and several extended core classroom have promethean boards. We also use computer based intervention programs that are engaging and interesting to the students. We will also be using the Class A program to manage data and create/use common assessments. Further the following technology supports the achievement of our goals: These activities will be supported by the following: technology integration of wireless access, Promethean boards, slates, document cameras, i pads, and e-readers. Computer software such as Rosetta stone, Successmaker, brain pop, and write well, Flocabulary, Tumble books.

Evaluation of the School Improvement Plan

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

   We organized the staff into five committees, each focused on gathering data within one of these categories. The committees evaluated, within the category, what data provided the most information concerning the needs of the school. Data was disaggregated based on race and ethnicity, economically disadvantaged, and limited English proficiency, and comparisons of the achievement between subgroups was made. Data was examined across multiple years, grade levels to identify patterns and trends. By using multiple data sources to triangulate the data, priority needs emerged from a foundation supported by objective data.

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

   We look at disaggregated item analisis. We will be using data for student success software and Class A.

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

   Parental Participation Opportunities: 1118 (d) (2) (C)
   Stout Middle school will provide parents with opportunities to volunteer, participate in, and observe classroom activities as well as interaction with staff through:
   ??Monthly Parent Club Meetings
   ??Field Trip chaperones
   ??School Day Volunteer opportunities
   ??Activity Days and Social Nights
   ??Classroom observations upon request by parents
   ??Student Study Teams
   ??Individualized Education Plan meetings
   ??Special Events
   ??Parent Club fundraisers
   ??District wide guest speakers (Parent Workshops)
   ??Beginning of the year parent orientation
   ??Parent Open House and Parent Teacher Conferences

   Part III: Building Capacity for Involvement

Parental information and assistance on standards and assessments: 1118 (e) (1)
Stout Middle school will ensure parents are informed about both state and local academic standards and assessments, in parent friendly language, through interactions and discussions via:
??Trimester Parent Conferences
??Open House
??Progress reports and report cards
??Daily grade reports (Parent Connect) - Web based grade book
??Common Core Standards posted on school website (or hard copy available upon request)
??Teacher conference periods to available to meet and inform parents as needed

Dispersal of Information in Family Friendly Language: 1118 (e) (5):
All communication from Stout Middle school will be provided to parents in an understandable manner through:
??School Newsletters/Classroom Newsletters/District Newsletters
??Student Daily Planners
??Bilingual interpreters
??Website and Email - written in easily understandable language
??Accommodations for all parents of any disability

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

Providing Timely Information: 1118 (c) (4) (A)
Stout Middle School will provide parents with timely information in parent-friendly language through:
??Daily grade reports (Parent Connect) - Web based grade book
??Daily teacher conference hours for face to face parent communication
??School and teacher websites
??Emails/Newsletters/Progress Report from individual teachers
??Telephone and email communication
??Progress reports and report cards (mid and end of each trimester)
??Parent-teacher conferences
??School Marquee
??Open House Night (annual Title I meeting)

Providing Timely Information: 1118 (c) (4) (B)
Stout Middle school provides parents with a description and explanation of the curriculum, the forms of academic assessment used to measure student progress, and grade level expectations throughout the school year with:
??Open House Night (annual Title I meeting)
??Course Syllabi distributed with content expectations
??Parent Teacher Conferences
??Parent Club meetings
??Individual parent meetings
??Daily grade reports (Parent Connect) - Web based grade book
??School and teacher websites
??Student Study Teams
??Individualized Education Plan meetings
??Student Handbook/Planner

Building Level Decision-Making

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

Planning:
Stout Middle School invites parents to be involved in programming, including their participation in the development of the parent involvement plan. Meetings will be conducted once each month with parents and we will provide child care, flexible scheduling, or whatever assistance the school may be able to provide parents in order to better ensure their attendance at meetings, and we will provide translation of information in a language the parents can understand. Each year, we conduct surveys of students, parents, and staff. Information from these surveys is then used during the design phase of the school improvement process.

