

District Beecher Community School District

Building Milton E. Tucker Elementary Timeframe 2010-2013

## Three Year School Improvement Plan

**Building Plan**  
or  
 **Public School Academy Plan**

This plan template is designed to meet the requirements of PA 25 and Schoolwide Title I programs in one plan document.

Rebecca Caverly  
Building Principal's Signature

Heather Guerra  
School Improvement Chairperson's Signature

\_\_\_\_\_  
Schoolwide Facilitator

\_5-27-2010\_ Date Revised

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## **SCHOOL IMPROVEMENT PLAN**

## Part I. Mission Statement, Shared Vision, Belief Statements

State the school's mission. *OPTIONAL: Provide the shared Vision & Beliefs that support your mission.*

### **Mission Statement**

*The mission of Tucker Elementary is to create a safe and nurturing environment for our learning community. Together we will provide a quality education that engages staff, parents, and students to become responsible, life-long learners able to make positive contributions towards society.*

### **Beliefs Statements**

- \*Parent participation enhances high expectations, student motivation and achievement.
- \*All students can learn and achieve in a safe, disciplined environment in which they feel trusted, supported and have a sense of belonging.
- \*Good self-esteem is vital for maximum academic achievement.
- \*Students will rise to the level of the expectation of the classroom/school.
- \*Schools should be organized to meet the needs and interests of students.
- \*Students learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate.
- \*Teachers should create/design challenging and engaging activities for students and lead/encourage/motivate them in those activities.

## Part II. Building Level Decision Making:

### **A. Describe the Building Decision-Making Process:**

**Decisions are made at staff, SIT, and Process Mentor meetings using student achievement data to identify needs from strengths and weaknesses of instruction and to set goals for improvement. Individual student decisions are made in grade level meetings and Child Study teams. Budget decisions are made in a meeting of a diverse group of staff members representing grade levels, social worker, and different departments that are submitted to central office administration for review, approval, and processing. Meeting participants communicate with the balance of the staff through email messages and in after school meetings in order to come to consensus and to gather input.**

**B. Identify Stakeholders (Name & Position)**

Bldg/Program Administrator(s)	Teacher(s)	Other School Employee(s)	Pupil(s)	Parent(s) of Pupil(s)	Other Resident(s)
Diana Castle, Principal (2008-09) Becky Caverly, Principal (2009- )	Sina Swiney Debra Jackson Johanna Craven Jane Bailey Linda Kirkland Norma LaFave Heather Guerra Robert Howard Jacqueline Smith-Harris Lisa Mereles Barbara Carstensen Nicole Soper Claudia Scott Mia Barnett Marlene Chatmon Margo Culp Margaret Cornwell Shelly Roberts Rachael Moore David Bell Tamikya Lewis Mary Burton Sandra Barnett Judy Brown-Thomas	Casandra Coney-Stewart –social worker  Jeanette Merrill- Social Worker		Ruth Schemerhorn	
<b>Board Member(s)</b>					

**C. Describe efforts to include input from any stakeholder groups which are not standing members of the decision-making body:**

Plans are sent out electronically. Information on the school improvement plan is presented to full staff twice a year to review. Invitations are given to parents to attend Open house to review and be part of the plan. At the PTO meeting in October, 2009, the plan was reviewed. The plan is reviewed at the annual Title I Parent event. Monthly newsletters to parents contain updates on progress towards goals.

**Part III. Comprehensive Needs Assessment**

**A. Describe how the Needs Assessment was conducted (Who, What, When, How, etc):**

Tucker Elementary administration and staff members collected the information for the Needs Assessment. It was updated during the spring of 2010 to contain the 2008-2009 and some 2009-2010 data that was available. The information contains a variety of school years, including the most current when possible. Our information was gathered from the Student Performance Maintenance (SPM) system for the district, MEAP information, ITBS and Gates information, Special Education office, Personnel Office, Business Office, and others. The Comprehensive Needs Assessment from 2009 are attached at the end of the plan.

A survey of parents and staff was completed in the 2007-2008 school year. Results are attached at the end of this plan.  
Parents

An all staff review of MEAP, ITBS, and DRA results for the 2008-2009 school year was held. The results are attached to the end of this plan.

All staff participated in the Ed YES! report for the 2008-2009 school year.

**B. Include information from the 4 measures of data:**

- **Student Achievement Data**

- **What was examined:**

MEAP demographic data for the past two years, MEAP proficiency scores for the past 2 years, ITBS data from the past 2 years

- **What did the data reveal?**

ELA MEAP scores for 2008-2009 are below the state target percentage in 3<sup>rd</sup> and 5<sup>th</sup> grades. Math MEAP scores for 2008-2009 are at or above the state target percentage.

56% of 3<sup>rd</sup> grade students were proficient in ELA; this is 4% below state target percentage of 60%.  
85% of 3<sup>rd</sup> grade students were proficient in Math; this is 18% above state target percentage of 67%.

63% of 4<sup>th</sup> grade students were proficient in ELA; this is 4% above state target percentage of 59%.  
76% of 4<sup>th</sup> grade students were proficient in Math; this is 11% above state target percentage of 65%.

51% of 5<sup>th</sup> grade students were proficient in ELA; this is 6% below state target percentage of 57%.  
62% of 5<sup>th</sup> grade students were proficient in Math; that is on the state target percentage of 62%.

58% of 6<sup>th</sup> grade students were proficient in ELA; this is 2% above state target percentage of 56%.  
70% of 6<sup>th</sup> grade students were proficient in Math; this is 10% above state target percentage 60%.

ELA MEAP scores for 2007-2008 are below the state target percentage except for 3<sup>rd</sup> grade. Math MEAP scores for 2007-2008 are below the state target percentage.

74% of 3<sup>rd</sup> grade students were proficient in ELA; this is 4% above state target percentage.  
64% of 3<sup>rd</sup> grade students were proficient in Math; this is 3% below state target percentage.

46.7% of 4<sup>th</sup> grade students were proficient in ELA; this is 22.3% below state target percentage.  
62.2% of 4<sup>th</sup> grade students were proficient in Math; this is 2.8% below state target percentage.

51.2% of 5<sup>th</sup> grade students were proficient in ELA; this is 16.8% below state target percentage.  
38.6% of 5<sup>th</sup> grade students were proficient in Math; that is 23.4% below state target percentage.

45.1% of 6<sup>th</sup> grade students were proficient in ELA; this is 21.9% below state target percentage.  
33.3% of 6<sup>th</sup> grade students were proficient in Math; this is 26.7% below state target percentage.

The trends from 2005-2006 to 2008-2009:

3<sup>rd</sup> grade ELA-The trend from 05-06 to 08-09 shows that scores have increased 3.7%.

3<sup>rd</sup> grade Math-The trend from 05-06 to 08-09 shows that scores have increased 10.7%.

4<sup>th</sup> grade ELA-The trend from 05-06 to 08-09 shows that scores have increased 15.7 %.

4<sup>th</sup> grade Math-The trend from 05-06 to 08-09 shows that scores have increased 32.3%.

5<sup>th</sup> grade ELA-The trend from 05-06 to 08-09 shows that scores have decreased 11.9%.

5<sup>th</sup> grade Math-The trend from 05-06 to 08-09 shows that scores have increased 15.2%.

6<sup>th</sup> grade ELA-The trend from 05-06 to 08-09 shows that scores have increased 5.3%.

6<sup>th</sup> grade Math-The trend from 05-06 to 08-09 shows that scores have increased 43.4%.

**No significant sub-group gap trends were identified in the data.**

- **Program/Process Data**

- **What was examined:**

**The Parent survey included questions about the effectiveness and availability of programs and services.**

- **What did the data reveal?**

**The data revealed that the parents were pleased with the after-school tutoring program; it helped advance student achievement, self-esteem, and self-confidence, but many parents were not aware of all the programs that were available to students. Parents also made suggestions for potential improvements. i.e. Develop programs that address issues such as bullying, racism, and reverse racism. Parents also expressed extreme pleasure with the morning breakfast program. (See survey data in appendices.)**

- **Student/ Teacher/Parent Perceptions Data**

- **What was examined:**

**Teachers were surveyed during the 2007 / 2008 school year along with parents.**

- **What did the data reveal?**

**What the staff felt was going well:**

They feel well about coming to school, they feel cared for and respected, they are willing to work with staff members, that the administration supports them – listens, encourages, supports their growth, they work effectively with students (even behaviorally challenged, ability challenged, and environmentally challenged) and enjoy seeing the outcomes, that students can achieve with instructional approaches (thematic units, cooperative learning, integrating lessons, technology, assessments, threat free environments, personal relationships, parent involvement, and reviewing data, quality work is expected of both students and staff, parents are communicated with frequently about school academics, student learning, and important aspects of the building,

**What the staff disagreed with:**

The opportunity to think for themselves, develop their skills, that the morale is high with both staff and students, that the school provides an atmosphere where every child can learn, the school has a positive public image,

**What the parents felt was going well:**

Parents liked all the support we have in the school, including: breakfast, technology lab, after school tutoring, summer schools, and paraprofessionals in the building.

The staff are caring, students love being here,

**What the parents had concerns over:**

That the building needs a bullying support system, lack of a school bus for the entire student body.

- **Demographic/School Profile Data**

- **What was examined:**

Student body count from year to year, parent teacher conference turn out numbers, staff experience rate (number of years in the building), teacher absentee rate, grant money for the building, mobility of students, student absences and suspension days out of school, and student counts in special education classes. (See appendices for details.)

- **What did the data reveal?**

More parents come out for conferences in the fall vs. spring (on average 20% more), the student count from year to year in first grade to second grade along with fourth to fifth grade had a significant drop in student count for the carry over student count in the 06/07 school year to the 07/08 school year.

In the 06-07 school year there was very little mobility of students. In the 07-08 school year the building had a large transient population. The percentage rates for withdrawals in the 07-08 school year are: K=73%, 1=38%, 2=44%, 3=36%, 4=33%, 5=31%, 6=34%. The building average is 41%.

In the 08-09 school year the building had a large transient population. The percentage rates for withdrawals in the 08-09 school year are: K=58%, 1=47%, 2=49%, 3=40%, 4=33%, 5=25%, 6=30%. The building average is 42%. Our overall student count including withdrawals and new enrollees for the 08-09 school year dropped by 8%.

**SUMMARY OF AYP & SUBGROUP FINDINGS:**

The school made AYP in 2006-07, 2007-08, and 2008-09 in ELA and math for all sub-groups except for exceeding the 1% allowance for special

**education students. The district has successfully appealed to use the district total instead of building total because the building has a higher percentage of special education students in comparison with other buildings in the district.**

**SWOT Analysis (to be completed by Stakeholders)**

1. Stakeholders will examine the full, Comprehensive Needs Assessment to identify strengths, weaknesses, opportunities, and threats (S.W.O.T.) for the school, keeping the focus of improving academic achievement in mind.
2. Stakeholders will prioritize and rank each item to determine the top 5 in each category.
3. The school's top 20 responses (five from each section) should be entered into the following tables.
4. Future priorities should be identified in the remaining spaces: "Areas to Monitor"
5. The results of the SWOT should be incorporated into the strategies & action steps for each goal, as appropriate.

**Top Strengths (Characteristics that enhance the overall academic effectiveness of the school. Strengths provide a firm foundation for progress.)**

1. Renaissance Learning
2. WebGrader
3. Study Island
4. Computers in the classrooms
5. Projectors
Areas to Monitor:

**Top Weaknesses (Characteristics that limit the effectiveness of the school. Weaknesses are barriers to progress if no action is taken to correct them.)**

1. Time
2. Not everyone is trained.
3. Projectors not mounted (installed in Summer of 2009)
4. Document cameras are not installed in all classrooms due to wiring issues
5. Parents are not using information that is provided to make informed decisions
Areas to Monitor:

**Top Opportunities (Ideas, programs, or areas that can potentially enhance academic success.)**

1. Information meeting for parents
2. Training for teachers
3. Time to share with others
4. Train students to help classrooms
5. Look into accelerated math
Areas to Monitor:

**Top Threats (Internal or external perceptions that present threats to the overall improvement/ growth of the school.)**

1. Frequent changes in administration at the building and district levels
2. Lack of curriculum
3. Lack of consistency and coherence in instructional programming and professional development
4.
5.
Areas to Monitor:

<i>Changes to Curriculum</i>
<i>Adopted Curriculum Crafter and Exam View</i>
<i>Changes to Instruction</i>
<i>Implement Differentiated Instruction using technology</i> <i>Use "Fast ForWord"</i> <i>Use Thatquiz.org</i> <i>Expanded use of Accelerated Reader</i>
<i>Changes to Programs</i>
<i>Increased implementation of inclusion for special education students</i> <i>Securing a Parent Involvement Coordinator</i> <i>Securing a social worker</i> <i>Implemented Positive Behavior Support system</i> <i>Implementing Response to Intervention</i>
<i>Changes to Policies, Practices, Procedures</i>
<i>Look at an easier to use parent permission form.</i> <i>School Board revised the Elementary School Handbook including the Code of Conduct</i> <i>Expanded Child Study Team</i>
<i>Areas to Research Further</i>
<i>Developmental Reading Assessment (DRA)</i> <i>Touch Math for struggling students</i>

#### **Part IV. Parent Involvement:**

##### **A. Describe how parents are informed of individual student academic assessment results for their child (in a language that they can understand) and how the results are interpreted for them.**

*Parents are informed of individual student academic assessment results in Parent Teacher conferences two times a year, through progress reports every mid-quarter, through report cards every quarter, and through personal contact via phone calls and notes sent home by teachers. Teachers share student academic performance with parents during parent teacher conferences and in marking period grade reports. When students are having difficulties, parent conferences and phone calls home are employed. The School has also installed an automated phone system that notifies parents of student unexcused absences, extracurricular events, and school closings. In the Fall of 2008 parents will receive a parent booklet developed by the Michigan department of education. The booklet summarizes the grade level expectations of each grade.*

##### **B. Describe how parents are involved in the design, implementation and evaluation of the schoolwide plan.**

Parents are invited to attend school improvement planning meetings along with assisting in the evaluation of the building programs. Information is sent home through newsletters and phone calls regarding the schoolwide plan. Parent surveys are conducted to assist in the evaluation of the plan, programs, and services. (See appendices for details.)

