

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Spring Lake Public Schools

ISD/RESA: Ottawa Area ISD

School Name: Spring Lake Intermediate School

Grades Served: 5,6

Principal: Mr. Ben Lewakowski

Building Code: 08825

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

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|---------------------|---------------------------------|
| School: | Spring Lake Intermediate School |
| District: | Spring Lake Public Schools |
| Public/Non-Public: | Public |
| Grades: | 5,6 |
| School Code Number: | 08825 |
| City: | SPRING LAKE |
| State/Province: | Michigan |
| Country: | United States |

Vision, Mission and Beliefs

Vision Statement

Our school endeavors to share responsibility for the education of each child by fostering open lines of communication between parents, teachers, and students, in a safe and nurturing environment. Each child will grow by celebrating accomplishments, considering other perspectives and learning from their mistakes. We value growth that evolves from questioning, problem solving and perseverance. We envision children who will become responsible citizens within the community, country and world.

Mission Statement

SPRING LAKE INTERMEDIATE MISSION STATEMENT

The administration and staff of Spring Lake Intermediate School believe that the successful development of our children depends on our commitment to helping our students acquire the essential skills and knowledge needed to achieve their fullest potential.

Therefore, in partnership with the students, parents, and community of Spring Lake, it will be our mission to provide our students with the educational, emotional, physical, and social environment necessary for the development of every individual, while also assisting in the facilitation of each student's transition from childhood to adolescence.

Beliefs Statement

SPRING LAKE INTERMEDIATE SCHOOL BELIEF STATEMENT

Spring Lake Intermediate School is a community of students, parents, and staff where?

we bridge the transition from childhood to adolescence

we respect ourselves, others, and our surroundings

we celebrate diversity and treat everyone equally

we motivate each other to achieve our personal best

we develop friendships

AND

children always come first.

Goals

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

Goal 1: Math

Content Area: Math

Development Status: Complete

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

Gap Statement: The number of students scoring above the 80% level on the math MEAP is 14% (5th and 6th) at Spring Lake Intermediate School. Also, the number of students below the 60% level is 20% (5th) and 53% (6th) at Spring Lake Intermediate School.

With timely intervention with our 30 minute daily Target Time, our school was able to reduce the number of students who scored below 80% on the Delta Math Screener in the Fall from from 10% to 85% in 5th grade and from 12% to 85% in 6th grade. Of course, by addressing deficiencies in core instruction, our initial fall numbers should be reduced to less than 20% of the population. (Core instruction, not intervention, is considered the issue when less than 80% of students show proficiency)

Cause for Gap: Data analysis provided on IRIS on our students' MEAP scores indicates that our students need to improve in the areas of Geometry and Reading Tables and Graphs.

Multiple measures/sources of data you used to identify this gap in student achievement: Local Common Assessment
MEAP
Delta Math Screener

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 make progress toward measurable objectives as measured by state and local assessments.

Contact Name: Ben Lewakowski

List of Objectives:

| Name | Objective |
|-----------|---|
| 5th Grade | The percentage of students reaching 80% accuracy on the math portion of the MEAP will increase from 14% (2010-2011) to 25%, while the number of students scoring below 60% will decrease, by the 2012-2013 school year in the fifth grade as evidenced on the 2012-2013 sixth grade math MEAP assessment. |

| | |
|-----------|---|
| 6th Grade | The percentage of students reaching 80% accuracy on the math portion of the MEAP will increase from 13% (2010-2011) to 25%, while the number of students scoring below the 60% level will decrease, by the 2012-2013 school year in the sixth grade as evidenced on the 2012-2013 seventh grade math MEAP assessment. |
|-----------|---|

1.1. Objective: 5th Grade

Measurable Objective Statement to Support Goal: The percentage of students reaching 80% accuracy on the math portion of the MEAP will increase from 14% (2010-2011) to 25%, while the number of students scoring below 60% will decrease, by the 2012-2013 school year in the fifth grade as evidenced on the 2012-2013 sixth grade math MEAP assessment.

