

School Improvement Plan

Title I - Targeted Assistance

Single Building District

School Year: 2011 - 2012

ISD/RESA: St. Joseph County ISD

School Name: Nottawa Community School

Grades Served: PK,K,1,2,3,4,5,6,7,8

Principal: Marcia Griffin

Building Code: 02787

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Nottawa Community School
District:	Nottawa Community School
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8
School Code Number:	02787
City:	STURGIS
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Nottawa Community School will encourage the involvement of parents and community to embrace a shared purpose in the education of our students to become problem solving, responsible, and contributing members of society.

Mission Statement

The mission of Nottawa Community School is to assure that all staff members demonstrate a collective responsibility to help students achieve learning outcomes.

Beliefs Statement

Nottawa Community School believes every child can learn by providing them with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

Goals

Name	Development Status	Progress Status
100% of students will be proficient in mathematics	Complete	Open
100% of students will be proficient in reading	Complete	Open
100% of students will be proficient in science	Complete	Open
100% of students will be proficient in writing	Complete	Open
100% of the students will be proficient in Social Studies	Complete	Open

Goal 1: 100% of students will be proficient in mathematics

Content Area: Math

Development Status: Complete

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

Gap Statement: After analyzing MEAP and local data, it has been noted that students need to improve applying the knowledge and skills of what they have learned to other situations.

Cause for Gap: It has been noted that curriculum has not been completely aligned with Common Core Standards. Strategies have not been implemented for differentiation of instruction.

Multiple measures/sources of data you used to identify this gap in student achievement: Curriculum Crafter assessments, standards-based report cards, MEAP and local data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will achieve a level 1 or 2 proficiency level on the MEAP and/or level 3 (Marzano's scale) on CCSS.

Contact Name: Bud Krawczak

List of Objectives:

Name	Objective
Maintain high level of student achievement	Students will achieve a proficient level on the MEAP and a "3" (Marzano's Scale) on summative math assessments.

1.1. Objective: Maintain high level of student achievement

Measurable Objective Statement to Support Goal: Students will achieve a proficient level on the MEAP

and a "3" (Marzano's Scale) on summative math assessments.

List of Strategies:

Name	Strategy
Align Math Curriculum	Teachers will review and closely align current curriculum with the Common Core Standards.
Math Assessments	Teachers will use formative and summative data each marking period to assess math progress at each grade level.
Research based instructional strategies	Teachers will utilize research based instructional strategies, such as cooperative learning, instruction of vocabulary, summarizing, and note taking in order to increase understanding of higher level content.

1.1.1. Strategy: Align Math Curriculum

Strategy Statement: Teachers will review and closely align current curriculum with the Common Core Standards.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

Other Required Information for Strategy

School Improvement Framework, Art and Science of Teaching, The Differentiated Classroom, Pyramid Response to Intervention

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Allocated time for math	2011-09-06	2014-06-28	Teachers K-8
Curriculum Crafter	2011-06-14	2014-06-28	Robyn Krawczak

1.1.1.1. Activity: Allocated time for math

Activity Description: Time will be allocated for staff to study data, identify curriculum gaps, and align

curriculum materials to increase achievement in these areas, including the use of Curriculum Crafter software.

Planned staff responsible for implementing activity: Teachers K-8

Actual staff responsible for implementing activity: All teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sub Time/Stipend	General Funds	2,000.00	0.00

1.1.1.2. Activity: Curriculum Crafter

Activity Description: Curriculum Crafter will continue to be utilized along with the new CCSS to assure alignment of math objectives.

Planned staff responsible for implementing activity: Robyn Krawczak

Actual staff responsible for implementing activity: All teachers

Planned Timeline: Begin Date - 2011-06-14, End Date - 2014-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter Software	General Funds	800.00	

1.1.2. Strategy: Math Assessments

Strategy Statement: Teachers will use formative and summative data each marking period to assess math progress at each grade level.