**C. Provide a description of the Parent Involvement Policy for the district and how it is carried out and supported at the school level.**

Parent Involvement Policy

The Beecher Community School District recognizes that parent involvement contributes greatly to helping children and staff members achieve success in school. Each child's education is the shared responsibility of the school, parents, students and the community. Such collaborative partnership motivates supports and encourages children to become lifelong learners and contributors to society. We value the needs, interests and perceptions expressed by parents and we encourage their participation in making it possible for our school to achieve their mission for all children.

Tucker Elementary in collaboration with parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families. To this end, our school will support the development, implementation and regular evaluation of parent involvement policies that will engage parents in a variety of roles. Tucker Elementary will:

- Invite and involve parents in planning, review, and improvement of school programs.
- Provide assistance to parents and guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home.
- Provide access to, and coordinate community and support services for, children and families such as preschool and Mott Children's Health Center.
- Promote clear two-way communication between the school and the family about school programs and curriculum.
- Give parents timely information about student progress in the core curriculum and the assessments used to measure student progress.
- Encourage parental suggestions and make timely responses.
- Implement a school-parent compact, which outlines how schools, parents and students will share responsibility for ensuring student achievement. This compact will address the importance of communication between parents and schools through conferences, regular reports and access to staff and classrooms.
- Periodically update this policy to meet the changing needs of parents and the school.

Note: This plan will be reviewed with parents of the elementary school during the fall open house and revised if needed based on comments received.

**D. Describe how parent involvement will be evaluated by the school AND how the results will be used to improve the school-wide program.**

Parent involvement is evaluated through participation data on field trips, school events, Title I evening, PTO activities, and Parent Teacher conferences. The results of the participation data and evaluation are used to guide changes in the school improvement plan.

**E. Describe how the use of the Parent Compact addresses all students, their parents and teachers in building a true partnership between home and school.**

The building has a Parent Compact (see appendices) that clearly outlines the responsibilities of teachers, parents, and students. All parties sign the compact and it is referred to throughout the school year to support student learning and behavior. Teachers and principal, with parent input, will work on ways to use the parent compact more effectively to create a partnership.

**F. Explain how and when the Parent Compact is created, shared and evaluated (Who, What, When, How, Where...etc).**

The existing Parent Compact has been in use for many years. It is sent home with students at the beginning of the school year by the homeroom teacher and when it is returned, it is sent to the principal for signature. Parents are provided with a signed copy. All teachers review it with students throughout the school year. Teachers will distribute the compact at the beginning of the school year. These forms are also distributed during our annual open house and during parent/teacher conferences. During these times the compact is reviewed and discussed. Teachers explain how school behavior can affect academic progress. A parent compact is required to be on file for each student in the building.

**Part V. Curriculum Development and Alignment**

**Based upon the analysis of the Comprehensive Needs Assessment, determine IF curriculum changes are needed to attain your goals. If not, describe how the Curriculum is reviewed, enriched and kept current.**

**English Language Arts, Mathematics, Science, and Social Studies**

*A. Describe the process you have in place to review and revise curriculum.*

We have curriculum committees that reviewed research based programs and determine continuous teacher training. Grade level teams used Curriculum Crafter to align to the GLCEs and to align teaching resources to the curriculum. The district curriculum coordinator will continue to work with building teachers to review and revise the curriculum as needed based upon the use of Curriculum Crafter.

*B. Include a timeline for this curriculum review*

As of the fall of 2009 the district has a new coordinator for curriculum who will lead the review process, involve teachers, and establish timelines.

*c. Explain how the school provides an accelerated and enriched curriculum for select students with plans in place to move toward all students (moving from Targeted Assistance to School-wide).*

The building uses the Child Study (Response to Intervention) process to identify students who are struggling with the academic material and to plan specific interventions for them. Classroom teachers and Reading/Math Interventionists are used to support the students' needs through assisting in differentiating classroom instruction along with pull out programs for more intensive interventions. Classroom teachers provide differentiated instruction including flexible groupings, high yield strategies, appropriately leveled materials, multiple intelligence strategies, technology, and manipulatives for struggling learners.

*D. or select students with plans in place to move toward all students (moving from Targeted Assistance to School-wide).*

**A. On the Job Learning:** Describe ways you have made available in as many fields as practicable, opportunities for

*structured on-the-job learning such as apprenticeships & internships, combined with classroom instruction. Career Awareness is a consideration when planning for elementary school grades.*

First year teachers are given mentors who help guide the novice teachers through the first four years of teaching. Teachers are also given professional development yearly that coincides with our school improvement goals. Our teachers also participate in task force committees and school improvement teams to help guide coherence in instruction and help build team professionalism.

**B. TECHNOLOGY:** *Describe the methods for using technology as a way of improving learning and delivery of services, and for integration of evolving technology into the curriculum.*

Teachers use computers to support instruction, such as Accelerated Reader, Kidspiration, Microsoft Word to type final copies of student writing assignments, Study Island, United Streaming, and "ThatQuiz.Org".

## **Part VI. Assessment**

**A.** *Describe how the school has developed alternative measures of assessment to provide authentic assessment of pupil achievements, skills and competencies (indicate GRADE LEVELS, Content Areas, etc.). **Expanded Element (PSA's):** Assessment for Title I A, C & D must identify students who are failing, or at risk of failing, State Content Standards.*

Teachers use Thatquiz.org to create classroom assessments for school-wide academic vocabulary measurement. Star testing is used to gather timely student performance data in math and reading. School wide writing prompts are administered three times a year to monitor student writing progress. Individual teachers do projects, performance based assessments, running records, and observational records to monitor student learning in all content areas.

**B.** *Describe the role of teachers in:*

*i. The creation/development of assessments*

Assessments were developed through the process mentor team in the 2008-2009 school year. Our building continues to utilize these assessments. The team developed pre/post grade level academic vocabulary assessments. Grade levels worked collaboratively to create formative academic vocabulary assessments. Collectively, grade level writing prompts were developed to guide instruction to help supplement the summative school wide writing prompts.

*ii. Teacher participation in decision-making regarding the USE of assessments*

Staff held several meetings to determine a common calendar in order to avoid overlapping testing dates. Scoring clinics were held to help create a common understanding of the rubric used to identify student strengths in needed areas of improvement in writing. Grade levels collaborated to revise academic vocabulary assessments and teachers made revisions that were grade level appropriate.

*iii. Teacher participation in student achievement data analysis to improve the achievement of all students*

Teachers will examine student achievement data in grade level, school improvement, and staff meetings. Teachers will analyze data from various sources and report it to their peers in grade level and staff meetings. Teachers will use the assessment results to inform instruction and in grade levels create flexible groupings for students to address individual learning needs. The data are also used to inform parents of individual student progress. The teachers also use the data to provide feedback to students.

## **Part VII. Plan Development**

**A. Coordination/Integration of Federal, State & Local Programs and Resources:** *Use the table below to list the State and Federal and Local programs and resources that will be consolidated into the School-wide program. Indicate how the resources will be used to implement the School-wide Components.*

Resource	Type of Support	Component Supported	Description of Support Provided
Title I, Part A	-Parent Facilitator -School Social Worker -Full Day Kindergarten -Lower Elementary Paraprofessionals -Reading and Math Interventionists	-All General Ed. Students -At Risk Students -All Kindergarten Students -At Risk Students not identified Sped.  -At Risk Students not identifies Sped.	-Parent Engagement -Small Group Support/Conflict Resolution Training/Positive Behavior Support Building Wide Staff Training -Classroom Support  -Provide Tier II Interventions
Title II, Part A	-Professional Development for all staff  -Class Size Reduction Teacher	-All school-wide staff  -1 <sup>st</sup> Grade students and looping to 2 <sup>nd</sup> grade students	Training in academic areas and school improvement (i.e. Response to Intervention)  -Smaller Class Sizes for 1 <sup>st</sup> grade students
Title II, Part D	Technology	Computers Purchased ISD Support Increase Student Learning	School wide for staff and students Pull-down screens Document Cameras
Title V, Part A	N/A	N/A	N/A
Section 31a At Risk	-Special Education School Social Workers -Building Security -Building Nurse -Behavior Interventionist	-Sped. Students -Safety/Security -Health Nutrition -Discipline Support	-Group Support -Group Support -Health Services -Supports Principal and staff
<p><b>Coordination of Resources:</b> <i>Describe ways the district has or will develop community resources and recruit/train volunteers. Cite specific examples.</i> Local church pastors periodically monitor students who are participating in church affiliated after school programs; they also come in to the school to tutor small groups. The district is currently working cooperatively with the Carrera Project to help provide student support in academics, self-expression, family life and sexuality, and employment. Children Reading to Dogs is a program that encourages students to become comfortable with reading aloud, by reading to a non-judgmental audience. Mott Children's Health Center is established in the school to provide health and nutritional services to all students.</p>			
<p><b>Role of adult and community education, libraries, and community colleges in the learning community:</b> <i>Describe resources available that relate to the goals and design strategies for planned resources.</i> Beecher Community Schools offers an adult alternative educational program. Several community colleges in the area offer programs for our students. (i.e. Partnership with U of M and MSU) University of Michigan does a math night and has developed a school beautification program, while Michigan State University gives student surveys and offers the information to the school; MSU students also come to the school and teach science lessons to the students. Other community services: Big Brothers and Big Sisters of the United Way along with Boys and Girls Club offers community enrichment activities to our students. Beecher Library has been reopened for the community. Funding for the library is shared by community resources.</p>			

**NOTE:** *These resources may appear again in the GOAL pages under "Funding Sources" or "Support Sources"*

## **PART VII. PLAN DEVELOPMENT**

## B. School Improvement Goal Action Plans & Related Professional Development

<p><b>Cite data sources used to determine needs):</b>                  Our analysis of the MEAP tests results indicates that our economically disadvantaged students in Kindergarten through 6<sup>th</sup> grades are not meeting the state standards in Reading.</p>	<p><b>GOAL OBJECTIVE(s):</b> Cite specific, measurable targets to accomplish the goal:</p> <p>There will be an increase of 10 percentage points annually of the number of 3-6 grade students who will meet or exceed state standards in <b>Reading</b> as measured by MEAP from 2010 to 2013.</p>
<p><b>PRIORITY (or Maintenance) GOAL # 1:</b>                  By Fall 2013, the number of students who meet or exceed state achievement standards in <b>Reading</b> in grades 3-6 as assessed by MEAP will increase 30%.</p>	<p><b>Indicate HOW the goal will be measured:</b></p> <p>MEAP as given in October annually</p>

SCIENTIFICALLY BASED RESEARCH	STRATEGIES / INTERVENTIONS <small>(Distinguish between those for ALL students and those for Targeted Populations)</small>	PERSON(S) ACCOUNTABLE	TIMELINE	RESOURCES NEEDED	PROFESSIONAL DEVELOPMENT	FUNDING SOURCE OR SUPPORT SOURCE	INDICATORS OF SUCCESS  EVALUATION MONITORING
Robert J. Marzano & Debra J. Pickering <u>Building Academic Vocabulary</u> 2005  <u>Making Meaning Second Edition</u> Developmental Studies Center Grades K-6	<b>ALL STUDENTS:</b>  <b>1. Teachers will monitor students during a daily in school reading practice. Students will read books in their zone of proximal development as determined by the STAR reading and DRA</b>	Principal K-6 ELA Teachers  Reading Interventionist	September 2010-June 2013	Leveled Books  Renaissance Place  Computers	Accelerated Reader  DRA	Title I Part A  Title II Part A	Accelerated Reader assessments.  DRA Assessments  Lesson Plans
Ruth Culham <u>6+1 Traits of Writing: The Complete Guide Grades 3 and Up Everything You Need to</u>	<b>2. Teachers will instruct students in reading comprehension strategies.</b>  • <b>K-1: Retelling</b>  • <b>K-3: Using Schema/Making Connections</b>  • <b>K-6: Visualizing</b>  • <b>K-6: Wondering/Questioning</b>  • <b>2-6: Making Inferences</b>	Principal K-6 Teachers  Reading Interventionist	September 2010-June 2013	Making Meaning	Making Meaning Conferencing  MRA Conference	Title I Part A  Title II Part A	MEAP  Reading Conferences  Accelerated Reader assessments.  Lesson Plans