List of Strategies:

| Name | Strategy |
|---------------------------|--|
| Geometry | Teachers/staff will utilize manipulatives while instructing GLCEs related to geometry in mathematics |
| Reading Tables and Graphs | Teachers/staff will utilize strategies for reading tables and graphs while instructing GLCEs. |

1.1.1. Strategy: Geometry

Strategy Statement: Teachers/staff will utilize manipulatives while instructing GLCEs related to geometry in mathematics

Selected Target Areas

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Other Required Information for Strategy

<http://www.blurtit.com/q249010.html>

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|----------------------|------------|------------|--------------------------|
| Use of Manipulatives | 2011-09-10 | 2012-06-10 | Planning and integration |

1.1.1.1. Activity: Use of Manipulatives

Activity Type: Professional Development

Activity Description: Teachers will implement and document the instruction and assessment of manipulatives when teaching geometry.

Planned staff responsible for implementing activity: Planning and integration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---------------|-------------------|----------------|---------------|
| Manipulatives | General Funds | 200.00 | |
| Time | No Funds Required | | |

1.1.2. Strategy: Reading Tables and Graphs

Strategy Statement: Teachers/staff will utilize strategies for reading tables and graphs while instructing GLCEs.

Selected Target Areas

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Other Required Information for Strategy

<http://www.mathworksheetscenter.com/mathtips/whygraphingisimportant.html>

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--------------------------------|------------|------------|-------------------|
| Tables and Graphs in all Cores | 2011-09-10 | 2012-06-10 | Planning |

1.1.2.1. Activity: Tables and Graphs in all Cores

Activity Type: Professional Development

Activity Description: Teachers will incorporate and document use of tables and graphs when instructing and assessing students in all four core areas of instruction.

Planned staff responsible for implementing activity: Planning

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|-------------------|----------------|---------------|
| Time | No Funds Required | | |

1.2. Objective: 6th Grade

Measurable Objective Statement to Support Goal: The percentage of students reaching 80% accuracy on the math portion of the MEAP will increase from 13% (2010-2011) to 25%, while the number of students scoring below the 60% level will decrease, by the 2012-2013 school year in the sixth grade as evidenced on the 2012-2013 seventh grade math MEAP assessment.

List of Strategies:

| Name | Strategy |
|---------------------------|--|
| Geometry | Teachers/staff will utilize manipulatives while instructing GLCEs related to geometry in mathematics |
| Reading Tables and Graphs | Teachers/staff will utilize strategies for reading tables and graphs while instructing GLCEs |

1.2.1. Strategy: Geometry

Strategy Statement: Teachers/staff will utilize manipulatives while instructing GLCEs related to geometry in mathematics

Selected Target Areas

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Other Required Information for Strategy

<http://www.blurtit.com/q249010.html>

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---------------|------------|------------|--------------------------|
| Manipulatives | 2011-09-10 | 2012-06-10 | Planning and integration |

1.2.1.1. Activity: Manipulatives

Activity Type: Professional Development

Activity Description: Teachers will implement and document the instruction and assessment of manipulatives when teaching geometry.

Planned staff responsible for implementing activity: Planning and integration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---------------|-------------------|----------------|---------------|
| Manipulatives | General Funds | 200.00 | |
| Time | No Funds Required | | |

1.2.2. Strategy: Reading Tables and Graphs

Strategy Statement: Teachers/staff will utilize strategies for reading tables and graphs while instructing GLCEs

Selected Target Areas

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Other Required Information for Strategy

<http://www.mathworksheetscenter.com/mathtips/whygraphingisimportant.html>

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--------------------------------|------------|------------|-------------------|
| Tables and Graphs in all Cores | 2011-09-10 | 2012-06-10 | Planning |

1.2.2.1. Activity: Tables and Graphs in all Cores

Activity Type: Professional Development

Activity Description: Teachers will integrate and document the use of table and graphs within instruction and assessment in all four core areas of instruction.