Selected Target Areas

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Other Required Information for Strategy

School Improvement Framework, Formative Assessment and Standards Based Grading (Marzano), The Differentiated Classroom

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data coach	2011-08-31	2014-06-28	Data coaches/Principal
Math GLCE booklets/Study Island	2011-09-06	2014-06-28	Teacher 2-8
Standards Based Report Cards	2011-09-06	2014-06-28	Teachers K-8

1.1.2.1. Activity: Data coach

Activity Type: Professional Development

Activity Description: Data coaches will provide assistance and support to teachers at each grade level to look at student results.

Planned staff responsible for implementing activity: Data coaches/Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2014-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sub time/stipend	Title I Schoolwide	2,000.00	

1.1.2.2. Activity: Math GLCE booklets/Study Island

Activity Description: Teachers will utilize GLCE booklets and Study Island, including activities to differentiate instruction

Planned staff responsible for implementing activity: Teacher 2-8

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
GLEC Booklets/Study Island Software	Title II Part A	1,000.00	

1.1.2.3. Activity: Standards Based Report Cards

Activity Description: Teachers will utilize standards based report card summative data to inform instructional modifications needed for individual students

Planned staff responsible for implementing activity: Teachers K-8

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No additional resources needed	No Funds Required		

1.1.3. Strategy: Research based instructional strategies

Strategy Statement: Teachers will utilize research based instructional strategies, such as cooperative learning, instruction of vocabulary, summarizing, and note taking in order to increase understanding of higher level content.

Selected Target Areas

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

Marzano - Art and Science of Teaching

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional strategies	2011-09-06	2014-06-28	All teachers
Marzano training	2009-09-08	2011-09-30	Assessment team leaders: Bud Krawczak, Amy Albrecht, Mary Jo Stieglitz, Marcia Griffin

1.1.3.1. Activity: Instructional strategies

Activity Description: Teachers will participate in training to identify specific strategies to utilize during instruction, ie modeling, nonlinguistic representation, summarizing, note taking, and explicit vocabulary instruction.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity: All teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	2,000.00	0.00

1.1.3.2. Activity: Marzano training

Activity Description: Teacher leaders will participate in training in Formative Assessment and Standards Based Grading, featuring Marzano's model of instruction.

Planned staff responsible for implementing activity: Assessment team leaders: Bud Krawczak, Amy Albrecht, Mary Jo Stieglitz, Marcia Griffin

Actual staff responsible for implementing activity: All teachers

Planned Timeline: Begin Date - 2009-09-08, End Date - 2011-09-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time allocated for training	No Funds Required	0.00	

Goal 2: 100% of students will be proficient in reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will be proficient in reading.

Gap Statement: After analyzing MEAP and local data, it has been noted that students need to improve in reading comprehension because they are not increasing in their level of proficiency.

Cause for Gap: The current curriculum has not been completely aligned with CCSS for ELA. Strategies need to be strengthened in differentiation of instruction.

Multiple measures/sources of data you used to identify this gap in student achievement: Standards based report cards, local assessments, DRA, and MEAP

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? Students will achieve a level 1 or 2 proficiency on the MEAP and/or a level 3 on Marzano's proficiency scale.

Contact Name: Alice Wilson

List of Objectives:

Name	Objective
Reading comprehension	Ninety percent or more of the students will achieve a score of 3 (Marzano's scale) on reading comprehension as measured by local formative/summative assessments and/or MEAP.

2.1. Objective: Reading comprehension

Measurable Objective Statement to Support Goal: Ninety percent or more of the students will achieve a score of 3 (Marzano's scale) on reading comprehension as measured by local formative/summative assessments

and/or MEAP.

List of Strategies:

Name	Strategy
Align reading curriculum	Teachers will review and closely align current curriculum and materials with the Common Core State Standards.
Differentiated Instruction	Classroom teacher, in conjunction with Title I teacher, will differentiate strategies to ensure achievement of grade level reading comprehension goals.
Individualized reading instruction	Title I teacher will provide individual and small group instruction for those students identified as eligible for services.
Reading assessment/ data	Teachers will monitor progress using formative assessment data, identify interventions necessary, and differentiate instruction to meet students' needs.