	<ul style="list-style-type: none"> <li>• <b>2-6: Determining Important Ideas</b></li> <li>• <b>2-6: Understanding Text Structure</b></li> <li>• <b>4-6: Summarizing</b></li> <li>• <b>5-6: Synthesizing</b></li> </ul>						
	<p><b>3. Teachers will use differentiated instruction to include:</b></p> <ul style="list-style-type: none"> <li>• <b>Flexible Grouping</b></li> <li>• <b>Technology</b></li> <li>• <b>High Yield Strategies</b></li> <li>• <b>Academic Vocabulary To assist students in reading</b></li> </ul>	<p>Principal          ELA Coach          K-6 Teachers          Reading Interventionist</p>	<p>September 2010-June 2013</p> <p>September 2010- June 2013</p>	<p>Kidspiration          Microsoft Office Suite          Computers          Internet Connection          Interactive White Boards          Projectors Document          Cameras Digital Cameras          Classroom Instruction That Works          Building Academic Vocabulary</p>	<p>Flexible Grouping          Technology          High Yield Strategies          Academic Vocabulary</p>	<p>Title I Part A          Title II Part A</p>	<p>Lesson Plans          RTI Data Sheets</p>
	<p><b>4. Providing Tier II interventions</b></p>	<p>Classroom Teacher          Reading interventionist          Para-Professionals          Principal</p>	<p>September 2010- June 2013</p>	<p>Reading Interventionist          Classroom Teachers          Study Island          Accelerated Reader (AR)          Computers</p>	<p>RTI Training</p>	<p>Title I Part A          Title II Part A</p>	<p>STAR Reading          DRA          MEAP          Teacher Survey          RTI Data Sheet</p>

**Cite data sources used to determine needs:**

Our analysis of the MEAP tests results indicates that our economically disadvantaged students in Kindergarten through 6<sup>th</sup> grades are not meeting the state standards in Math.

**GOAL OBJECTIVE(s):** Cite specific, measurable targets to accomplish the goal:

There will be an increase of 10 percentage points annually of the number of 3-6 grade students who will meet or exceed state standards in **Math** as measured by MEAP from 2010 to 2013.

**PRIORITY (or Maintenance) GOAL # 2:**

By Fall 2013, the number of students who meet or exceed state achievement standards in **Mathematics** in grades 3-6 as assessed by MEAP will increase 30%.

**Indicate HOW the goal will be measured:**

MEAP as given in October annually

SCIENTIFICALLY BASED RESEARCH	STRATEGIES / INTERVENTIONS (Distinguish between those for ALL students and those for Targeted Populations)	PERSON(S) ACCOUNTABLE	TIMELINE	RESOURCES NEEDED	PROFESSIONAL DEVELOPMENT	FUNDING SOURCE OR SUPPORT SOURCE	INDICATORS OF SUCCESS  EVALUATION MONITORING
	<p><b>All Students Will:</b></p> <p><b>1. Teachers will implement instructional practices that focus on mathematical thinking to assist students to construct their own strategies for solving mathematical problems.</b></p> <ul style="list-style-type: none"> <li>• Discussion of Mathematics</li> <li>• Use of manipulative Materials</li> <li>• Problem solving approach to instruction</li> </ul>	<p>Principal</p> <p>K-6 Teachers</p> <p>Math Interventionist</p>	<p>September 2010- June 2013</p>	<p>Investigations in Number Data and Space</p> <p>Connected Math</p> <p>Internet</p> <p>Teacher Stipends</p>	<p>MCTM Conference</p> <p>After-School Professional Development</p>	<p>Title I Part A</p> <p>Title II Part A</p>	<p>Lesson Plans</p> <p>Unit Assessments</p> <p>MEAP</p>
	<p><b>2. Providing Tier II interventions to targeted students.</b></p>	<p>Math Interventionist</p> <p>Classroom Teachers</p> <p>Principal</p> <p>Para-Professional</p>	<p>September 2010- June 2013</p>	<p>Math Interventionist</p> <p>Champion Math</p> <p>Para-Professional</p>		<p>Title I Part A</p> <p>Title II Part A</p>	<p>STAR Math</p> <p>MEAP</p> <p>Teacher Survey</p> <p>Pre/ post test</p> <p>Student Logs</p>

	<b>3. Staff meetings will focus on collaboration and professional development regarding best practices for teaching mathematics.</b>	School Improvement Team Principal Curriculum Director	September 2010- June 2013	Math PD's Professional Learning Community Meetings  NCTM Journal  Marilyn Burns teaching math resources	NCTM conference	Title I Part A Title II Part A	Meeting Agendas
	<b>4. Teachers will use differentiated instruction to include:</b> <ul style="list-style-type: none"> <li>• Flexible Grouping</li> <li>• Technology</li> <li>• High Yield Strategies</li> <li>• Academic Vocabulary</li> </ul> <b>To assist students in understanding mathematics.</b>	K-6 Teachers	September 2010- June 2013	Kidspiration  Microsoft Office Suite  Computers  Internet Connection  Interactive White Boards  Projectors  Document Cameras  Digital Cameras  <u>Classroom Instruction That Works</u>  Building Academic Vocabulary	MACUL Conference GISD HOTT Spot Training Kidspiration Study Island Accelerated reader	Title I Part A Title II Part A	Lesson Plans Walkthrough Data

<b>Cite data sources used to determine needs:</b> Behavioral data shows an unsatisfactory amount of student referrals.	<b>GOAL OBJECTIVE(s):</b> Cite specific, measurable targets to accomplish the goal:
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<p><b>PRIORITY (or Maintenance) GOAL # 3:</b> To positively influence school climate by decreasing the amount of student referrals by 15 percentage points by the year 2013.</p>	<p>The amount of student referrals will decrease by 5 percentage points annually from 2010 to 2013.</p> <p><b>Indicate HOW the goal will be measured:</b> Using the SPM (Student Portfolio Manager) system to evaluate the amount of referrals entered into the system in a given school year.</p>
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SCIENTIFICALLY BASED RESEARCH	STRATEGIES / INTERVENTIONS	PERSON(S) ACCOUNTABLE	TIMELINE	RESOURCES NEEDED	PROFESSIONAL DEVELOPMENT	FUNDING SOURCE OR SUPPORT SOURCE	INDICATORS OF SUCCESS EVALUATION MONITORING
Wright, Don	<b>ALL STUDENTS WILL :</b> <b>1.Response to Intervention(RTI)</b>	All Staff School Social Worker	September 2010-June 2013	Classroom Copies of:  "Teacher's Resource Guide" Second Edition The Staff Development Guide to the most Common Learning and Behavior problems Encountered in the Educational Environment Authors: McCarney, Stephen B., Wunderlich, Kathy Cummins, House, Samm N.  Mentoring Minds Flip Charts: Bully Guide, Intervention Strategies Guide, Behavior Strategies Guide Developed by: Dr. Lujan, Michael L.	1 Day in September 2010 before school starts  Monthly review at Staff Meetings	Title I Part A	Behavior Status Report (SPM)

"How Full Is Your Bucket" Positive	<b>2.All teachers and support staff including: secretaries, lunch</b>	All Staff	September 2010-June 2013	"How Full Is	1 Day in September	Title I Part A	Behavior Status Report
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Strategies for Work and Life Authors: Rath, Tom and Dr. Clifton, Donald O.	<b>personnel, custodians, after-school staff, teacher aides, and security guards will implement a School-Wide Positive Behavior Support Program(PBS): Give Me Five Expectations (Respect, Responsibility, Kindness, Honesty, Courage) and Bucket Fillers</b>			Your Bucket” books for staff “Have You Filled a Bucket Today?” Author: McCloud, Carol Student book (1 per classroom)	2010 before school starts		(SPM)
	<b>3.The PBS team will hold monthly assemblies to promote a school-wide Positive Behavior Program</b>	Principal PBS Team	September 2010-June 2013	Certificates and Prizes  Microphone System		Title I Part A	Behavior Status Report (SPM)  Staff meeting feedback
	<b>4.Parent Facilitator will set up monthly meeting with parents on needed topics such as; Informational meetings on RTI and ADHD, Homework, Importance of parent involvement, Importance of attending school every day.</b>	Parent Facilitator	September 2010-June 2013	Space to meet  Funding for food, incentives, and resources		Title I Part A	Parent Evaluations/ survey  Agendas/Sign-in sheets
	<b>5.Behavioral Intervention Specialist will implement a progressive discipline model</b>	Behavioral Intervention Specialist  Principal	September 2010-June 2013	School Code of Conduct  SPM - All referrals must be input daily		Title I Part A	SPM

## Professional Development Plan

Revised 5/27/2010 20

## Aligned School Improvement Goal:

Activity	Target Audience	Person Responsible	Timeline	Expected Outcome	Resources Needed	Funding Source	Progress
Teachscape consultants	Staff directly related to student achievement	Building Principal	2008-2014	Increase knowledge in use of educational strategies for student achievement	Space Computers Staff release time Presenter	Title I	3 day Teachscape pd at the beginning of 2009-10 school year.
Differentiated Instruction	Staff directly related to student achievement	Building Principal	2008-2014 Summer training/ Mary Burton GISD	Increase skill using differentiated instruction for student achievement	Books, Teacher Manuals, Release time, Professional Development, and Trainer	Title I	3 day Differentiated Instruction pd summer 2008.
Vocabulary Training	Staff directly related to student achievement	Building Principal	2008-2014 Beginning of year training /peer mentoring meetings.	Increase use of academic/instructional vocabulary strategies across the curriculum	<u>Building Academic Vocabulary Teacher's Manual</u> by Robert J. Marzano, common grade level vocabulary, release time for professional development	Title I	Developed district-wide academic vocabulary lists in all subject areas by grade level.
Professional Learning Communities	Staff directly related to student achievement	Building Principal	2008-2014 Summer: San Antonio/beginning of year training by teachers.	Increase communication and collaboration vertically and horizontally across grade levels	Release time, summary form	Title I	Principals Fellowship: Increased cohesiveness by using protocols and procedures.
Web Grader	Teachers, Social Worker	Building Principal	2008-2014	Common grading system, parent friendly, accountability	Web Grader software, internet access, computers, release time for	Title I	2008-2009 training by GISD School

					training, trainer,		Technology Personnel provides professional development and help services
Curriculum Crafter	Teachers	Curriculum Director	2008-2014	Common district-wide curriculum mapping software	Curriculum Crafter Software, internet access, computers, release time for training, trainer,	Title II D	2008-2009 training by Curriculum Director
Fast Forward	Trained Coaches	Fast Forward Facilitator	2008-2014	Common district-wide software focusing listening and phonics	Fast Forward Software, internet access, computers, release time for training, trainer	Title I A	Continuous yearly training for Coaches by the Facilitator
Golden Package	All Teaching Staff	Curriculum Director	2009	Data compilation of building statistics	internet access, computers		Data found drove school improvement plan
Developmental Reading Assessment	Reading Interventionists /Some Staff	ELA Coach	2008-2014	Reading Assessment that determines Reading comprehension and letter-word levels	DRA kits, trained staff	Title I	Data found drives instruction
Response to Intervention (RTI)	All Teaching Staff	Building Principal Curriculum Director	2009-2014	Increase Academic Achievement	Intervention Guides, RTI forms, Training	Title 1	To begin 2010-2011 school year

**Professional Needs Assessment Data (i.e., AYP area targeted for improvement by Title I, teacher survey, etc):**

The data indicated that math scores were negatively affected by the students' lack of understanding of academic vocabulary. Writing scores were negatively affected by the students' lack of understanding of the writing process. As a staff, we decided to focus on Academic Vocabulary through Marzano's teachings to help increase student math scores. With writing, we decided to focus on the 6+1 Traits of Writing by Ruth Culham to help increase writing scores.

**Part VIII. Highly Qualified Staff**

**A. Instruction by High Qualified Staff (Teachers and Paraprofessionals) :** *Provide an assurance statement regarding the HQ status of teachers and instructional para-pros in the school. Summarize the experience levels & qualifications of your instructional staff.*

All instructional teachers and paraprofessionals are Highly Qualified based on state requirements.

Teachers / teaching	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.	25	3	6	8	8
2. Indicate the number of years, each of the teachers has been assigned to this school.	25	7	18		

We moved from Buell Elementary to Tucker Elementary in 2002-03. Many of the teachers have been teaching in Beecher longer than seven years.