Planned staff responsible for implementing activity: Planning

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|-------------------|----------------|---------------|
| Time | No Funds Required | | |

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

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

Gap Statement: According to the MEAP data provided by IRIS indicates that the number of students scoring 80% of better is too low for the standards expected in Spring Lake (5th-51% and 6th-54%). Weaknesses in

inferring and summarizing are suspected to be the leading reasons based on data analysis.

Cause for Gap: MEAP data analysis via IRIS shows that too many students are not proficient in the areas of summarizing and inferencing. Also, there is a need for continued RtI interventions for our at-risk students.

Multiple measures/sources of data you used to identify this gap in student achievement: Fountas and Pinnell MEAP
Additional Progress Monitoring Tools

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? Ultimately, the number of students scoring above 80% on the MEAP will increase and the number at-risk students (students scoring below 60% on the MEAP) will decrease.

Contact Name: Ben Lewakowski

List of Objectives:

| Name | Objective |
|-----------|---|
| 5th Grade | The percentage of students reaching 80% accuracy on the reading portion of the MEAP will increase from 49% (2010-2011) to 60%, while the number of students who score below 60% will decrease, by the 2012-2013 school year in the fifth grade as evidenced on the 2012-2013 sixth grade reading MEAP assessment. |
| 6th Grade | The percentage of students reaching 80% accuracy on the reading portion of the MEAP will increase from 46% (2010-2011) to 60%, while the number of students scoring below 60% will decrease, by the 2012-2013 school year in the sixth grade as evidenced on the 2012-2013 seventh grade reading MEAP assessment. |

2.1. Objective: 5th Grade

Measurable Objective Statement to Support Goal: The percentage of students reaching 80% accuracy on the reading portion of the MEAP will increase from 49% (2010-2011) to 60%, while the number of students who score below 60% will decrease, by the 2012-2013 school year in the fifth grade as evidenced on the 2012-2013 sixth grade reading MEAP assessment.

List of Strategies:

| Name | Strategy |
|----------------------|---|
| Everyday Instruction | Teachers/staff will implement and document best practices in summarizing and inferencing throughout all four core areas of instruction. |
| Intervention/RtI | Teachers/staff will provide timely intervention for struggling students in reading comprehension. |

2.1.1. Strategy: Everyday Instruction

Strategy Statement: Teachers/staff will implement and document best practices in summarizing and inferencing throughout all four core areas of instruction.

Selected Target Areas

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Other Required Information for Strategy

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---------------------|------------|------------|--------------------|
| Fountas and Pinnell | 2011-09-10 | 2012-06-10 | Planning Assessing |

2.1.1.1. Activity: Fountas and Pinnell

Activity Type: Professional Development

Activity Description: Teachers will use the Fountas and Pinnell program to effectively instruct and assess students in summarizing and inferencing.

Planned staff responsible for implementing activity: Planning Assessing

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|-------------------|----------------|---------------|
| Kits | General Funds | 400.00 | |
| Time | No Funds Required | | |

2.1.2. Strategy: Intervention/RtI

Strategy Statement: Teachers/staff will provide timely intervention for struggling students in reading comprehension.

Selected Target Areas

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Other Required Information for Strategy

<http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf>

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-----------------|------------|------------|--|
| Interventionist | 2011-08-15 | 2012-06-15 | Admin.-hire and evaluation Interventionist-assessment, instruction, and implementation |

2.1.2.1. Activity: Interventionist

Activity Type: Professional Development

Activity Description: An interventionist will be hired to oversee the RtI and at-risk instruction.

Planned staff responsible for implementing activity: Admin.-hire and evaluation Interventionist-assessment, instruction, and implementation

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-----------------|--------------------|----------------|---------------|
| Interventionist | Title I Schoolwide | 50,000.00 | |

2.2. Objective: 6th Grade

Measurable Objective Statement to Support Goal: The percentage of students reaching 80% accuracy on the reading portion of the MEAP will increase from 46% (2010-2011) to 60%, while the number of students scoring below 60% will decrease, by the 2012-2013 school year in the sixth grade as evidenced on the 2012-2013 seventh grade reading MEAP assessment.