Design:
The School Improvement Plan of Stout Middle School is designed using information from various surveys, assessments, and research. All core areas addressed math, reading, and writing goals for the school. Each of the departments based their goals on the gaps that are evidence over time on the MEAP and Terra Nova Assessment between the LEP and Non-LEP students and the Special Education and the Non Special Education Students. Further consideration for the formation of these goals were the results of our local assessment in math and reading comprehension, just about 50% of our total population are reading below grade level according to our Scholastic Reading Inventory Assessment (SRI) and similarly our Star Math Assessment of Basic Skill indicates the same. Research support for our plan can be found in the goals section of this report.

Monitoring:
The Stout School Improvement Team is primarily responsible for the monitoring of the School Improvement Plan. The team is made of administrators, staff, and parents who meet periodically to review the plan. The plan is also presented to the Dearborn Public School district School Improvement Committee each fall.

Evaluation:
Each year, the School Improvement Plan is evaluated by the Stout Middle School teaching staff and School Improvement team. Data from each year's assessments is analyzed, item analysis is performed, and program evaluation is discussed. The plan is also reviewed by the district assessment office, and the school also hosts an external review conducted by staff from the various other district public schools. 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. We will involve parents in an organized, on-going, and timely way in the development, review, and improvement of parent

Assurances

EdYES!

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

   Response: *N/A (our school does not have grades 1-5)*
   Comments:

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

   Response: *Yes*
   Comments:

Educational Development Plan (EDP)

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

   Response: *Yes*
   Comments:

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

   Response: *Yes*
   Comments:

Health and Safety (HSAT)

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

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

   Response: *Written policy, fully implemented*

Comments:

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

    Response: *Yes*
    Comments:

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

    Response: *Yes*
    Comments:

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

    Response: *Yes*
    Comments:

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

    Response: *Adopted policy, fully implemented*
    Comments:

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

    Response: *Yes*
    Comments:

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

    Response: *Yes*
    Comments:

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

    Response: *Yes*
    Comments:

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

   Response: *Adopted policy, fully implemented*
   Comments:

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

    Response: *Yes*
    Comments:

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

    Response: *Exemplary Physical Education Curriculum (EPEC)*
    Comments:

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

    Response: *No*
    Comments: *We hold a health fair once per year*

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

    Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*
    Comments:

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

    Response: *Adopted policy, but not fully implemented*
    Comments:

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

    Response: *Yes*
    Comments:

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

    Response: *Yes*

Comments:

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

    Response: *No*
    Comments: *We will make this part of our survey.*

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

    Response: *Yes*
    Comments:

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

    Response: *Yes, we have a health services provider or school nurse for every 650 students*
    Comments:

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

    Response: *Written policy, fully implemented*
    Comments:

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

    Response: *Yes*
    Comments:

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

    Response: *Adopted policy, but not fully implemented*
    Comments:

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

    Response: *Yes*
    Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments: *But we have vaious activities for staff:*
Biggest Loser contest
a.m. swimming
p.m. yoga

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

    Response: *Yes*
    Comments:

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

    Response: *No*
    Comments:

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

    Response: *Access to all indoor facilities*
    Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Julia	Maconochie	Prinicpal	maconoj@dearborn.k12.mi.us
Mrs.	Elaine	Fleezanis	Literacy Coach	fleezae@dearborn.k12.mi.us
Mrs.	Christine	Furkioti	Teacher	furkioc@dearborn.k12.mi.us
Mrs.	Reem	Bathish	Teacher	bathisr@dearborn.k12.mi.us
Mrs.	Fatima	Tekko	Community Liason	tekkof@dearborn.k12.mi.us
Mrs.	Maha	Fayad	Teacher	fayadm@dearborn.k12.mi.us
Mrs.	Suzanne	Thomas	Teacher	thomass@dearborn.k12.mi.us
Ms.	Samantha	Flatt	Teacher	flatts@dearborn.k12.mi.us
Mrs.	Elizabeth	Ditmar	Teacher	ditmare@dearborn.k12.mi.us
Mrs.	Shadia	Saleh	Support Staff	salehs@dearborn.k12.mi.us
Mrs.	Lena	Saghir	Parent	a.saghir@sbcglobal.net
Mrs.	Latif	Berry	Parent	none
Mrs.	Hanna	Dakroub	Parent	none
Mrs.	Lisa	Crumb	Parent	None
Mr.	Francis	Serazio	Teacher	serazif@dearborn.k12.mi.us
Mrs.	Carol	Cizek	Assistant Principal	cizek@dearborn.k12.mi.us