**B. Strategies to Attract Highly Qualified Teachers to High Needs Schools:** *Describe the teacher turnover rate for the school. Describe some of the initiatives employed by the school/district to attract (recruit) and retain highly qualified teachers.*

We attract highly qualified teachers that are dedicated to their profession. Teachers in our district can make a substantial difference in the lives of our students. Teacher experience and education is needed to effectively educate the population of students we serve. Our district requires that all instructional teachers maintain their highly qualified status. The district also provides professional development that addresses the individual needs of our students to help the instructional staff to adapt instruction to increase academic effectiveness. Teachers are given the support they need to teach effectively. It is with this support and guidance that our school attracts and maintains a high-quality staff.

Our building has a low turnover rate. We currently have 25 teachers within our building. We have 3 teachers that have taught from 0-3 years, 6 teachers that have taught 4-8 years, 8 teachers that have taught 8-15 years, and 7 teachers that have taught 15 years or more. This data shows that 22 out of the 25 teachers in our building have over 4 years of service at our school. Within the last four years we have had 4 teachers leave to seek other employment. One quit, two left the state for relocation and one left to teach closer to home. We have had two teachers leave due to retirement and one teacher has been laid-off due to a low number of first grade students.

**NOTE: If the turnover rate is NOT an issue, please state such.**

Turn over is not an issue.

**Part IX. Transition Strategies**

**A. Preschool Transition Plan:** *Describe the plan for connecting with preschool age children that involves more than a once a year visit to the kindergarten classroom. Include the provision for training parents of preschoolers and/or preschool teachers on the skills needed for entering kindergarten. NOTE: If this school is a middle school or high school, this section is NOT required.*

The Tucker Head Start transition plan is included in the appendices. The plan includes the following items:

- Invite Elementary Principals and Teachers to share transition ideas
- Send books to Kindergarten Teachers to share with last year's preschoolers.
- Head Start Teachers with students will begin visit kindergarten classrooms (ongoing)
- A kindergarten teacher will visit all Head Start classrooms to read to preschoolers and talk about kindergarten.
- Invite kindergarten teachers, principals, parents and superintendent to attend the Total Program In-services for joint training.
- Information on the go topic "Transition".
- Invite Elementary Principals to attend a BPPC Meeting for Questions and Answers.
- Kindergarten teachers will mail a letter to future kindergarteners containing introductory information and a photo of themselves.
- Mail information data to parent referencing kindergarten registration
- Provide Kindergarten Round-Up activities at each elementary site. Teachers do transition activities at spring home visits.
- Transition information will be shared with families during home visits
- Host end of the year transition celebration.
- Provide summer activity packets for parents to use with their children. Packets will be disseminated at picnic or other related activities.

**B. Transitions from Elementary to Middle School or Middle School to High School (OPTIONAL):** *Describe how the school addresses transitions between grade spans or building levels.*

Sixth Graders visit the middle school in the spring. In August, student and parents have an orientation at the middle school with middle school staff.

## **Part X. Timely Additional Assistance to Students**

**A. Process of Identification:** *Describe the process in place for identifying students who are not meeting the State's academic achievement standards. Break it down by grade level/content area if necessary. NOTE: See EXPANDED*

*ELEMENT comments in the "Assessment" Section for PSA's.*

<b>Grade Level</b>	<b>Content Area</b>	<b>Criteria for Selection/Identification</b>	<b>Assistance Provided</b>
<b>Kdg.</b>	<b>Reading</b>	<b>DRA-(3x year) DRA Monitoring (Monthly) End of Unit assessment</b>	<b>Small group interventions</b>
	<b>Math</b>	<b>Teacher observations and notes Teacher check-off list Pre and post assessment (teacher created)</b>	<b>Small group interventions</b>
<b>1st</b>	<b>Reading</b>	<b>Spelling test DRA End of unit tests Teacher observation</b>	<b>Reading interventionists</b>
<b>1st</b>	<b>Math</b>	<b>Pre and post assessments (teacher created) Teacher Observations</b>	<b>Math interventionists</b>
<b>2nd</b>	<b>Rdg.</b>	<b>Star reading test, DRA, Making Meaning/Words Their Way Primary Spelling Test/Inventory Unit Tests.</b>	<b>Reading interventionists</b>
<b>2<sup>nd</sup></b>	<b>Math</b>	<b>Star math tests Unit test</b>	
<b>3<sup>r</sup></b>	<b>Rdg.</b>	<b>See 2<sup>nd</sup>. Grade</b>	<b>Reading interventionists</b>
<b>3<sup>rd</sup></b>	<b>Math</b>	<b>See 3<sup>rd</sup> grade IOWA scores MEAP scores</b>	<b>Math interventionists</b>
<b>4<sup>th</sup></b>	<b>Math</b>	<b>MEAP Star Math Unit Tests</b>	<b>Math interventionists</b>
<b>4<sup>th</sup></b>	<b>Rdg.</b>	<b>Star DRA Unit Tests</b>	<b>Reading interventionists</b>
<b>5<sup>th</sup></b>	<b>Math</b> <hr/> <b>Reading</b>	<b>STAR</b> <hr/> <b>Star, DRA, Words Their Way Sp. Inventory</b>	<b>Math interventionists Reading interventionists</b>
<b>6th</b>	<b>Math</b> <b>Reading</b>	<b>MEAP, STAR W.R.A.P., DRA, STAR</b>	<b>Math interventionists Reading interventionists</b>

**B. Describe how Differentiated Instruction in the classroom is utilized to support students who are not mastering the content.**

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In small and large group activities to meet the needs of student that requires additional support.

Re- Teaching

Work adjustment in amount, time length, level of skill

Using a variety of hands-on exploration and concrete methods of instruction; including kinesthetic, oral, visual, auditory.

**C. Describe how the curriculum, technology, cross curricular instruction, programming, etc. are employed to meet the varied needs of students.**

Staff uses several internet based programs to assist instruction. i.e. United Streaming, Scheduled computer lab sessions, and Curriculum Crafter. Training has been offered in differentiated instruction. Regular and Special Needs teachers work together to support cross curricular instruction to help meet the needs of all students. A district wide web page is available that offers links to suggested instructional resources. An opportunity is made available for teachers to meet by grade level and content area to plan and create an instructional map for the school year.

**Part XI. Evaluation**

*Describe how the plan is evaluated:*

- **ANNUALLY**
- **DATA REVIEW**
- **PROGRAM EFFECTIVENESS**
- **IMPACT ON STUDENT ACHIEVEMENT**
- **REVISIONS BASED ON FINDINGS**

*Include a description of WHO is involved, HOW it is conducted, WHEN the process of evaluation takes place, etc.*

Building staff continuously review and monitor the effectiveness of the plan on a monthly basis. Additions, corrections, and revisions are completed as data is compiled, reviewed and analyzed regarding student progress toward our goals and objectives. Parents are informed of the plan and its progress at a meeting held by administration during the spring of each year.

**APPENDICES**

<b>COMPONENT /REQUIREMENT</b>	<b>Name of Document/Attachment</b>	<b>Page (s)</b>
<b>Comprehensive Needs Assessment</b>	<b>Comprehensive Need Assessments (Attachment 1)</b>	<b>28-35</b>
<b>Comprehensive Needs Assessment</b>	<b>Parent Survey (Attachment 2)</b>	<b>36-39</b>
<b>Parent Involvement</b>	<b>Volunteer Packet (Attachment 3)</b>	<b>40-61</b>
<b>Parent Involvement</b>	<b>Parent Compact (Attachment 4)</b>	<b>62</b>
<b>Demographic School Profile Data</b>	<b>Data Review Results (Attachment 5)</b>	<b>63-65</b>
<b>Demographic School Profile Data</b>	<b>Staff Survey Results (Attachment 6)</b>	<b>66-68</b>
<b>Preschool Transition Strategies</b>	<b>Head Start Transition Plan (Attachment 7)</b>	<b>69-73</b>

*Attachment 1 - Comprehensive Needs Assessment 2008*

**School Profile**

**School:** Tucker Elementary  
**Principal:** Rebecca Caverly  
**Date:** 5-24-2010

**School Demographic Data/Information**

**Enrollment:**

1. What grade levels are taught in this school? Kindergarten through 6th
2. What is the current school enrollment? 395

Year	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	#	%	#	%	#	%	#	%	#	%
Kindergarten	83	20	76	17	73	17	67	16	68	17
1st Grade	66	16	66	15	69	16	70	17	61	15
2nd Grade	61	14	63	15	52	13	56	13	58	15
3rd Grade	50	12	52	12	57	14	55	12	50	13
4th Grade	57	14	59	14	53	13	57	14	40	10
5th Grade	52	12	64	15	49	12	59	14	59	15
6th Grade	52	12	50	12	62	15	58	14	59	15
<b>Totals</b>	<b>421</b>	<b>100</b>	<b>430</b>	<b>100</b>	<b>415</b>	<b>100</b>	<b>422</b>	<b>100</b>	<b>395</b>	<b>100</b>

Parent Teacher Conferences	2005-2006		2006-2007		2007-2008		2008-2009	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	54%	38%	73%	50%	82%	53%	59%	45%



			<b>funding</b>
Title I		all	423,916
Title IIA		all	85,647
31A		all	157,658
Bridges	after school	all	14,500
Bridges	summer school	all	8,538
Reading First	Reading	K-3	133,179
Penut	Health	K, 2, 4	
Penut Foundation	Health	1, 3, 5	

**Grant Funds for 2008-2009**

<b>Grant</b>	<b>Services Provided</b>	<b>Grades Served</b>	<b>Total amount of funding</b>
Title I		all	602,820
Title IIA		all	91,000
31A		all	75,934
Bridges			
Bridges			
Reading First			
Penut Foundation			
Penut Foundation			

**Percentages that met or exceeded Michigan Standards – Fall 2007**

Grade / Subject	Tucker	District	State	Male	Female	Black	Economically Disadvantaged	State's Objective
3 <sup>rd</sup> English Language Arts	74%	70%	86%	60%	88%	70%	77%	59%
	64%	68%	90%	60%	68%	57%	65%	65%

3 <sup>rd</sup> Mathematics								
4 <sup>th</sup> English Language Arts	47%	41%	76%	50%	43%	47%	47%	59%
4 <sup>th</sup> Mathematics	62%	64%	86%	55%	70%	63%	62%	65%
5 <sup>th</sup> English Language Arts	51%	41%	78%	50%	52%	44%	56%	59%
5 <sup>th</sup> Mathematics	39%	33%	74%	47%	33%	32%	40%	65%
5 <sup>th</sup> Science	45%	35%	82%	65%	33%	43%	50%	-----
6 <sup>th</sup> English Language Arts	45%	41%	78%	24%	60%	39%	48%	59%
6 <sup>th</sup> Mathematics	33%	34%	73%	35%	32%	18%	33%	65%
6 <sup>th</sup> Social Studies	25%	23%	73%	25%	26%	9%	27%	-----

Percentages that met or exceeded Michigan Standards – Fall 2008

Grade / Subject	Tucker	District	State	Male	Female	Black	Economically Disadvantaged	State's Objective
3 <sup>rd</sup> English Language Arts	56%	59%	83%	57%	54%	55%	58%	60%
3 <sup>rd</sup> Mathematics	85%	70%	91%	86%	85%	90%	85%	67%
4 <sup>th</sup> English Language Arts	63%	55%	76%	56%	69%	62%	63%	59%
4 <sup>th</sup> Mathematics	76%	72%	88%	71%	81%	70%	76%	65%
5 <sup>th</sup> English Language Arts	51%	43%	86%	47%	56%	54%	51%	57%
5 <sup>th</sup> Mathematics	62%	54%	77%	63%	61%	58%	62%	62%
5 <sup>th</sup> Science	44%	43%	83%	42%	47%	44%	44%	-----
6 <sup>th</sup> English Language Arts	58%	54%	79%	50%	63%	58%	64%	56%
6 <sup>th</sup> Mathematics	70%	60%	80%	58%	70%	73%	77%	60%
6 <sup>th</sup> Social Studies	24%	24%	74%	25%	24%	23%	27%	-----

MEAP Past Percentages

Grade / Subject	Spring 2003	Spring 2004	Spring 2005	Fall 2005 Fall 2006	Fall 2006	Fall 2007
3 <sup>rd</sup> English Language Arts	N/A	N/A	N/A	51%	56%	74%

3 <sup>rd</sup> Mathematics	N/A	N/A	N/A	60%	71%	64%
4 <sup>th</sup> English Language Arts	21%	12%	12%	37%	35%	47%
4 <sup>th</sup> Mathematics	22%	19%	33%	39%	55%	62%
5 <sup>th</sup> English Language Arts	-	-	-	53%	37%	51%
5 <sup>th</sup> Mathematics	-	-	-	40%	24%	39%
5 <sup>th</sup> Science	25%	33.30%	28%	58%	31%	45%
6 <sup>th</sup> English Language Arts	-	-	-	40%	58%	45%
6 <sup>th</sup> Mathematics	-	-	-	15%	40%	33%
6 <sup>th</sup> Social Studies	-	-	-	49%	43%	25%

**ITBS** The Iowa Test of Basic Skills is given in Spring. The following Percentile Ranks are a rank of Average Standard Scores for the Spring 2006 ITS test.