2.1.1. Strategy: Align reading curriculum

Strategy Statement: Teachers will review and closely align current curriculum and materials with the Common Core State Standards.

Selected Target Areas

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

Other Required Information for Strategy

School Improvement Framework, Art and Science of Teaching, The Differentiated Classroom, Pyramid Response to Intervention

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Allocated time for reading	2011-09-06	2014-06-28	Teachers K-8

2.1.1.1. Activity: Allocated time for reading

Activity Description: Time will be allocated for staff to study data, identify curriculum gaps, and purchase any needed curriculum materials to increase achievement in these areas..

Planned staff responsible for implementing activity: Teachers K-8

Actual staff responsible for implementing activity: Teachers K-8

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sub time/stipend	Title II Part A	2,000.00	0.00

2.1.2. Strategy: Differentiated Instruction

Strategy Statement: Classroom teacher, in conjunction with Title I teacher, will differentiate strategies to ensure achievement of grade level reading comprehension goals.

Selected Target Areas

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Other Required Information for Strategy

Differentiated Instructions (Tomlinson), Pyramid Response to Intervention (Buffrum, Mattos, & Weber), Art and Science of Teaching (Marzano), Classroom Instruction That Works (Marzano, Pickering, Pollock)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Book	2011-09-14	2012-05-27	School Improvement Team, Marcia Griffin

2.1.2.1. Activity: Book

Activity Type: Professional Development

Activity Description: Teachers will participate in monthly book study to further knowledge of instructional strategies to improve reading comprehension achievement levels.

Planned staff responsible for implementing activity: School Improvement Team, Marcia Griffin

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-14, End Date - 2012-05-27

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Book Study on Classroom Instruction	Title I Part A	500.00	

2.1.3. Strategy: Individualized reading instruction

Strategy Statement: Title 1 teacher will provide individual and small group instruction for those students identified as eligible for services.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Other Required Information for Strategy

Differentiated Instruction (Tomlinson), Pyramid Response to Intervention (Buffrum, Mattos & Weber), Art and Science of Teaching (Marzano)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD: Individualized Reading Instruction	2011-09-06	2014-06-14	Alice Wilson, (Title 1) and classroom teachers

2.1.3.1. Activity: PD: Individualized Reading Instruction

Activity Description: Teachers will attend professional development to research and learn evidence based instructional strategies to improve reading comprehension achievement levels.

Planned staff responsible for implementing activity: Alice Wilson, (Title 1) and classroom teachers

Actual staff responsible for implementing activity: Alice Wilson, (Title 1)

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Registration/subs/conference expenses	Title I Part A	2,000.00	0.00

2.1.4. Strategy: Reading assessment/ data

Strategy Statement: Teachers will monitor progress using formative assessment data, identify interventions necessary, and differentiate instruction to meet students' needs.

Selected Target Areas

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

School Improvement Framework, Formative Assessment and Standards Based Grading (Marzano), The Differentiated Classroom

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data coach/ELA	2011-08-31	2014-06-11	Data coaches/Principal
ELA GLCE/Study Island	2011-09-30	2014-05-27	All classroom teachers

2.1.4.1. Activity: Data coach/ELA

Activity Description: : Data Coaches will provide assistance and support to teachers at each grade level to look at student results.

Planned staff responsible for implementing activity: Data coaches/Principal

Actual staff responsible for implementing activity: All teachers

Planned Timeline: Begin Date - 2011-08-31, End Date - 2014-06-11

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sub time/stipend	Title II Part A	2,000.00	0.00

2.1.4.2. Activity: ELA GLCE/Study Island

Activity Description: Teachers will utilize GLCE booklets, Study Island assessments, Curriculum Crafter rubrics, and standards based report card data to inform instructional modifications needed for individual students.