List of Strategies:

| Name | Strategy |
|----------------------|---|
| Everyday Instruction | Teachers/staff will implement and document best practices in summarizing and inferencing throughout all four core areas of instruction. |
| Intervention/RtI | Teachers/staff will provide timely intervention for struggling students in reading comprehension. |

2.2.1. Strategy: Everyday Instruction

Strategy Statement: Teachers/staff will implement and document best practices in summarizing and inferencing throughout all four core areas of instruction.

Selected Target Areas

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Other Required Information for Strategy

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---------------------|------------|------------|-------------------------|
| Fountas and Pinnell | 2011-06-10 | 2012-06-10 | Planning and assessment |

2.2.1.1. Activity: Fountas and Pinnell

Activity Type: Professional Development

Activity Description: Teachers will use Fountas and Pinnell to instruct and assess students in summarizing and inferencing.

Planned staff responsible for implementing activity: Planning and assessment

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|-------------------|----------------|---------------|
| Kits | General Funds | 400.00 | |
| Time | No Funds Required | | |

2.2.2. Strategy: Intervention/RtI

Strategy Statement: Teachers/staff will provide timely intervention for struggling students in reading comprehension.

Selected Target Areas

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Other Required Information for Strategy

<http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf>

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-----------------|------------|------------|---|
| Interventionist | 2011-09-10 | 2012-06-10 | Admin-hire and evaluation interventionist-instruction, assessment, evaluation |

2.2.2.1. Activity: Interventionist

Activity Type: Professional Development

Activity Description: An interventionist will be hired to oversee at-risk instruction.

Planned staff responsible for implementing activity: Admin-hire and evaluation interventionist-instruction, assessment, evaluation

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-----------------|--------------------|----------------|---------------|
| Interventionist | Title I Schoolwide | 50,000.00 | |

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

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

Gap Statement: Common local assessments showed limited gains (less than 10%) in the area of writing during the 2010-2011 school year.

Cause for Gap: IRIS data analysis and year-long common writing assessments in 2010-2011 showed that our students show a need for improvement in the area of the use of supporting details in their writing. The common assessments showed limited improvement in this area during the 2010-2011 school year.

Multiple measures/sources of data you used to identify this gap in student achievement: 7th Grade MEAP Common Writing Prompt w/ Common Rubric

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 make progress toward measurable objectives as measured by state and local assessments.

Contact Name: Ben Lewakowski

List of Objectives:

| Name | Objective |
|---------------------|--|
| Writing Proficiency | All students will be proficient in writing in the 5th and 6th grade. |

3.1. Objective: Writing Proficiency

Measurable Objective Statement to Support Goal: All students will be proficient in writing in the 5th and

6th grade.

List of Strategies:

| Name | Strategy |
|--------------------|--|
| Common Assessments | Staff will develop common assessment rubrics for assessment. |
| Lucy Caulkins | The staff will use resources and training in Lucy Caulkins to improve student use of supporting details in students writing. This skill will also be practiced throughout the other 3 cores. |

3.1.1. Strategy: Common Assessments

Strategy Statement: Staff will develop common assessment rubrics for assessment.

Selected Target Areas

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|---|
| 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.) |
| I.3.A.3 The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction. |

Other Required Information for Strategy

<http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx>

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|----------------------|------------|------------|-------------------|
| Grade Level Meetings | 2010-09-07 | 2011-06-07 | All staff. |

3.1.1.1. Activity: Grade Level Meetings

Activity Description: Staff will develop common assessment rubrics for assessment. Staff will participate in grade level meetings to assess the writing rubrics and the success of the assessment tools.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity: All staff

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-07

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|------------------|----------------|----------------|---------------|
| Teacher Supplies | General Funds | 250.00 | 0.00 |

3.1.2. Strategy: Lucy Caulkins

Strategy Statement: The staff will use resources and training in Lucy Caulkins to improve student use of supporting details in students writing. This skill will also be practiced throughout the other 3 cores.