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Dr. Chochol
Address:	18700 Audette Dearborn MI 48124
Telephone Number:	313-827-3025

References

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

Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact

Stout Middle School

School-Wide Parent Involvement Policy

Vision

We believe that parental involvement is an integral part of student growth. When

Stout Middle l and parents cooperate in a child's education, positive results occur.

Part I: Policy Involvement

Stout Middle School Parent Involvement Policy was created as a collaborative effort
between all stakeholders. Administrators, teachers, and parents all played integral
parts in the development of this plan and will continue to be involved in the
updating and amending of Stout Middle School Title I Program. 1118(b)

Convene an Annual Meeting: 1118 (c) (1)

Stout Middle school will hold an annual Stout Middle School Title I Meeting at the
beginning of the school year. The meeting will be held on our "Open House" night
that
occurs during the opening month of school in order to share Stout Middle School
plan,
review the School Parent Involvement Policy, and to explain our Title I program.
Parents
will be informed how they can be involved in helping their children be successful.
Parents will be notified of the meeting in our school newsletter which is delivered
through U.S. mail before the beginning of the school year. Parents are also notified
by
phone via an automated calling system.

Offer Flexible Meeting Times: 1118(c) (2)

Stout Middle school will encourage the involvement of all parents in a variety of
activities:

..Open House

..New Student Orientation

..Parent/Teacher Conferences

..Parent Club Activities

..Flexible IEP and SST meeting times

..Counselors available

..School Day Volunteer opportunities

..Special School Events (Book Fair, Field Trips, Concerts, Athletic Events)

..District Guest Speakers

..Daily teacher conference periods

Stout Middle school also adapts to the needs of parents who cannot attend these regularly
scheduled events. Individualized meeting times are coordinated between teachers and
parents to hold conferences at times that are convenient to the parents. Teachers are
willing to meet in mornings and evenings to accommodate all parent schedules.

Parent Involvement in Program Improvement: 1118 (c) (3)

Stout Middle school will provide parents with opportunities to help plan, review, and
improve our Stout Middle School Title I Program by

:
..Reviewing the School Parent Involvement Policy and the School Improvement Plan
at monthly parent meetings

..Posting the Parent Involvement Policy and the School Improvement Plan

at Parent Teacher conferences with opportunities to give feedback to staff and
administration

..Conducting a Parent Survey that addresses areas of our program

..Expanding all avenues of communication with parents (newsletters, school

website, teacher websites, and District publications) for continued insight on how our
Title I program can be improved

Providing Timely Information: 1118 (c) (4) (A)

Stout Middle School will provide parents with timely information in parent-friendly
language through:

..Daily grade reports (Parent Connect) – Web based grade book

..Daily teacher conference hours for face to face parent communication

..School and teacher websites

..Emails/Newsletters/Progress Report from individual teachers

..Telephone and email communication

..Progress reports and report cards (mid and end of each trimester)

..Parent-teacher conferences

..School Marquee

..Open House Night (annual Title I meeting)

Providing Timely Information: 1118 (c) (4) (B)

Stout Middle school provides parents with a description and explanation of the curriculum, the forms of academic assessment used to measure student progress, and grade level expectations throughout the school year with:

..Open House Night (annual Title I meeting)

..Course Syllabi distributed with content expectations

..Parent Teacher Conferences

..Parent Club meetings

..Individual parent meetings

..Daily grade reports (Parent Connect) – Web based grade book

..School and teacher websites

..Student Study Teams

..Individualized Education Plan meetings

..Student Handbook/Planner

Parent Input Opportunities: 1118 (c) (4) (C)