Grade / Subject	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
Reading	43%	26%	28%	27%	5%	1%
Language	27%	23%	20%	18%	9%	1%
Mathematics	19%	24%	24%	20%	6%	1%
Social Studies	41%	29%	32%	21%	6%	1%
Science	29%	19%	19%	27%	5%	1%

**ITBS** The Iowa Test of Basic Skills is given in Spring. The following Percentile Ranks are a rank of Average Standard Scores for the Spring 2007 ITS test.

Grade / Subject	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Reading	48%	33%	29%	26%
Language	41%	30%	27%	29%
Mathematics	32%	16%	21%	25%
Social Studies	30%	34%	24%	30%
Science	28%	26%	25%	35%

**ITBS** The Iowa Test of Basic Skills is given in Spring. The following Percentile Ranks are a rank of Average Standard Scores for the Spring 2008 ITS test.

Grade / Subject	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
-----------------	-----------------	-----------------	-----------------	-----------------

Reading	43%	35%	35%	28%
Language	37%	58%	27%	31%
Mathematics	30%	62%	n/a	n/a
Social Studies	n/a	n/a	n/a	n/a
Science	n/a	n/a	n/a	n/a

<b>Mobility 2007-2008</b>			
<b>Grade</b>	<b># of Students in the grade</b>	<b>Number of students Entering District</b>	<b>Number of students Leaving District</b>
K	89	49	65
1	74	23	28
2	62	17	27
3	58	20	21
4	52	18	17
5	58	9	18
6	65	19	22

<b>Mobility 2008-2009</b>			
<b>Grade</b>	<b># of Students in the grade</b>	<b>Number of students Entering District</b>	<b>Number of students Leaving District</b>
K	86	34	53
1	81	27	38
2	72	20	37
3	55	24	23
4	57	19	19
5	57	18	15
6	50	24	17

<b>2007/08 school year Grade</b>	<b># of Students</b>	<b># of Absences</b>		<b># of Suspensions</b>		<b># of Expulsions</b>	
		<b>&gt;10</b>	<b>&lt;10</b>	<b>In*</b>	<b>Out*</b>	<b>In*</b>	<b>Out*</b>
K	73	61	12		20		
1	69	48	22		27		
2	52	25	27		29		
3	57	33	23		24	1	
4	53	30	22		36		
5	49	28	21		24		
6	62	34	27		38	1	

<b>2008-2009 school year Grade</b>	<b># of Students</b>	<b># of Absences</b>		<b># of Suspensions</b>		<b># of Expulsions</b>	
		<b>&gt;10</b>	<b>&lt;10</b>	<b>In*</b>	<b>Out*</b>	<b>In*</b>	<b>Out*</b>
K	67	48	19		22		
1	70	52	18		54		
2	55	34	21		45		

3	56	35	12	116
4	57	30	27	81
5	60	33	27	153
6	57	28	29	119

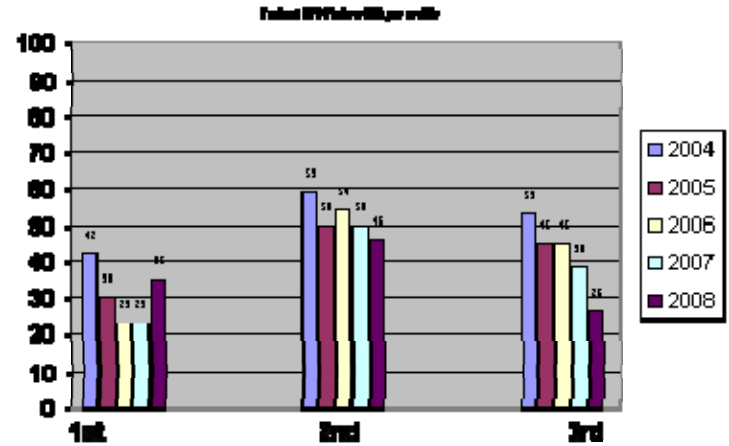
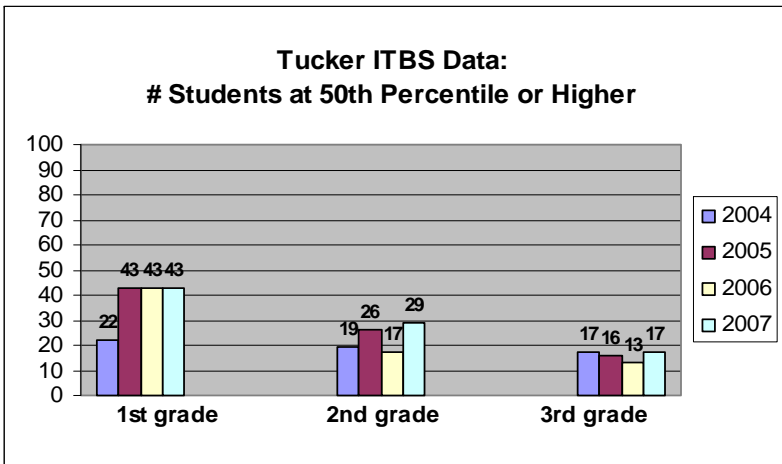
% Students receiving Sped Services Building Wide	2007-08 14%	2008-09 17%	2009-10 20%
--------------------------------------------------	----------------	----------------	----------------

Student Special Needs Count	2007-08			2008-09			2009-10	
	MALE	FEMALE		MALE	FEMALE		MALE	FEMALE
KD	3	1		7	1		14	2
1ST	0	0		5	6		5	0
2ND	4	0		2	4		7	7
3RD	10	5		6	3		5	5
4TH	7	0		8	4		6	4
5TH	7	1		8	1		4	9
6TH	13	8		11	4		8	4
Totals	44	15		47	23		49	31

Sub-group: Students with Disabilities	FTE	% of Students in group	% of Students Not Meeting State standard 2008-09							
			ELA		Math		Science		Soc.Stu.	
			#	%	#	%	#	%	less than 10	
General Education	34.54	66%	Less than 10		less than 10		less than 10		less than 10	
Special Education	17.46	34%	Less than 10		less than 10		less than 10			

Sub-group: Students with Disabilities	FTE	% of Students in Group	% of Students Not Meeting State standard 2009-2010							
			ELA		Math		Science		Soc.Stu.	
			#	%	#	%	#	%	less than 10	
General Education	41.67	74%	Less than 10		Less than 10		less than 10		less than 10	

Special Education	14.33	26%	Less than 10		Less than 10		less than 10	
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*Attachment 2 - Parent Survey - March 2008*

Tucker Elementary School  
 Beecher Community School District  
 (Student/**Parent**/Teacher) Needs Assessment & Program Survey  
 2007-2008 School Year

**1. Below is a list of the services & programs available to students in our school to help them reach the highest achievement. Please check the selections that (you, your child, your children, your students) have received or attended:**

- |                                              |                                                  |
|----------------------------------------------|--------------------------------------------------|
| <u>18</u> Paraprofessional help in classroom | <u>9</u> Computer Lab                            |
| <u>5</u> After School Tutoring               | <u>   </u> Lunch time Tutoring                   |
| <u>10</u> Reading Specialist                 | <u>1</u> Math Specialist                         |
| <u>2</u> Social Worker                       | <u>   </u> Counselor                             |
| <u>3</u> Summer School                       | <u>5</u> Special Education Services              |
| <u>1</u> Reading Recovery                    | <u>   </u> HOSTS                                 |
| <u>1</u> Attendance Program                  | <u>1</u> Discipline Program                      |
| <u>2</u> Counseling Groups                   | <u>   </u> Recreation/Enrichment                 |
| <u>4</u> All Day Kindergarten                | <u>2</u> Pre School                              |
| <u>7</u> Nurse/Health Services               | <u>9</u> Breakfast Program/<br>Nutrition Program |
| <u>11</u> Field Trips                        | <u>2</u> OTHER: Primary Project                  |

**2. Have these programs helped (you, your child, your students) improve in their achievement in school?**

   17    **YES**    Which ones were most helpful?

Why were they helpful?

- \*After school tutoring and summer school helped my children advance*
- \*After school tutoring helped in areas needed improvement*
- \*After school tutoring helped her with her math*
- \*Professional help in the classroom, I think the extra help increased my child's education*
- \*After school tutoring – the tutoring helped with shyness and made him more confident*
- \*A combination of Ms. Heyl and Mrs. Craven and Mrs. Scott and everyone at Education station*
- \*Every child can use more help.*
- \*Tutoring, they helped improve learning in different areas.*
- \*She had an awesome teacher who taught her 1<sup>st</sup> grade work in kdg. She reads very well.*
- \*Computer lab helped her by telling her things she did not know*
- \*Breakfast program, we wok in the morning and it is good to know that my children have something to eat before school.*
- \*Computer lab – she enjoys the experience.*
- \*There is a lot listed. I did not know you had them all summer school, special education services, nurse, field trips, after school tutoring Reading program, but it needs to be out the whole school year and to have different subjects offered. I believe they all are important and helpful in which ever the program best fits the Child or parents needs. But computer lab, breakfast program, and Primary Projects have worked out well for my child. It benefits my child to grow up to respect and care about others and they grow up and get a job. The Breakfast program gives the less fortunate children or the children who don't have time to get their brain working without worrying about being hungry.*

**\_\_0\_\_NO** Which ones were NOT helpful?

Why do you feel that it was not helpful?

The discipline program at Tucker needs work. They need to work on bullying going on and not just ignore it or make a child being bullied feel like they brought it on or that they deserve it.

**3. Do (you, your child, your children, your students) have needs that are not being met by the school?**

**\_\_3\_\_YES**

What would we need to provide to meet these needs?

- \*To have more than one subject offered through the school year*
- \*School bus*

*\*But they need to teach them Roman Numerals*

*\*Once again the whole bullying thing needs to be addressed before another school tragedy happens. It is not healthy, mentally or emotionally.*

**14  NO**

**4. Are there any programs or services you think we should STOP?**

**0  YES** Please explain why:

**15  NO**

**5. Would you recommend our school or our programs to others?**

**15  YES** Please explain why:

*\*Yes because the school offers a lot of programs in ways it is good because it gives students things to do after school.*

*\*I like the school.*

*\*Every child should have a good meal before school.*

*\*Help her and other people learn and learning is fun because the staff members are all caring – loving people.*

*\*My child is very happy here.*

*\*Education station helped my children improve in their grades and gave them confidence academically.*

*\*Please have a seminar about bullying and racism and reverse racism and other types of harassment before they turn into violent teens and adults.*

*\*Beecher has a lot more than the other schools have to offer.*

*\*The Beecher Schools are fun for the kids. They go out of their way to help your kids and to help the parents as well. Thank you BEECHER!!! Because Tucker has every good program Good parent involvement is important to children's education. I feel each child deserves to have the opportunity to get the help they need if they or their parent desires too. No matter whom they are! And if it even helps just one person it was well worth the while. I know I appreciate what is offered at this school and hope that the programs are helpful for all these children and continue for their benefit.*

**\_0\_\_NO** Please explain why not:

*Thank you for your input and opinions./*

*Please feel free to use the (back of this page /space below) to add additional comments./*

*The results of this survey will help us evaluate our programs and services for the upcoming year.*

*18 surveys were returned to Tucker Elementary, Beecher Community School District.*

*420 surveys were sent to parent homes in May, 2008.*

*Report completed June, 2008.*

## **Attachment 3 - Parent Volunteer Packet**

**BEECHER COMMUNITY SCHOOL DISTRICT  
VOLUNTEER APPLICATION PACKET**

Revised: October 5, 2009

### **MISSION**

**The mission of the Beecher Community School District, as the leader of our community education network, is to insure our students compete successfully in a multi-cultural, international society through the use of community learning centers, individual performance based curricula, active**

**parenting, and superior staff.**

**VOLUNTEER CHECKLIST**

*All prospective volunteers must fill out an application packet provided by the Beecher Community School District (BCSD) Personnel Department. You may begin the process of being a Volunteer with the BCSD by simply providing and/or completing the following documents:*

- Volunteer Application completed by the applicant and signed by both the Supervising Administrator/Director and Applicant.*
- Declaration Form for Volunteers**
- Release for Criminal History Investigation (Verified by the BCSD Personnel Department)*
- Volunteer's Certification and Agreement
- Personal Data Addendum
- Volunteer Release Form
- Valid State of Michigan Drivers License or State of Michigan Identification Card*  *Certificate of Examination of School Personnel for Tuberculosis (if applicable)*
- Network and Internet Access Agreement (if applicable)*

**Please Note:** *Your Volunteer Application is active for one calendar year only. If you wish to volunteer in the future (after your one year eligibility is complete), you must submit a new application.*