Selected Target Areas

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Other Required Information for Strategy

<http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf>

<http://www.unitsofstudy.com/iuos/default.asp>

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-----------------------|------------|------------|----------------------------------|
| Effective Instruction | 2011-09-10 | 2012-06-10 | Teachers-Planning and assessment |

3.1.2.1. Activity: Effective Instruction

Activity Type: Professional Development

Activity Description: Teachers will use Lucy Caulkins writing instruction with all students. Interventions in writing will be used for at-risk students who do not master this skill.

Planned staff responsible for implementing activity: Teachers-Planning and assessment

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|-------------------|----------------|---------------|
| Time | No Funds Required | | |

Resource Profile

| Funding Source | Planned Amount | Actual Amount |
|-----------------------|-----------------------|----------------------|
| General Funds | \$1,450.00 | \$0.00 |
| Title I Schoolwide | \$100,000.00 | \$0.00 |
| No Funds Required | \$0.00 | \$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?

The needs assessment was filled out by the building principal with information gathered from staff.

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.

Spring Lake Intermediate School serves all district children in grades 5 and 6. The feeder schools of Holmes and Jeffers Elementary, both K-4 buildings, provide assessment information based on 4th grade evaluation in the area of Language Arts and Math for all children entering 5th grade at the Intermediate. This preliminary data involving DIBELS, class assessment information, and Fountas and Pinnell assessments for ELA, and MEAP data, along with information on Math - classroom assessment, MEAP, and a math screener based upon previous Grade Level Content Expectations available through Ottawa Area Intermediate School District.

The Fountas and Pinnell assessment is given to students found to below grade level in the previous grade in September. It will be given again in the spring to assess for individual progress. DIBELS is also used in specific cases as well...three times per year.

The math screener was given in September. This was given again in January, and will be again in May.

Through these district-wide assessments, "non-responders" are identified during classroom instruction and intervention (Target) time. The results of these assessments will also be used to determine eligibility on all students for Title I services. These students are students who are below benchmark/grade level as compared to their respective peers. A series of interventions and Leaner Accommodation Plans (LAP) are then put into place for at-risk, below grade level students to bolster their skills.

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 Intermediate staff administers assessments as follows:

1 ELA

- *Fountas and Pinnell*
 - *Teacher Developed Tests*
 - *Textbook Assessments*
 - *DIBELS*
 - *Writing - quick write assessment, rubric scoring*
 - *MEAP*
 - *Study Island*
2. *Mathematics*
- *Teacher Developed Tests*
 - *Textbook Assessments*
 - *Math Screener to assess previously learned and newly introduced GLCEs*
 - *MEAP*
 - *Study Island*
3. *Social Studies*
- *Teacher Developed Tests*
 - *MEAP*
 - *Textbook Assessments*
 - *Study Island*
4. *Science*
- *Teacher Developed Tests*
 - *MEAP*
 - *Textbook Assessments*
 - *Battle Creek Science Kit assessments*
 - *Study Island*

Students who are found to be below benchmark in math, ELA, science, and social studies will qualify for Title I interventions (RtI).

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.

Spring Lake Intermediate is a 5th and 6th grade building only.

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.

-When addressing the learning needs of the building for school improvement planning, the population assessed below grade level in core academic areas is targeted for additional support.. Developed goals for

the 2010-2011 school year include providing services for students who are below grade level in both reading and mathematics, as identified by the various needs assessments listed above.

-Science and social studies are assessed and addressed through differentiation as well.

-The data from these results are discussed monthly at staff meetings as well as Instructional Leadership Team meetings. Data management will be used to monitor the success of the students in ELA, math, science and social studies.

-Goals at both levels are derived to meet the needs of Title I students, as well as students at grade level.