Stout Middle school will provide parents with regular opportunities to participate in
decisions made regarding the Title I program by:

..Including Parents on our School Improvement Team

..Including Stout Middle School Title I as an agenda item at Parent Club meetings

..Posting the Parent Involvement Policy at Parent Teacher conferences with opportunities to give feedback to staff and administration

..Conducting a parent survey
:
..Telephone and E-mail Correspondence between parents, teachers and school

Parent Opportunities to Amend Policy: 1118 (c) (5)

If the plan is not satisfactory to the parents, Stout Middle school will provide opportunities to suggest amendments through:

..Discussion sessions at Parent Club meetings

..Conducting a parent survey

..Opportunities to give feedback to staff at Parent Teacher conferences

..Administrators meet with individuals to address plan

Part II: Share Responsibilities for High Student Academic Achievement

Jointly Developed Compact: 1118 (d) (1)

Stout Middle school and our parents will jointly develop a School/Parent/Student Compact that outlines how parents, school staff, and students will work together to ensure high student academic achievement and continued student improvement by:

..Reviewing the School/Parent/Student Compact with parents at Parent Club meetings

..Discussing the School/Parent/Student Compact, which is included in the student planner, with students at the beginning of the school year

..Revisiting the School/Parent/Student Compact at the annual meetings with all stakeholders

Discussion at Parent Teacher Conferences: 1118 (d) (2) (A)

Stout Middle school will allow for discussion of the School Wide Title I plan and the
Parent Compact plan at:

..Parent Teacher Conferences

..Annual meeting

..Parent Club meetings

Frequent Progress Reports: 1118 (d) (2) (B)

Stout Middle school will provide parents with regular access to academic reports and

information through:

..Trimester Report Cards

..Progress Reports – middle of each trimester

..Continual access to grades and assignments through Parent Connect (online grade book)

..Parent Teacher Conferences

..State and local assessment reports

Parental Participation Opportunities: 1118 (d) (2) (C)

Stout Middle school will provide parents with opportunities to volunteer, participate in,
and observe classroom activities as well as interaction with staff through:

..Monthly Parent Club Meetings

..Field Trip chaperones

..School Day Volunteer opportunities

..Activity Days and Social Nights

..Classroom observations upon request by parents
:

..Student Study Teams

..Individualized Education Plan meetings

..Special Events

..Parent Club fundraisers

..District wide guest speakers (Parent Workshops)

..Beginning of the year parent orientation

..Parent Open House and Parent Teacher Conferences

.

Part III: Building Capacity for Involvement

Parental information and assistance on standards and assessments: 1118 (e) (1)

Stout Middle school will ensure parents are informed about both state and local academic
standards and assessments, in parent friendly language, through interactions and discussions via:

..Trimester Parent Conferences

..Open House

..Progress reports and report cards

..Daily grade reports (Parent Connect) – Web based grade book

..Common Core Standards posted on school website (or hard copy available upon request)

..Teacher conference periods to available to meet and inform parents as needed

Materials and Training to Parents: 1118 (e) (2)

Stout Middle school offers training and materials to parents through:

..District wide parent workshops and guest speakers

..School Newsletters/Classroom Newsletters/District Newsletters

..District Website – including "parent info" tab

..Teacher recommended websites to supplement curriculum

..Online textbooks

..Principal Blog

..Parent Connect (web-based grade book) tutorial

..Individual meetings between parents and teachers, administrator, and/or other

support
staff

Educate all staff regarding the value of parent involvement: 1118 (e) (3)

Stout Middle school will educate the entire staff; teachers, paraprofessionals, administrators, and all supplemental staff how crucial parent contributions are to student
success. Parents are an integral part of the students' educational development and its
importance will be continually promoted and reinforced to all staff through:

..Professional Development

..Parent Club meetings

Coordinate parent involvement activities with other programs: 1118 (e) (4):

Stout Middle school will work to coordinate programs to ensure success through:

..Transition orientations – into middle school from elementary schools as well as from
middle school into high school