Planned staff responsible for implementing activity: All classroom teachers

Actual staff responsible for implementing activity: All classroom teachers

Planned Timeline: Begin Date - 2011-09-30, End Date - 2014-05-27

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter	General Funds	800.00	
GLCE booklets/Study Island	Title II Part A	1,000.00	

Goal 3: 100% of students will be proficient in science

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will be proficient.

Gap Statement: No gaps were identified in science.

Cause for Gap: No gaps were identified in science and the population is too small (<30) to have subgroups.

Multiple measures/sources of data you used to identify this gap in student achievement: Curriculum Crafter assessments, standards based report cards, MEAP, and local data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will achieve a level 1 or 2 proficiency level on the MEAP and/or level 3 (Marzano's Scale) on CCSS.

Contact Name: Kate Lane

List of Objectives:

Name	Objective
Science proficiency	Students will achieve a level 1 or 2 proficiency level on the MEAP and/or level 3 (Marzano's Scale) on CCSS.

3.1. Objective: Science proficiency

Measurable Objective Statement to Support Goal: Students will achieve a level 1 or 2 proficiency level on the MEAP and/or level 3 (Marzano's Scale) on CCSS.

List of Strategies:

Name	Strategy
Science Instruction	Teachers will provide opportunities for students to demonstrate their understanding of science standards through activities, presentations, labs, and projects. Teachers will also provide assistance through technology and differentiation of instruction.

3.1.1. Strategy: Science Instruction

Strategy Statement: Teachers will provide opportunities for students to demonstrate their understanding of science standards through activities, presentations, labs, and projects. Teachers will also provide assistance through technology and differentiation of instruction.

Selected Target Areas

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Other Required Information for Strategy

Differentiated Instruction - Tomlinson, Art and Science of Teaching - Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2011-09-06	2014-06-28	School Improvement Team and Marcia Griffin

3.1.1.1. Activity: Professional Development

Activity Description: Teachers will be trained in the use of differentiated instruction model and classroom strategies.

Planned staff responsible for implementing activity: School Improvement Team and Marcia Griffin

Actual staff responsible for implementing activity: All teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No additional resources needed	No Funds Required	0.00	

Goal 4: 100% of students will be proficient in writing

Content Area: Other

Development Status: Complete

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

Gap Statement: After analyzing MEAP data and local assessments, students are indicating weaknesses in the areas of voice and details in their writing. Students are below state proficiency levels in grades 4 and 7.

Cause for Gap: Our school has not developed a consistent approach to writing across grade levels and the style of the state assessment has changed.

Multiple measures/sources of data you used to identify this gap in student achievement: Local assessments and MEAP.

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? All students will achieve a level 1 or 2 proficiency on the MEAP and/or a level 3 on local writing rubrics.

Contact Name: Alice Wilson

List of Objectives:

Name	Objective
Writing proficiency	All students will demonstrate a level 3 proficiency (Marzano's scale) on local rubrics at their grade level.

4.1. Objective: Writing proficiency

Measurable Objective Statement to Support Goal: All students will demonstrate a level 3 proficiency (Marzano's scale) on local rubrics at their grade level.

List of Strategies:

Name	Strategy
Writing Rubrics	Teachers will use local writing rubrics, based on the Common Core Standards for narrative and informational writing, to assure students are achieving the writing standards at their grade level.
Writing support	Teachers will utilize research based instructional strategies in writing (such as 6 Traits) in order to increase understanding of higher level content.

4.1.1. Strategy: Writing Rubrics

Strategy Statement: Teachers will use local writing rubrics, based on the Common Core Standards for narrative and informational writing, to assure students are achieving the writing standards at their grade level.