Beecher Community School District • 1020 W. Coldwater Road • Flint, MI 48505

PersDept/Rev:10.05.07

VOLUNTEER APPLICATION

**(PLEASE PRINT)**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ M: \_\_\_\_\_

Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Previous Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

(Only if residing at current address for less than 5 years)

Telephone: Home: \_\_\_\_\_ Cell: \_\_\_\_\_ Work: \_\_\_\_\_

Can you receive calls at work?  Yes  No E-mail (optional): \_\_\_\_\_

Child (ren's) Full Name(s): \_\_\_\_\_

School/Classroom: \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_

Telephone: \_\_\_\_\_ Relationship: \_\_\_\_\_

Please check what school department you are interested in working in:

Preschool/Head Start Program  Elementary School (Location: \_\_\_\_\_)  Middle School

High School  Alternative Program  After School Program

**What days and times can you volunteer? Please indicate specific days and times:**

TIME MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

**AM (From-To)**

**PM (From-To)**

Current Employer: \_\_\_\_\_ Position: \_\_\_\_\_

Employer Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

What is the general condition of your health? \_\_\_\_\_

Do you require any special accommodations in a volunteer environment?  Yes  No

If yes, please list \_\_\_\_\_

Check Highest Level Attained:

High School Graduate/GED  College Degree  Other Training – Please Indicate: \_\_\_\_\_

What are your interests/skills? \_\_\_\_\_

**What prior volunteer experience have you had?**

**What prior experience have you had working with children?**

References: (Please list two **NON-FAMILY** references that we may contact; give name, complete address and phone number)

1. \_\_\_\_\_

2. \_\_\_\_\_

**I acknowledge receipt of Beecher Community School District Board policies related to Drug Free Environment, Smoke Free Environment, Sexual Harassment and Bylaws related to Discriminatory Harassment.**

Signature of Volunteer: \_\_\_\_\_ Date: \_\_\_\_\_

**To Be Completed by Supervising Administrator/Director:**

Requested Area of assignment: Building: \_\_\_\_\_ Room #: \_\_\_\_\_ Assignment: \_\_\_\_\_

Signature of Supervising Administrator/Director: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*FOR PERSONNEL DEPARTMENT USE ONLY\*\*\*\*

Criminal History Record Checks Comments

I-CHAT Checked By: \_\_\_\_\_

SOR

OTIS Date Checked: \_\_\_\_\_

Approved  Not Approved

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PersDept/Rev:10.05.09

**DECLARATION FORM FOR VOLUNTEERS**

**CONFIDENTIAL**

*NAME OF PROSPECTIVE VOLUNTEER* \_\_\_\_\_

*DRIVER'S LICENSE NO.* \_\_\_\_\_

*Federal polices now require that all prospective VOLUNTEERS sign a declaration prior to acceptance which lists:*

- 1. All pending and prior criminal arrests and charges related to child sexual abuse and their*
- 2. Convictions related to other forms of child abuse and /or neglect.*
- 3. All conviction of violent felonies.*

*The declaration may exclude:*

*Any offense, other than any offense related to child abuse and/or child sexual abuse or violent felonies committed before the prospective employee's 18<sup>th</sup> birthday, which was finally adjudicated in a juvenile court or under a youth offender law. Any conviction for which the record has been expunged under Federal or State law. Any conviction set aside under the Federal Youth Correction Act or similar State authority.*

*Note that individuals who declare, through this form, that they have been arrested, charged with or convicted of any of the offenses listed above are not automatically disqualified from acceptance. Each case must be reviewed to assess the relevance of an arrest, charge or conviction to a decision.*

*Provide your signature on the appropriate category below:*

*I have not been arrested, charged and/or convicted on one or more of the three types of offenses listed.*

---

**Signature Date**

*I have been arrested, charged, and /or convicted on one or more of the three types of offenses listed above. If so, please attach information listing the offense (s), the date of the arrest, charge and/or conviction, and /or other relevant information.*

---

**Signature Date**

***IMPORTANT: Falsification of information on this form is cause for immediate disqualification.***

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**RELEASE FOR CRIMINAL HISTORY INVESTIGATION**

*In connection with my application for employment (including contract services/volunteer) with you, I understand that investigative background inquiries are to be made on myself including criminal convictions, motor vehicles, and other reports. These reports may include information as to my character work habits, performance and experience along with reasons for termination of past employment from previous employers. Further, I understand that you will be requesting information for various Federal State, and other agencies which maintain records concerning my past activities relating to my driving credit, criminal, civil and other experiences.*

*I authorize without reservation, any party or agency contacted by this employer to furnish the above mentioned information.*

*I hereby consent to your obtaining the above information from CIC and/or any of their licensed agents.*

*I understand to aid in the proper identification of my file or record the following information, as well as other information, is necessary and will be classified as "CONFIDENTIAL".*

Prospective Employer: BEECHER COMMUNITY SCHOOL DISTRICT

Position applying for: \_\_\_\_\_

Print Name: \_\_\_\_\_

Social Security # (**Last Four Digits**): \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Sex:  Male  Female Race: \_\_\_\_\_

Driver's License Number: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Current Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Previous Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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#### **VOLUNTEER'S CERTIFICATION AND AGREEMENT**

##### **PLEASE READ CAREFULLY**

*The facts set forth in my application for volunteer status are true and complete.*

*\_\_\_\_ I herby authorize my references, local/state police agencies, and/or previous employers, unless otherwise noted in the application, to provide information concerning my previous employment history, motor vehicle record, criminal record history, fingerprint check and/or any related records up to and including a copy of my previous personnel folder. (includes P.A. 99 of 1992)*

*\_\_\_\_ I herby waive my right to receive written notice with regard to the release of disciplinary action (including any and all "unprofessional conduct") by my current or prior employers. Further, I release all such persons who formerly employed me, persons providing a character reference and/or any schools I attended from liability or damages*

*incurred as a result of furnishing the above information. (includes P.A. 189 of 1996)*

*\_\_\_\_ I understand that false statement, misrepresentation, or omissions of facts or circumstances on this application shall be considered sufficient cause for rejection of my application.*

*Print Name:* \_\_\_\_\_

*Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Witness:* \_\_\_\_\_ *Date:* \_\_\_\_\_

**Forward requested information to:**

Beecher Community School District

Personnel Department

1020 W. Coldwater Road

Flint, MI 48505

*Signature, District Representative:* \_\_\_\_\_

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**PERSONAL DATA ADDENDUM**

*Have you been disciplined, reprimanded or reduced in a position during the last 12 months of employment? Yes\_\_\_\_\_*

*No\_\_\_\_\_*

*If yes, give details:* \_\_\_\_\_

*Have you ever been convicted of a felony or misdemeanor other than a minor traffic violation?*

**Yes\_\_\_\_\_ No\_\_\_\_\_**

*If yes, give details:* \_\_\_\_\_

Are you presently under arrest or charged with a felony or misdemeanor? Yes \_\_\_ No \_\_\_

If yes, give details: \_\_\_\_\_

---

*I HEREBY AUTHORIZE THE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THE ATTACHED APPLICATION. PERMISSION IS GIVEN TO CONTACT REFERENCES AND EMPLOYERS. I UNDERSTAND THAT THIS APPLICATION AND ATTACHMENTS WILL BECOME PART OF MY PERMANENT FILE AND THAT ANY MISREPRESENTATION, MISLEADING OR UNTRUTHFUL STATEMENT OR OMISSION, IS CAUSE FOR DISMISSAL.*

---

**Signature Date**

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## **VOLUNTEER RELEASE FORM 3120.09 F1**

*I have offered my services as a volunteer to help the School District in the following areas:*

---

*I agree to abide by all relevant Board policies and administrative guidelines while on duty for the District. I understand that, although I am covered under the District's liability insurance policy, I am not covered by its health insurance policy nor am I eligible for workers' compensation. Should I become ill or suffer an accident while doing volunteer work for the District, I agree that I shall be responsible for any and all hospital and medical charges that may accrue. I understand further that, as a volunteer, I am not in any manner considered an employee of the District or entitled to any benefits provided to employees. I further release the Board of Education from any and all liability for any damages, whatever their nature, which may result as a consequence of my volunteer services.*

*For the protection of the children in the school, the District is required by law to inquire of its staff members whether*

or not they have ever been convicted of a crime related to children. We would appreciate your cooperation by indicating below if you have had of any of the following offenses: aggravated murder, murder, voluntary manslaughter, involuntary manslaughter, felonious have never been convicted assault, aggravated assault, assault, aggravated menacing, abuse or neglect of a child, kidnapping, abduction, child stealing, criminal child enticement, rape, sexual battery, corruption of a minor, gross sexual imposition, importuning, voyeurism, public indecency, felonious sexual penetration, compelling prostitution, promoting prostitution, procuring prostitution, disseminating matter harmful to juveniles, pandering obscenity, pandering obscenity involving a minor, pandering sexually-oriented matter involving a minor, illegal use of a minor in nudityoriented material or performance, endangering children, contributing to the delinquency of children, carrying concealed weapons, improperly discharging a firearm at or into a school or house, corrupting another with drugs, placing harmful objects in or adulterating food or confection.

---

---

Volunteer (Print Name) Volunteer Signature

---

District Witness (Print Name) District Witness Signature:

---

Date: \_\_\_\_\_

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**BOARD OF EDUCATION**

***POLICIES:***

Use of Tobacco by Professional Staff

Use of Tobacco by Support Staff

Use of Tobacco on School Premises - Property

Drug-Free Workplace - Support Staff

Drug-Free Workplace - Professional Staff

Harassment of Staff or Applicants - Professional Staff

Harassment of Staff or Applicants - Support Staff

Harassment of Students - Students

**BYLAWS:**

Discriminatory Harassment

**BOARD OF EDUCATION POLICY**

***3215 - USE OF TOBACCO BY PROFESSIONAL STAFF***

*The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.*

*In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.*

*For purposes of this policy, “use of tobacco” shall mean all uses of tobacco, including a cigar, cigarette, pipe, snuff, or any other matter or substances that contain tobacco.*

*The Board prohibits the use of tobacco by professional staff members in District buildings, on District buses, and at any District-related event with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly-scheduled school hours.*

*M.C.L.A. 333.12601 et seq.*

#### **4215 - USE OF TOBACCO BY SUPPORT STAFF**

*The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.*

*In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.*

*For purposes of this policy, use of tobacco shall mean all uses of tobacco, including a cigar, pipe, cigarette, snuff, or any other matter or substances that contain tobacco. The Board prohibits the use of tobacco by support staff members in District buildings, on District buses, and at any District-related event with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly-scheduled school hours. M.C.L.A. 333.12601 et seq*

### **BOARD OF EDUCATION POLICY**

#### **7434 - USE OF TOBACCO ON SCHOOL PREMISES - PROPERTY**

*The Board of Education believes that the right of persons to use tobacco must be balanced against the right of those who do not use tobacco to breathe air untainted by tobacco.*

*In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.*

*For purposes of this policy, “use of tobacco” means a cigar, cigarette, or pipe, or any other matter or substance that contains tobacco.*

*Tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly-scheduled school hours.*

*Tobacco may not be advertised or promoted on school property or at school controlled events.*

*Therefore, signs, clothing, bags, accessories, and other items promoting tobacco or containing tobacco branding are prohibited on school property and at school controlled events.*

*Tobacco companies/products may not sponsor any school activity or project.  
The Superintendent may designate the individuals and the methods to monitor compliance with this policy.*

M.C.L.A. 380.1170

20 U.S.C. 6081 et seq

U.S.D.O.E. Memorandum, 1995

MDE Board Policy on 24/7 Tobacco-Free Schools

Revised 5/3/06

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PersDept/Rev:10.05.09

#### **BOARD OF EDUCATION POLICY**

##### **4122.01 - DRUG-FREE WORKPLACE – SUPPORT STAFF**

*The Board of Education believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which is not tainted by the use or evidence of use of any controlled substance.*

*The Board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, alcohol, and any drug paraphernalia, by any member of the District's support staff at any time while on District property or while involved in any District-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with District guidelines and the terms of collective bargaining agreements.*

*The Superintendent shall establish guidelines that ensure compliance with this policy and that each staff member is given a copy of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol by staff and informed that compliance with this requirement is mandatory. Such guidelines shall provide for appropriate disciplinary actions, if and when needed, which comply with the terms of any negotiated agreement. P.L. 101-126*

Revised 5/27/2010 49

*Drug-Free Workplace Act of 1988, 41 U.S.C. 701, et seq.*

*20 U.S.C. 3224A*

**3122.01 - DRUG-FREE WORKPLACE – PROFESSIONAL STAFF**

*The Board of Education believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which is not tainted by the use or evidence of use of any controlled substance.*

*The Board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, alcohol, and any drug paraphernalia, by any member of the District's professional staff at any time while on District property or while involved in any District-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with District guidelines and the terms of collective bargaining agreements.*