-2009-2010 goals involve the implementation of RtI services for all students who are below benchmark through periodic assessments on the tools previously mentioned. These students, based upon their need, may change as their success changes by curricular area.

-2010-2011 goals will incorporate the achievement of at-risk students based upon the data collected from this school year.

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).

Title I and regular education coordination occurs daily as outlined in daily lesson plans and is ongoing throughout the year.

Additional communication occurs during daily common planning time.

-Bi-monthly staff meetings are used to discuss the intervention process in general.

-During these meetings, discussions occur based upon student achievement regarding the success of each student in the classroom.

-Discussions continue on whether additional interventions (RtI Tier 1) are needed during Target Time.

-Students currently receiving Tier 1 interventions are also discussed and a determination on whether continuing these services is necessary, whether they should be exited due to success, or if Tier 2 intervention services should occur.

-Data is being kept throughout the year on all of these students based upon on going assessments (i.e. math screener, Fountas and Pinnell, Study Island, etc).

-The goal is to open communication lines so that the educational process occurs simultaneously for all students, blurring the lines between at-risk, special education, and general education student.

Articulation meetings occur throughout the year between incoming and outgoing grade levels in each respective building.

-Information on each individual student is given to the middle school at this transition (7th grade); with emphasis on as-risk students so that they can be scheduled with classes, interventions, and/or accommodation plans that will allow them to be successful at the next level.

-Transition cards and learner accommodation plans are used to pass hard copies of information, while articulation meetings occur to promote dialogue at transition points.

-These dates and times have already been predetermined with agendas being developed collaboratively.

SLIS does not have any LEP students to address in the plan.

SLIS services fifth and sixth grade students. No preschool transition.

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.

The teachers of the Intermediate School follow the GLCEs and this is documented in lesson plans. These lesson plans are collected and stored.

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

Collaboration from all stakeholders is used to drive decisions regarding all aspects of the Intermediate School.

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.

All staff members working with all students are highly qualified and this information is on file at the district office.

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.

To promote strong and effective parent involvement in all of its schools, Spring Lake Public Schools is committed to:

1. Involving parents/guardians in the development of the school's Title I Plan, and in the process of school review and improvement.

-Parents/guardians become involved in the development, review and Improvement process through various activities including, but not limited to: School Improvement Plan meetings, School Climate surveys, and Parent Club meetings.

2. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

-To assist schools in planning and implementing effective parent involvement activities, the district will: Review with principals the requirements of the policy, provide timelines for schools to follow in implementing and documenting parent involvement activities, provide principals with information regarding programs, materials, and resources they may use for parent involvement activities.

3. Building the capacity of schools and parents for strong parental involvement.

-To build the capacity of schools and parents for strong parent involvement, the district will: Provide all schools with websites on which they may post information for parents, provide all schools with information/materials to assist their parents in understanding the state's academic content standards, student academic achievement standards, and academic assessments, and promote review/discussion of the School-Parent Compact during parent-teacher conferences.

4. School Improvement

-As part of on-going school improvement, the schools will provide opportunity for parental input to enhance the partnership between the school and home for educating all students.

-Specific emphasis will be given to at-risk and Title I services (i.e. RtI). Opportunities will be explored for educational and learning opportunities for parents to discover new ways to help their children at home.

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

2a. Design

Parent input was and will be solicited for help directing the Title I process.

2b. Implementation

Parents are welcome to explore first-hand the implementation of the interventions and accommodations of the Title I plan. Parents whose receive interventions will receive verbal and written communication prior to, during, and after services are used.

2c. Evaluation

-Prior to the end of the school year, a team comprised parents, teachers, and administrators will assemble

to review the use of Title I funds and how effective the use of these funds were for the current school year specific to what programs are personnel were funded with Title I money.

-Recommendations, if any, will be made for changes and the allotment of these monies for the upcoming school year in coordination with the Curriculum Director, and planning will occur at that time for the following school year.