Selected Target Areas

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
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Other Required Information for Strategy

School Improvement Framework, 6 Traits Writing Research

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing PD by local ISD	2010-11-01	2012-06-22	School Improvement Team

4.1.1.1. Activity: Writing PD by local ISD

Activity Description: Local ISD writing consultant will inservice all teachers in the 6 Traits model, work collaboratively in developing rubrics based on the Common Core Standards and give ongoing support to staff throughout the school year.

Planned staff responsible for implementing activity: School Improvement Team

Actual staff responsible for implementing activity: All classroom teachers

Planned Timeline: Begin Date - 2010-11-01, End Date - 2012-06-22

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Local ISD Writing consultant	No Funds Required		
Subs	Title II Part A	2,000.00	0.00

4.1.2. Strategy: Writing support

Strategy Statement: Teachers will utilize research based instructional strategies in writing (such as 6 Traits) in order to increase understanding of higher level content.

Selected Target Areas

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

Six Traits writing strategies
Ruth Culham

Lucy Calkins

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing/ ISD	2009-09-02	2010-06-11	All teachers.

4.1.2.1. Activity: Writing/ ISD

Activity Description: Teachers will participate in training and collaborate with a trained mentor from the local ISD, featuring strategies from the 6 Traits model.

Planned staff responsible for implementing activity: All teachers.

Actual staff responsible for implementing activity: All teachers.

Planned Timeline: Begin Date - 2009-09-02, End Date - 2010-06-11

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ISD consultant	No Funds Required	0.00	0.00
Professional Development	Title II Part A	2,500.00	0.00

Goal 5: 100% of the students will be proficient in Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will be proficient on grade level social studies objectives.

Gap Statement: No gaps have been identified

Cause for Gap: No gaps have been identified and the population is too small (<30) to identify subgroups

Multiple measures/sources of data you used to identify this gap in student achievement: Curriculum Crafter assessments, standards based report cards, MEAP, and local data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will achieve a level 1 or 2 proficiency level on the MEAP and/or level 3 (Marzano's Scale) on CCSS.

Contact Name: Mary Jo Stieglitz

List of Objectives:

Name	Objective
Social Studies proficiency	Students will achieve a level 1 or 2 proficiency level on the MEAP and/or level 3 (Marzano's Scale) on CCSS.

5.1. Objective: Social Studies proficiency

Measurable Objective Statement to Support Goal: Students will achieve a level 1 or 2 proficiency level on the MEAP and/or level 3 (Marzano's Scale) on CCSS.

List of Strategies:

Name	Strategy
Curriculum Alignment	Teachers will review and closely align current curriculum and materials with Common Core State Standards.

5.1.1. Strategy: Curriculum Alignment

Strategy Statement: Teachers will review and closely align current curriculum and materials with Common Core State Standards.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

Other Required Information for Strategy

School Improvement Framework; Align the Design: A Blueprint for School Improvement by Nancy J. Mooney and Ann T. Mausbach

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Crafter	2011-09-06	2014-06-28	All teachers

5.1.1.1. Activity: Curriculum Crafter

Activity Description: Teachers will continue to use Curriculum Crafter, MC3 and Common Core State Standards to align Social Studies.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity: All Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No additional resources needed	No Funds Required		

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$3,600.00	\$0.00
Title I Part A	\$2,500.00	\$0.00
Title I Schoolwide	\$2,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$12,500.00	\$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 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?

Coordination of meetings between the principal, school improvement chair and Title I director.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Nottawa staff completes the Comprehensive Needs assessment process utilizing the Michigan Department of Education School Process Rubrics and analysis as well as the School Data Profile and Analysis. As a result of this data collection and analysis, the school improvement team identified strengths and challenge areas which are addressed in the 2010 - 2011 School Improvement Plan. Resources were aligned with the identified challenge areas.

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

The following objective criteria are utilized to determine the list of eligible students for grades 1 - 7:

Grades K-3 -- MLPP, DRA, and teacher recommendation based on state standards and local assessments. Students in the bottom 25% - 30 % of their class are selected for Title I assistance. Students selected did not achieve at 75% accuracy on reading assessments or 80 % on math assessments .