*The Superintendent shall establish guidelines that ensure compliance with this policy and that each staff member is given a copy of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol by staff and informed that compliance with this requirement is mandatory. Such guidelines shall provide for appropriate disciplinary actions, if and when needed, which comply with the terms of any negotiated agreement. P.L. 101-126*

*Drug-Free Workplace Act of 1988, 41 U.S.C. 701, et seq.*

*20 U.S.C. 3224A*

Beecher Community School District • 1020 W. Coldwater Road • Flint, MI 48505  
PersDept/Rev:10.05.09

**BOARD OF EDUCATION POLICY**

**3362 - HARASSMENT OF STAFF OR APPLICANTS**

**PROFESSIONAL STAFF**

*Harassment of staff (including those who volunteer their services) or applicants for employment is prohibited, and will not be tolerated. This includes inappropriate conduct by any person in the school environment, including other employees, Board members, parents, guests, teachers, contractors, vendors, and volunteers. It is the policy of the District to provide a safe, positive work environment free of harassment for its entire staff.*

*Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand held device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.*

*Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a staff member's ability to perform his/her job. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, age, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any improper harassment that would negatively*

*impact a staff member. This would include such activities as stalking and unwelcomed taunting, teasing, or intimidation.*

*Any staff member or applicant who believes s/he has been or is the victim of harassment should immediately report the situation to his/her immediate supervisor or Superintendent at 591-9200. If the complaint relates to the Superintendent, it should be filed directly with the Board President. All complaints will be investigated.*

*Every staff member **must** report any situation that they believe to be harassment. Reports may be made to those identified above.*

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PersDept/Rev:10.05.09

**BOARD OF EDUCATION POLICY  
3362 - HARASSMENT OF STAFF OR APPLICANTS  
PROFESSIONAL STAFF - CONTINUED**

*The investigation will be handled as confidentially as possible under the circumstances. The need to interview the witnesses and the offending individual(s), however, does not allow for total confidentiality in this process. The investigation will be conducted in accordance with AG 3362.*

*If the investigation finds harassment occurred it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members.*

*Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.*

*The following definitions are provided for guidance only. If a staff member or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow administration to determine the appropriate course of action.*

**Harassment**

A. submission to such unwelcomed conduct or communication is made either an explicit or implicit condition of employment with the School District;

- B. submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel, or limit the harassed employee in the terms, conditions, or privileges of employment with the School District;
- C. the unwelcomed conduct or communication interferes with the employee's work performance, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the employee's ability to perform.

Beecher Community School District • 1020 W. Coldwater Road • Flint, MI 48505  
PersDept/Rev:10.05.09

**BOARD OF EDUCATION POLICY  
3362 - HARASSMENT OF STAFF OR APPLICANTS  
PROFESSIONAL STAFF - CONTINUED**

*Sexual Harassment may include, but is not limited to:*

- A. verbal harassment or abuse;
- B. pressure for sexual activity
- C. repeated remarks with sexual or demanding implication
- D. unwelcomed touching
- E. sexual jokes, posters, cartoons, etc;
- F. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's safety, job, or performance of public duties.

**Notification:**

*Notice of this policy will be **annually** circulated to all school buildings and departments within the District and discussed with staff, as well as incorporated into the teacher, student and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires of the District will be required to review and sign off on this policy and the related complaint procedure.*

***This policy is not intended to create legal rights or obligations beyond those established by***

## Federal, State, or local law.

Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 2000d et. seq.

42 U.S.C. 2000e et. seq.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et. seq. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq. The Handicappers' Civil Rights Act, M.C.L.A. 37.1101 et. seq.

The Elliott-Larsen Civil Rights Act, M.C.L.A. 37.2101, et. seq.

Policies on Bullying, Michigan State Board of Education, 7-19-01

Model Anti-bullying Policy, Michigan State Board of Education, 09-2006

Revised 7/18/07

Beecher Community School District • 1020 W. Coldwater Road • Flint, MI 48505

PersDept/Rev:10.05.09

### **BOARD OF EDUCATION POLICY**

#### **4362 - HARASSMENT OF STAFF OR APPLICANTS**

##### **SUPPORT STAFF**

*Harassment of staff (including those who volunteer their services) or applicants for employment is prohibited, and will not be tolerated. This includes inappropriate conduct by any person in the school environment, including other employees, Board members, parents, guests, teachers, contractors, vendors, and volunteers. It is the policy of the District to provide a safe, positive work environment free of harassment for its entire staff.*

*Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand held device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.*

*Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a staff member's ability to perform his/her job. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, age, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any improper harassment that would negatively impact a staff member. This would include such activities as stalking and unwelcomed taunting, teasing, or intimidation.*

*Any staff member or applicant who believes s/he has been or is the victim of harassment should immediately report the situation to his/her immediate supervisor or Superintendent at 591-9200. If the complaint relates to the Superintendent, it should be filed directly with the Board President. All complaints will be investigated.*

Revised 5/27/2010 53

*Every staff member **must** report any situation that they believe to be harassment. Reports may be made to those identified above.*

*The investigation will be handled as confidentially as possible under the circumstances. The need to interview the witnesses and the offending individual(s), however, does not allow for total confidentiality in this process. The investigation will be conducted in accordance with AG 3362.*

*If the investigation finds harassment occurred it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members.*

Beecher Community School District • 1020 W. Coldwater Road • Flint, MI 48505  
PersDept/Rev:10.05.09

**BOARD OF EDUCATION POLICY  
4362 - HARASSMENT OF STAFF OR APPLICANTS  
SUPPORT STAFF**

*Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.*

*The following definitions are provided for guidance only. If a staff member or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow administration to determine the appropriate course of action.*

**Harassment**

- A. submission to such unwelcomed conduct or communication is made either an explicit or implicit condition of employment with the School District;
- B. submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel, or limit the harassed employee in the terms, conditions, or privileges of employment with the School District;
- C. the unwelcomed conduct or communication interferes with the employee's work performance, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the employee's ability to perform.

***Sexual Harassment*** may include, but is not limited to:

- A. verbal harassment or abuse;
- B. pressure for sexual activity

- C. repeated remarks with sexual or demanding implication
- D. unwelcomed touching
- E. sexual jokes, posters, cartoons, etc;
- F. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's safety, job, or performance of public duties.

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PersDept/Rev:10.05.09

**BOARD OF EDUCATION POLICY**  
**4362 - HARASSMENT OF STAFF OR APPLICANTS**  
**SUPPORT STAFF - CONTINUED**

**Notification**

*Notice of this policy will be **annually** circulated to all school buildings and departments within the District and discussed with staff, as well as incorporated into the teacher, student and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires of the District will be required to review and sign off on this policy and the related complaint procedure.*

*This policy is not intended to create legal rights or obligations beyond those established by Federal, State, or local law.*

Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 2000d et. seq.  
42 U.S.C. 2000e et. seq.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et. seq. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq. The Handicappers' Civil Rights Act, M.C.L.A. 37.1101 et. seq. The Elliott-Larsen Civil Rights Act, M.C.L.A. 37.2101, et. seq.

Policies on Bullying, Michigan State Board of Education, 7-19-01

Model Anti-bullying Policy, Michigan State Board of Education, 09-2006

Revised 7/18/07

**BOARD OF EDUCATION POLICY**  
**5517 - HARASSMENT OF STUDENTS**  
**STUDENTS**

*Harassment of students is prohibited, and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property. Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional well-being. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students. This would include such activities as stalking, name-calling, taunting, and other disruptive behaviors. Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand held device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.*

*Any student that believes s/he has been or is the victim of harassment should immediately report the situation to the teacher, the principal or assistant principal, or may report it directly to the Superintendent at the administration building, phone 810-591-9200. Complaints will be investigated in accordance with AG 5517.*

*Every student should, and every staff member **must** report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above. If the investigation finds harassment occurred it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members.*

*Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false*

*harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.*

Beecher Community School District • 1020 W. Coldwater Road • Flint, MI 48505  
PersDept/Rev:10.05.09

**BOARD OF EDUCATION POLICY**  
**5517 - HARASSMENT OF STUDENTS**  
**STUDENTS**

*The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.*

**Harassment**

- A. submission to such unwelcomed conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;
- B. submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel, or limit the harassed student in the terms, conditions, or privileges of the School District;
- C. the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

***Sexual Harassment*** may include, but is not limited to:

- A. verbal harassment or abuse;
- B. pressure for sexual activity;
- C. repeated remarks with sexual or demeaning implications;
- D. unwelcome touching;
- E. sexual jokes, posters, cartoons, etc.;
- F. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of public duties.

**BOARD OF EDUCATION POLICY**  
**5517 - HARASSMENT OF STUDENTS**  
**STUDENTS - CONTINUED**  
**5517.01**

***Bullying** is conduct that meets all of the following criteria:*

- A. is directed at one (1) or more students;*
- B. substantially interferes with educational opportunities, benefits, or programs of one (1) or more students;*
- C. adversely affects the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing emotional distress; and, D. is based on a student's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.*

5516

***Hazing** involves conduct such as but not limited to:*

- A. illegal activity, such as drinking or drugs;
- B. physical punishment or infliction of pain;
- C. intentional humiliation or embarrassment;
- D. dangerous activity;
- E. activity likely to cause mental or psychological stress;
- F. forced detention or kidnapping;
- G. undressing or otherwise exposing initiates**

**BOARD OF EDUCATION POLICY  
5517 - HARASSMENT OF STUDENTS  
STUDENTS - CONTINUED**

***Note: Any administrator, teacher, coach, other school authority who engages in sexual or other inappropriate physical contact with a student may be guilty of criminal “child abuse” as defined in State law. M. C. L. A. 722.621 et. seq.***

**Confidentiality**

*Every reasonable effort will be made to maintain confidentiality during the investigation process.*

*However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.*

**Notification**

*Notice of this policy will be **annually** circulated to all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires of the District will be required to review and sign off on this policy and the related complaint procedure. Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq. 42 U.S.C. 2000e et seq.*

*Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq. The Handicappers’ Civil Rights Act, M.C.L.A. 37.1101 et seq. The Elliott-Larsen Civil Rights Act, M.C.L.A. 37.2101, et seq. Child Protection Act, M.C.L.A. 722.621 et seq.*

*Policies on Bullying, Michigan State Board of Education, 7-19-01*

*Model Anti-Bullying Policy, Michigan State Board of Education, 09-2006*

*Revised 5/18/05*

*Revised 7/18/07*

BOARD OF EDUCATION  
0145 – DISCRIMINATORY HARASSMENT  
BYLAWS

**Discriminatory Harassment**

*The Board of Education's intent is to provide an environment that fosters the respect and dignity of each person. To this end, the Board is committed to maintaining an environment free of harassment and intimidation.*

*Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature whenever submission to such conduct is made a condition of employment or a basis for an employment decision. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive environment on the basis of gender, religion, race, color, national origin or ancestry, age, disability, height, weight, marital status, and/or any other legally protected characteristic.*

*The harassment of a student, staff member, or third party (e.g. visiting speaker, athletic team member, volunteer, parent, etc.) is strictly forbidden. Any person who is found to have violated this policy will be subject to discipline in accordance with law.*

*M.C.L.A. 380.1300a*

## ***Attachment 4 - Parent Compact***

**Beecher Community School District**

**Tucker Elementary  
Parent Compact**

As a Student, I will:

- Try to encourage my parent/guardian to send/bring me to school daily and on time.
- Be responsible and prepared for each class. (i.e. study and be ready to learn)
- Do my best work, complete assignments on time, and turn in all assignments.
- Be a good citizen and take pride in my school and community.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As a Parent/Guardian, I/we will have a home environment that encourages learning by:

- Meeting the personal and physical needs of my child.
- Sending my child to school daily and on time.
- Monitoring my child's progress by communicating with my child and the school.
- Supporting my child and the schools effort to develop positive behaviors.

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As a Teacher, I will be responsible for:

- Providing a safe environment for learning.
- Providing meaningful lessons based on state standards, meet the learning needs of all students, and expect high standards of academic achievement and positive behaviors.
- Encouraging open communication among students, parents, and staff; while maintaining confidentiality.
- Respecting and valuing the uniqueness of each child.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As an Administrator, I will:

- Support and encourage a safe environment for teaching and learning.
- Encourage open, honest, and respectful communication among parent/guardian, student, staff and administrator (i.e. newsletters, home visits, parent-teacher conferences and personal contacts)
- Maintain confidentiality of information.
- Provide training and resources to support the learning for all students, families, and staff.