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

To build the capacity of schools and parents for strong parent involvement, the district will: Provide all schools with websites on which they may post information for parents, provide all schools with information/materials to assist their parents in understanding the state's academic content standards, student academic achievement standards, and academic assessments, and promote review/discussion of the School-Parent Compact during parent-teacher conferences.

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".

Students performing below grade level in English Language Arts and Math receive services from teachers and paraprofessional supported by Title I funds. All are highly qualified teachers, as is the paraprofessional. These students receive daily instruction in the Grade Level Content expectations, and in addition, receive supplemental interventions daily in order to help them meet the core curriculum standards in all four core academic areas. These include, but are not limited to: paraprofessional and teacher led re-teaching, individualized lessons based upon assessment tool data, and technology based instruction.

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

The plan is evaluated yearly by the administration. Being in year two of the plan, no changes were warranted at this time. If a TitleI coordinator is hired as planned, this person will spearhead this evaluation process. To date, no parent has accepted the opportunity to be a part of the planning process. If/when this occurred, the component of this aspect will also be evaluated.

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

The plan is evaluated yearly by the administration. Being in year two of the plan, no changes were warranted at this time. If a TitleI coordinator is hired as planned, this person will spearhead this evaluation process. To date, no parent has accepted the opportunity to be a part of the planning process. If/when this occurred, the component of this aspect will also be evaluated.

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".

Our school does not have preschool. It is a 5th/6th grade building.

Alternative Measures of Assessment

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

It is expected that the staff evaluates students in a variety of ways including authentic assessment. Professional development is available for those staff members who choose to explore different avenues of assessment. Evaluations and assessments are documented in the lesson plans which are collected.

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.

Targeted students receive additional services through academic and guidance services. Examples include, but are not limited to: nutritional health, physical education and health, anti-bullying education, and comprehensive guidance.

Ongoing Review of Eligible Student Progress

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

Grade level team meeting will occur every 4-6 weeks to review the progress of each student receiving interventions, the success of the tools used, the exploration of new tools needed, and whether a student is still in need of intervention. New students perceived as needing interventions will be presented at that time as well. Those meeting benchmark will be exited and monitored.

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

The data collected during progress monitoring will be used in the grade level meetings to support the

success, or lack of success, for the students. It is this data that will be drive the decisions being made.

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

This plan will be reviewed annually during school improvement meetings.

The success of each student will be assessed with a variety of screeners on an ongoing basis. This data will be collected and used to determine the success of, and need for, the interventions being used for each student and at each grade level.

Progress of the students is monitored periodically throughout the year (listed previously). Goals are adjusted for students accordingly. Data is also shared with staff members and grade levels prior to, and after, the current grade of the student.

Administrators meet every month to review data that tracks student learning.

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.

All district and school professional development is required to be linked to district and school SI goals. SLIS has goals for the monitoring and improvement of education and instruction for at-risk students.

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.

Our school has worked hand-in-hand with our technology department to identify best practices in all areas with special consideration to technology.

A data management system (IRIS) will be implemented during the 2011-2012 school year to help our school and district disaggregate data to help better identify student need and both areas of strength and those needing improvement.

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.

A data management system (IRIS) is used to analyze data by the staff and administration. This data was used to create school improvement goals.

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

Meetings to review annual reports are set each year for parents and community members to attend. SI data is available on line and in print.

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.

Parents are involved with numerous aspects of the Intermediate School including school improvement. Parents provide input via Parent Club meetings on goals and Title I. Staff input, regarding school improvement, is collected at staff meetings.