Grades 3 - 7 -- MEAP and teacher recommendation based on state standards and local assessments. Students selected for services are those in the bottom 30-35% of their class. Also students selected did not achieve at 75% accuracy on reading assessments or 80% on math assessments.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

Preschool students are identified for a limited number of slots in a regional program utilizing the GSRP at

risk factors. Upon entry into the kindergarten program, consistent processes including the use of local assessment data, teacher observation, parent conferences and student growth as evidenced through standards based reporting are used to select students for inclusion in the Title I program.

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

Title I teacher and parent are a part of the school improvement team. The team meets to review data, curriculum , and plan on a regular basis. Title I teacher then meets with classroom teachers to make adjustments to instructional needs. Title I parents receive progress reports 6 times a year and conferences are scheduled as needed.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

The Title I teacher meets on a regular basis with classroom teachers to coordinate services for eligible students. We offer a summer program to all incoming kindergartners to help them transition to a school setting. Because there are no preschool programs in our LEA's area, we plan this year to extend the Great Start program by offering play groups on the alternate weeks that Great Start does not service our district. These will serve the same population as the ones already in effect through the Great Start program. We will work with the great start staff and kindergarten teacher to coordinate the curricular program using Creative Curriculum model. Our goals in doing this are to increase literacy and language development among our incoming students as well as helping to teach parenting skills that promote literacy among our parents.

We are a K-8 building and do not have a transition plan to other grade levels and buildings. Summer materials are available to all eligible students.

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.

Teachers meet during the summer to check alignment of curriculum and materials with the state, and now CCSS documents. Support personnel from the ISD meet with staff throughout the school year to assure staff is on target. Our school reviews curriculum on the county review cycle.

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

School Improvement team meets to review data, curriculum, and plan on a continuing basis. After analyzing data, the team adjusts curriculum, materials, or instruction as needed. The plan for these adjustments are then discussed with the staff at monthly meetings.

Instruction by Highly Qualified Professional Staff

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

At Nottawa Community School, all Title I paraprofessionals currently meet the NLCB requirement and all teachers are Highly Qualified. In addition, all Title I and other staff are actively involved in professional development to increase their skills and knowledge of best practices and current trends. Currently our staff is being trained in Marzano's levels of learning as well as learning to develop a pyramid response to intervention model.

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 and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted 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.

- Parents will participate in the design, implementation, and evaluation of the Title 1 program. Title 1 parents will also be included in the membership of the SI team.
- Parents will be supported and provided with materials and training to help them work with their children. They will be actively involved in reading at home with their children, participate in home based learning, and be able to participate in activities designed to help them encourage their child's academic progress such as an academic games night or a literacy night.
- Parents will be assisted in understanding state content standards and in how to monitor their child's progress. This will be done at conferences and through regular progress reporting and communication with parents. Parents will be encouraged to volunteer and participate in their child's classroom activities on a regular or occasional basis.
- Parents will be valued for all they do to assure their students' school readiness and for their participation at school events. Parents will be seen as partners in their child's education.

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

2a. Design

The Title 1 program is designed with input of parents elicited through the following forms of communication - questionnaires, personal contacts, and at the annual Title 1 meeting. The program is then designed considering parent input concerning student needs, parent concerns, parent needs of how they can help their students achieve academically, and other needs parents see as ways to help their students be successful at school.

2b. Implementation

Parents of identified students are provided with materials and training to help them work with their students. Parents are actively involved in their child's reading progress through a take home reading program and family literacy club. Interactive homework relating to the real world is sent home at all grades. In addition parents are welcomed as volunteers in their child 's classrooms. Frequent communication keep parents updated on their students performance and progress.

2c. Evaluation

Parents will be included in the evaluation of the Title 1 program by means of questionnaires sent home in May. Further evaluation will be recorded at parent conferences and during our SI meetings. Parents will also evaluate literacy nights and other parent training opportunities.