..Monthly Parent Club Meetings
:
..Field Trip chaperones

..School Day Volunteer opportunities

..Activity Days and Social Nights

..Classroom observations upon request by parents

..Special Events

..Parent Club fundraisers

..New student school tours

Dispersal of Information in Family Friendly Language: 1118 (e) (5):

All communication from Stout Middle school will be provided to parents in an understandable manner through:

..School Newsletters/Classroom Newsletters/District Newsletters

..Student Daily Planners

..Bilingual interpreters

..Website and Email – written in easily understandable language

..Accommodations for all parents of any disability

Other reasonable parent support: 1118 (e) (14)

Stout Middle school will support parent involvement in any reasonable manner upon request, through:

..Every effort will be made to accommodate parent requests to ensure that all individual needs are met to enhance parent involvement

..Varied meeting times are constantly made available to parents as alternative conference times with teachers

..Varied meeting times available to meet with counselors, administration, and all support staff are readily available

Part IV: Accessibility

Parent involvement activities accessible to all parents: 1118 (f)

Stout Middle school will provide all parents, including those who are disabled, speak
limited English, or parents of migrant students, or those who have other needs, all necessary accommodations and support.

:

The following compact has been developed with parents, approved by parents and will be distributed to all students at the beginning of the year, at open house, at parent teacher conferences in the fall of each year. We present the compact and explain the meaning to each group at parent orientation in the fall (for parents), at student assemblies (for students) and at staff meetings (for teachers). *We use this compact at conferences and meetings with parents and children when one or more parties are not holding up their end of the promise.*

Parent Compact: A Promise of Commitment

Student Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:
- Come to school on time and ready to learn.
- Complete my schoolwork as expected and participate in classroom activities.
- Follow the Core Values.
- Communicate with my family regarding my daily activities.
- Read and write everyday outside of school hours.
- Ask for help when I do not understand.
- Understand that I am the only person that can make me learn.

Student Signature: _____

Teacher Agreement

It is important that students achieve and that their families are part of the achievement. Therefore, I shall strive to do the following:
- Display a demeanor that is approachable and welcoming.
- Express care and concern for all students and their families.
- Follow State Benchmarks and GLCE's.
- Make efficient use of academic time.
- Provide a positive collaborative environment for students and their families.
- Constantly communicate with all families in my classroom.
- Provide all students and their families strategies and outlets to improve learning in school and at home.
- Provide families many opportunities for volunteering in their students' education.
- Allow students and their families to be part of the decision making process to enhance their educational experience.
- Differentiate instruction in the classroom to reach all students.

Teacher Signature: _____

Parent/Guardian Agreement

It is important that my student achieves and becomes a lifelong learner. Therefore, I will encourage my student by:
- Ensuring that my student is punctual and prepared each day.
- Seek support from the school when needed.
- Constantly communicate with the school when needs arise.
- Be an active member in school activities through volunteerism.

- Be an active member in my student's education.
- Providing a structured and nurturing environment at home, that assists in my student's learning.
- Support my student to make proper decisions that will have a positive impact in their learning.
- Keep school office and teacher aware of changes at home that may affect my student's academic success.
- Keep school office aware of any changes at home with contact information.

Teacher Signature: _____

Principal Agreement
I support this form of parental involvement. Therefore, I will:
- Ensure a welcoming school and community from the office staff to the teachers.
- Maintain an open door policy with all community members.
- Support teachers and parents in the decision making process.
- Provide a climate of positive volunteerism and positive communication.
- Ensure ongoing learning opportunities for parents and students and enhance their awareness of the curriculum and standards.
- Communicate and collaborate with all stakeholders on a regular and timely basis.
- Provide use of facilities for parents and families.
- Invite outside organizations to assist all community members and stakeholders in positive strategies and interventions for teachers, students, and family members.
- Provide access to staff and parents to intervention strategies.
- Provide networking opportunities between all stakeholders in the education of all students.
- Involve parents in the planning and revision of curriculum that leads to student achievement.

Principal Signature: _____