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Attachment 5 - Data Review Results - 2007-2008***

**Analysis of Tucker MEAP Data Used to Help Inform Instruction**  
**Completed on  $\frac{1}{2}$  day Professional Development on April 18, 2008**

<b>Grade Level</b>	<b>Strengths</b>	<b>Trends</b>	<b>Weaknesses</b>	<b>Priorities</b>
<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>• Letter identification</li> <li>• Letter sounds</li> <li>• Literacy concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Daily oral language and usage of vocabulary</li> <li>• Retention of information</li> <li>• Learning cycle (5-10 min.)</li> <li>• Children whose parents who are involved show more improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Vocabulary</li> <li>• Math skills are not tied to report card/standardized tests</li> </ul>	<ul style="list-style-type: none"> <li>• Provide background information and experiences</li> <li>• Lowercase letters</li> <li>• Keep paraprofessionals in rooms</li> <li>• More planning time</li> <li>• Supplemental resources for Investigations</li> <li>• Increase science/social studies supplies</li> </ul>
<b>First</b>	<ul style="list-style-type: none"> <li>• Reading and language-word analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Scores decline as the grade level increases</li> </ul>	<ul style="list-style-type: none"> <li>• Math- every area</li> <li>• Social Studies</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Math overall</li> <li>• Math program that is aligned with GLCE and tests</li> <li>• Continue reading block and Scott Foresman</li> </ul>
<b>Second</b>	<ul style="list-style-type: none"> <li>• High describing character and setting</li> <li>• Genres</li> </ul>	<ul style="list-style-type: none"> <li>• Math vocabulary needs to continually change with each grade level</li> </ul>	<ul style="list-style-type: none"> <li>• Informational Text</li> </ul>	<ul style="list-style-type: none"> <li>• Word study</li> <li>• Narrative text</li> <li>• Comprehension</li> <li>• Math- time, estimation, measurement/ length, money, problem solving</li> <li>• Numbers and operations-meaning, relationships, fluency-number line and greater/less than</li> </ul>

				<ul style="list-style-type: none"> <li>• Measurement</li> </ul>
<b>Third</b>	<ul style="list-style-type: none"> <li>• High describing character and setting</li> <li>• Genres</li> </ul>	Math vocabulary needs to continually change with each grade level	<ul style="list-style-type: none"> <li>• Informational Text</li> </ul>	<ul style="list-style-type: none"> <li>• Word study</li> <li>• Narrative text</li> <li>• Comprehension</li> <li>• Math- time, estimation, measurement/ length, money, problem solving</li> <li>• Numbers and operations-meaning, relationships, fluency-number line and greater/less than</li> <li>• Measurement</li> </ul>
<b>Fourth</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Vocabulary</li> <li>• Informational text</li> <li>• Place value</li> <li>• Basic foundation concepts</li> <li>• Basic addition</li> </ul>	<ul style="list-style-type: none"> <li>• ELA - reading AYP gains in the girls</li> <li>• Growth is showing every year</li> <li>• More parents are involved, higher the scores are</li> <li>• Math 06/07 gains proficient</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative text</li> <li>• Writing - genre and process</li> <li>• Estimation</li> <li>• Geometry - area and perimeter</li> <li>• Elapsed time</li> </ul>	<ul style="list-style-type: none"> <li>• Writing move 93% of 3's to 2's</li> <li>• Details in writing</li> <li>• 100% of boys in level 3 need to go up</li> <li>• Math -geometry and estimation</li> </ul>
<b>Fifth</b>	<ul style="list-style-type: none"> <li>• Identifying characters</li> <li>• Character roles</li> <li>• Writing simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and usage (verb tense)</li> <li>• Descriptive writing</li> <li>• Tall tales - identify heroes and villains</li> <li>• Point-of-view - mood of story</li> </ul>	<ul style="list-style-type: none"> <li>• More girls tested than boys in writing (2006)</li> <li>• No girls or boys scored a level one in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Common and proper nouns</li> <li>• Grammar and usage</li> </ul>
<b>Sixth</b>	<ul style="list-style-type: none"> <li>• In ELA had 36% in the two's category and maintained it</li> </ul>	<ul style="list-style-type: none"> <li>• 20% increase in the category</li> <li>• 1's category</li> </ul>	<ul style="list-style-type: none"> <li>• No students scored in advanced category</li> <li>• No students passed</li> </ul>	<ul style="list-style-type: none"> <li>• ELA - move more of threes to twos category</li> </ul>

	<ul style="list-style-type: none"> <li>• Gains in comprehension</li> <li>• In math had 2% of students in the one category in 2006 and 8% of students in 2007.</li> </ul>	<ul style="list-style-type: none"> <li>• continually increases</li> <li>• 3 and 4 categories remain in the double digits</li> </ul>	<ul style="list-style-type: none"> <li>• the writing portion</li> <li>• Low number of students passed in the grammar and usage</li> <li>• Majority of students in the 3's and 4's performance level</li> </ul>	<ul style="list-style-type: none"> <li>• Math - move more of threes to twos category</li> </ul>
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Conclusion: These are the needs for Tucker Elementary School:

- Narrative texts
- Vocabulary and math
- Vocabulary - academic
- Listening comprehension
- Writing - personal style
- Parent involvement - building assistance
- Informational text
- Math - time, money, basic skills
- Recall
- Descriptive writing

**Staff agreed to focus on vocabulary and informational narrative text.**




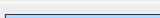

## ***Attachment 6 - Staff Survey Results-2008***




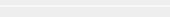
1. I feel good about coming to school every day			
		Response Percent	Response Count
Strongly Disagree		7.4%	2
Disagree		14.8%	4
Neutral		25.9%	7
<b>Agree</b>		<b>37.0%</b>	10
Strongly Agree		14.8%	4
<i>answered question</i>			<b>27</b>
<i>skipped question</i>			<b>0</b>




2. I feel that staff care about me			
		Response Percent	Response Count
Strongly Disagree		3.7%	1
Disagree		22.2%	6
Neutral		11.1%	3
<b>Agree</b>		<b>55.6%</b>	16
Strongly Agree		7.4%	2
<i>answered question</i>			<b>27</b>
<i>skipped question</i>			<b>0</b>

3. I feel that learning can be fun			
		Response Percent	Response Count
Strongly Disagree		7.4%	2
Disagree		0.0%	0
Neutral		3.7%	1
<b>Agree</b>		<b>44.4%</b>	12
<b>Strongly Agree</b>		<b>44.4%</b>	12
<i>answered question</i>			<b>27</b>
<i>skipped question</i>			<b>0</b>

4. I feel that learning is fun at this school			
		Response Percent	Response Count
Strongly Disagree		7.4%	2
Disagree		14.8%	4
<b>Neutral</b>		<b>40.7%</b>	11
Agree		20.6%	6
Strongly Agree		0.0%	0
<i>answered question</i>			<b>27</b>
<i>skipped question</i>			<b>0</b>

5. I feel recognized for good work			
		Response Percent	Response Count
Strongly Disagree		11.1%	3
Disagree		18.5%	5
Neutral		25.9%	7
Agree		37.0%	10
Strongly Agree		7.4%	2
<i>answered question</i>			27
<i>skipped question</i>			0

6. I feel intrinsically rewarded for doing my job well			
		Response Percent	Response Count
Strongly Disagree		7.4%	2
Disagree		14.8%	4
Neutral		18.5%	5
Agree		37.0%	10
Strongly Agree		22.2%	6
<i>answered question</i>			27
<i>skipped question</i>			0

7. I work with people who treat me with respect			
		Response Percent	Response Count
Strongly Disagree		3.7%	1
Disagree		11.1%	3
Neutral		18.5%	5

8. I work with people who listen if I have ideas about doing things better		
	Response Percent	Response Count
Strongly Disagree	3.7%	1
Disagree	7.4%	2
Neutral	33.3%	9
<b>Agree</b>	<b>44.4%</b>	<b>12</b>
Strongly Agree	11.1%	3
<i>answered question</i>		<b>27</b>
<i>skipped question</i>		<b>0</b>

9. My administrator treats me with respect		
	Response Percent	Response Count
Strongly Disagree	3.7%	1
Disagree	14.8%	4
Neutral	7.4%	2
<b>Agree</b>	<b>55.6%</b>	<b>15</b>
Strongly Agree	18.5%	5
<i>answered question</i>		<b>27</b>
<i>skipped question</i>		<b>0</b>

art Transition Plan

# Beecher Community School District

# Head Start to Kindergarten Transition Plans

2007-2008

Prepared by:

Beecher Early Childhood Staff

PB:cajb revised 10/07

Beecher Community School District  
Head Start to Kindergarten  
Transition Plans  
2007-2008

## Mission Statement:

Beecher Early Childhood Program is committed to providing a quality, holistic, comprehensive preschool program. Providing services and support for all children and families to attain lifetime outcomes.

Revised 5/27/2010 68

Federal Performance Standards  
 Transition Services  
 1304.41 (c) (i)  
 1340.40 (h) (i) - (4)

Delegate Agencies (Beecher is a Delegate Agency, must establish and maintain procedures to support successful transitions for enrolled children and families from Head Start into elementary schools. These required procedures include:

- 1) Coordination with elementary schools to ensure that Head Start Children's relevant records are transferred to the elementary school.
- 2) Communication between Head Start staff, principals, teachers, social workers and health staff to facilitate continuity of programming.
- 3) Meeting involving Head Start teachers, parents and kindergarten teachers to discuss the development progress and abilities of individual children.
- 4) Joint Transition Training for Head Start and school staff.
- 5) Efforts to assist parents in becoming their child's advocate as the transition into elementary schools.
- 6) Evidence of staff's work to prepare parents to become their children's advocate.
- 7) Linkages that promote continued involvement of Head Start parents in the education and development of their children upon transition to school.
- 8) Parents' Rights and Responsibilities informational workshop for parents.
- 9) Assist parents in understanding their role in making decisions related to their children's education.

PB:cajb revised 10/07

Head Start to Kindergarten  
 Transition Team  
 2007-2008

Transition information should be sent to the following persons:

Paul Baker Head Start	Dailey	Joann Webster Tucker Head Start	
Avie Kelly Head Start	Dailey	Annie McGee Tucker Head Start	
Trayc Cunningham Pam Cuthbertson-Dailey	Dailey Head Start Dailey Head Start	Karen Ferguson Home Base	
Diane Smith-Hall Start	Dailey Head	Lorraine Booth Tucker Head Start	
Jackie Portis Head Start	Dailey	Bernetta Mosley Tucker Head Start	
Cheri Sutherland Start	Dailey Head	Margaret Chambers Head Start	Tucker

Deborah James-Gray	Dailey Head Start	Elizabeth Kibby	
Cynthia Fleming	Dailey Head	Tucker Head Start	
Start		Ronda Williams	
Deborah Luster	Dailey Head	Tucker Head Start	
Start		Angela D.H. Jones	
Tanya Gillum	Dailey Head	Tucker Head Start	
Start		Joann McQueen	
Amelia Martinez	Dailey Head	Tucker Head Start	
Start		Hyweeda Hodges	
Sandra Glasper		Tucker Head Start	
Administration		Natalie Deschner	
Carolyn Perry-Turner	Dailey Elementary	Tucker Head Start	
Gatra Molinari	Dailey	Adam Burkhard	
Elementary		Tucker Head Start	
Kimberly Olamina	Dailey	Jennifer Hermann	Home
Elementary		Base	
Diana Castle	Tucker		
Elementary			
Angeleah Lynch	Tucker		
Elementary			
Annette Scott	Tucker		
Head Start			

PB:cajb revised 10/07

Beecher Community School District  
Head Start to Kindergarten  
Transition Plans  
2007-2008

October

1. Invite Elementary Principals and Teachers to share transition ideas.
2. Send books to Kindergarten Teachers to share with last year's preschoolers.

November

1. Check classroom resources i.e. books about kindergarten, etc.
2. Share transition information with parents during the November Parent/Teacher Conference.
3. Request New Transition ideas from parents.
4. Head Start Teachers with students will begin visit kindergarten classrooms (ongoing).

December

1. A kindergarten teacher will visit all Head Start classrooms to read to preschoolers and talk about kindergarten.

January

1. Invite kindergarten teachers, principals, parents and superintendent to attend the Total Program In-services for joint training.
2. Begin to integrate more classroom discussions regarding Transitions in all 4-year old classrooms.
3. Monitor and indemnify the highest and lowest performing.

#### February

1. Send home to all 4-year olds Transition Information.
2. A kindergarten teacher will visit all 4-year old classrooms to read to preschoolers about kindergarten.
3. Information on the go topic "Transition".

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#### March

1. Invite Elementary Principals to attend a BPPC Meeting for Questions and Answers.
2. Kindergarten teachers will be encouraged to mail a letter to future kindergarteners containing introductory information and a photo of themselves.
3. Mail information data to parent referencing kindergarten registration.

#### April

1. Provide Kindergarten Round-Up activities at each elementary site. Teachers do transition activities at spring home visits.
2. Send home to all 4-year olds Transition Information.
3. Kindergarten teacher will visit all 4-year old classrooms to read to preschoolers and talk about kindergarten #4.

#### May

1. Finalize portfolio before Home Visits. Give information to parents.
2. Transition information will be shared with families during home visits.

#### June

1. Host Preschool Promotion.
2. Host end of the year transition celebration.
3. Forward students CA60's to Elementary Principals.
4. Forward names of parent volunteers to Elementary Principals (with permission of the parents).
5. Provide summer activity packets for parents to use with their children. Packets will be disseminated at picnic or other elated activities.

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