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: *<http://www.springlakeschools.org/publications/annual-education-report>*

Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments: *EDPs begin in the secondary schools in Spring Lake*

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: *The parents and students are given a handbook each Fall that outlines the policies and procedures. Our school has an updated Crisis Plan.*

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

Response: *Yes*

Comments: *Professional Development is available each year to all staff.*

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: *This is included in the Parent/Student Handbook.*

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, but not 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: *Reviewed policy, but not yet adopted*

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: *Other curriculum*

Comments:

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

Response: *Yes*

Comments:

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: *Reviewed policy, but not yet adopted*

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: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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: *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: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written Policy, but not 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: *Yes*

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 some 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. | Kim | Richmond | Parent | kimrichmond@hotmail.com |
| Mr. | Kelly | Keefe | Teacher | kkeefe@springlake schools. org |
| Mr. | Ben | Lewakowski | Principal | blewakowski@springlakeschools.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: | Bev Hundley |
| Address: | 345 Hammond, Spring Lake, MI, 49456 |
| Telephone Number: | 616-846-5500 |

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

PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

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

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
- C. establishing the learning outcomes for their child with the goal of developing a responsible, adult member of society;
- D. establishing and supporting a consistent and shared approach to child guidance and discipline;
- E. providing for the proper health, safety, and well-being for their child;
- F. developing English language proficiency.

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

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

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

- A. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- B. Provide a description and explanation of the curriculum in use at the District, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The District will also provide each school's discipline plan along with a tardy plan.
- C. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.
- D. Maintain a consistent, District wide effort to communicate regularly with parents. Teachers contact new students by mailing welcome notes.
- E. Schedule at least two (2) student conferences annually with the teacher(s) to inform parents of student's progress.
- F. Distribute periodic newsletters from teachers informing parents of upcoming District events and curriculum being taught.
- G. Send folders home (each week, bi-weekly, monthly) to keep parents abreast of individual student progress and maintain open lines of communication.
- H. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
- I. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- J. Offer an ongoing reading tutorial program throughout the school year during the day, encouraging parental involvement.
- K. Establish after school academic clubs to provide students additional opportunities to develop skills.
- L. Have the District's high school students offer tutoring through the National Honor Society upon request.

- M. Have students perform at various functions throughout the community.
- N. Encourage parents to serve as chaperones for class field trips and other school activities.
- O. Hold an annual recognition event for parents and volunteers who have helped throughout the year.
- P. Have school administration and staff provide test data and interpretation meetings to allow parents to ask questions.
- Q. Use homework hotline to inform homes of various assignments and activities. Utilize the website as available.
- R. Place current and accurate announcements on the schools marquis throughout the District.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- A. participating in school functions, organizations and committees;
- B. supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. requiring their child to observe all school rules and regulations;
- D. supporting or enforcing consequences for their child's willful misbehavior in school;
- E. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;

policy

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- F. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- G. reading all communications from the school, signing, and returning them promptly when required;
- H. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

Sec. 1112, 1118 ESEA
M.C.L.A. 380.1294



Spring Lake Public Schools

Parent/School Compact

Hand in hand, we can learn and work together to improve school achievement.

As a Student, I (name), will

- Always try to do my best in my work and in my behavior,
- Work cooperatively with my classmates,
- Show respect for myself, my school and other people,
- Obey the school and bus rules,
- Come to school prepared with my homework and supplies,
- Believe that I can learn and will learn.

As a Parent/Guardian, I (name), will

- See that my child attends school regularly and on time,
- Provide a home environment that encourages my child to learn,
- Insist that all homework assignments be completed,
- Communicate regularly with my child's teacher,
- Support the school in developing positive behaviors,
- Talk with my child about his/her school activities every day,
- Encourage my child to read at home and to monitor his/her TV viewing,
- Show respect and support for my child, the teacher, and the school.

As a Teacher, I (name), will

- Believe that each student can learn,
- Show respect for each child and his/her family,
- Come to class prepared to teach,
- Provide an environment conducive to learning,
- Help each child grow to his/her fullest potential,
- Provide meaningful and appropriate homework activities,
- Enforce school and classroom rules fairly and consistently,
- Maintain open lines of communication with the student and his/her parents,
- Seek ways to involve parents in the school program,
- Demonstrate professional behavior and a positive attitude.

Hand in hand, we will work together to carry out the agreement of this compact.

Student Signature: _____

Parent Signature: _____

Teacher Signature: _____

Date: _____