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

Individual student academic assessments results are discussed with parents at our parent-teacher conferences. Frequent communications with parents further aids reporting of student progress. Weekly folders are sent home with all students in grades K - 5 in which teachers communicate with parents and which allows parents to respond or to give voice to their concerns. In addition, students identified for Title 1

services receive additional and frequent progress reports either written or by home visit or telephone conversation. In grades 5 - 8 parents of all students selected for our after-school homework receive weekly updates of their progress. At this time all of our parents can understand English; however, we have a staff member fluent in the home language of many of students who can sit in on conferences to aid understanding if this becomes necessary.

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

Supplemental services are delivered in several forms:

Reading: Title 1 teacher works with identified students to help them achieve the state grade level standards during the school day. Instruction is given to students either individually or in small groups using a variety of instructional methods in the areas of fluency and comprehension. Differentiated instruction is given at the students' reading level and expanded upon to meet the grade level objectives. The Read Naturally Program is used with selected students to increase their reading fluency. Title I aide also assists with reading fluency and comprehension on a daily basis.

Math : Title 1 teacher works with identified students to increase student achievement of grade level standards. Instructional methods include individual and small group instruction using manipulatives and math games, as well as classwork assistance.

After school program --targeted students (grades 5-8) are provided with homework assistance and differentiated instruction in grade level objectives. Targeted students (grades 3 &4) will be provided with focused literacy and math instruction to extend instructional time.

Summer school -- Literacy instruction, math instruction, and social studies and science instruction are offered to identified students

This session is intended to prepare students for the upcoming school year and correct the learning gap that occurs during summer vacation.

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

Title I teacher meets with the committee to discuss plan and evaluate for the next year.

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

We have a parent meeting and ask for input on how to improve our program. The response was favorable. They main thing parents wanted was a reward for 'good behavior' (good citizenship, improvement in classwork) each marking period. We began to implement this during the year.

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). 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".

Preschool students are invited to Discovery Days each spring. They are also invited to take part in our Summer Program, which is held for 3 weeks in July/August.

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.

Staff is being trained in Marzano strategies as well as RTI. Staff, with the assistance of local ISD support, is creating local assessments and aligning assessments to the CCSS. Two of the teachers have been certified as Data Coaches with 4 additional staff scheduled to attend assessment training with D. Pickering from Marzano Associates.

Coordination of Title I, Part A and Other Resources

1. 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.

Programs that support Title I-A students at Nottawa Community School are the ARRA Title I Stimulus money (see application), nutrition (free breakfast and hot lunch program), Homeless Act (McKinney-Vento), Head Start and Great Start programs offered through the county wide consortium, and Title II A Technology initiative.

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

Ongoing formative assessments such as MLPP, DRA, local rubrics are the assessment tools. School Improvement team (including Title I teacher) and classroom teachers review data together.

2. Describe how data will be utilized to inform instruction.

Title I teacher and classroom teachers review data on a monthly basis and adjust instruction as needed.

Professional development is provided for teachers to differentiate instruction to meet student needs.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

Title I teacher and classroom teachers review data on a monthly basis and adjust instruction as needed. Students who are below standards are then provided supplemental learning opportunities, such as, small group/individual work with Title I staff, extended day programs, and summer school.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

After analyzing data, a professional development plan is utilized to improve weak areas and differentiate instruction. This is addressed in the School Improvement plan.

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.

Software has been purchased and training implemented for all teachers in Curriculum Crafter and Study Island. In addition, action will be taken this summer to integrate the Michigan Educational Technology Standards for teachers in grades 5-8

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.

The school improvement team and teachers review the data as soon as available from the state. Each teacher keeps records of standards (strong and weak) and passes to the next teacher. This is reviewed again in the fall before MEAP testing begins again.

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

An annual report is published and shared at a board meeting each September. Student progress reports are sent to parents six times a year and parent/teacher conferences are scheduled once a year. Friday folders are used in the lower grades to communicate joys and concerns with parents weekly. If needed, a bilingual aide is available for parent conferences and meetings.

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.

Core school improvement members meet on a regular basis. Planning, design, monitoring, and evaluation of the plan are done at these meetings. The school improvement team presents findings at staff meetings to further staff knowledge of the results and school improvement process. School improvement chair contacts and invites parent stakeholders to meetings. Input is welcomed from all stakeholders.

Assurances

EdYES!

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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: *New teachers attended training on classroom discipline and management on May 2011.*

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments: *Health education is integrated into the science curriculum and there is no specific professional development.*

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

Response: *No, do not use a health education curriculum*

Comments: *Teachers have had training in Michigan Model but have integrated content into other curricular areas.*

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

Response: *No*

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:

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

Response: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments: *Our food service is contracted through another district.*

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

Response: *No*

Comments: *We have no cafeteria.*

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: *No, food service is contracted.*

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: *No*

Comments:

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

Response: *No*

Comments: *With what funds??*

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: *Reviewed policy, but not yet adopted*

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: *No*

Comments: *Does not apply.*

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: *No*

Comments: *These staff are not available.*

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: *No*

Comments: *Staff not available*

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

Response: *No*

Comments: *No counseling staff*

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

Response: *No*

Comments: *Mission statement is about educational philosophy and the students - not employee health and safety.*

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

Response: *No*

Comments:

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

Response: *Yes*

Comments: *We provide our own snacks*

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: *No*

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 no indoor facilities*

Comments: *No staff or money available to keep building open in the evening - very rural school. Never been requested in our community.*

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments: *If applicable*

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *No*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *No*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *No*

Comments:

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *No*

Comments:

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments:

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *No*

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.	Robyn	Krawczak	School Improvement Chair	rkrawczak@nottawaschool.org
Mrs.	Alice	Wilson	Title I Director	awilson@nottawaschool.org
Mr.	Francis	Krawczak	teacher	bkrawczak@nottawaschool.org
Ms.	Marcia	Griffin	Principal/Superintendent	mgriffin@nottawaschool.org
Mrs.	Audrey	Borkholder	School Board Member	audreyborkholder@hotmail.com
Mrs.	Michelle	Klar	Parent	Klargrrl@yahoo.com
Mrs.	Barb	Chapman	Community member	none
Mr.	Michael	Hunter	teacher	mhunter@nottawaschool.org
Ms.	Erin	Krell	teacher	ekrell@nottawaschool.org

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:	Marcia Griffin
Address:	26438 M-86 Sturgis, MI 49091
Telephone Number:	269-467-7153

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

Nottawa Community School Bylaws & Policies

2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

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

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

- A. the District expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

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

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. will provide participating students' parents with:
 1. timely information about the Title I programs;
 2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;
- E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
 1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
 3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318, Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200 et seq.

Revised 1/03

Partnership Agreement Nottawa Community School

In order to promote improvement of academic achievement and to support the success of our students, we, the Nottawa School community, establish this compact. We believe this can be done with the planned partnership of parents, families, students and teachers.

Teacher Responsibilities

I will:

- * Provide quality teaching and leadership to my students and their families.
- * Communicate frequently with families about my student's progress and be available to show them how they can help.
- * Participate in meaningful professional development.

Student Responsibilities

I will:

- * Come to school ready to learn.
- * Pay attention to my teachers and parents and ask questions if I need help.
- * Welcome help from my family on any assignments.
- * Return books and assignments to school on time.
- * Respect all school staff members and fellow students.

Parent/Family Responsibilities

We will:

- * Make sure our child attends school regularly, is on time, and prepared to learn.
- * Discuss with our child the skills he/she is learning in school.
- * Attend parent/teacher conferences and communicate frequently with our child's teacher or teachers through notes and conversations about our child's progress.

Signed, _____