School Improvement Plan
Title I - Schoolwide

School Year: 2012 - 2013
School District: Dearborn City School District
ISD/RESA: Wayne RESA
School Name: Nowlin Elementary School
Grades Served: PK, K, 1, 2, 3, 4, 5
Administrator: Ms. Rita A. Rauch

Building Code: 04541

District Approval of Plan: 

________________________________________
Authorized Official Signature and Date

Board of Education Approval of Plan: 

________________________________________
Authorized Official Signature and Date
School Improvement Plan

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Introduction

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

<table>
<thead>
<tr>
<th>School:</th>
<th>Nowlin Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>District:</td>
<td>Dearborn City School District</td>
</tr>
<tr>
<td>Public/Non-Public:</td>
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<tr>
<td>Grades:</td>
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<tr>
<td>School Code Number:</td>
<td>04541</td>
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<tr>
<td>City:</td>
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Vision, Mission and Beliefs

Vision Statement
We, Nowlin Elementary School, see a community that supports and builds on the strengths of each student, inspires each student to be a critical thinker and promotes collaboration with teachers, parents and students. Our teachers are continually improving in teaching and providing a learning environment that uses appropriate assessments, technology and best practices to encourage, assist and direct students to reach high academic and affective goals.

Mission Statement
The mission of Nowlin Elementary School in partnership with parents and community is to provide an excellent educational environment by recognizing, analyzing and responding to a diverse, changing world so that all students can become caring, responsible, knowledgeable life-long learners.

Beliefs Statement
Staff, students and parents of Nowlin Elementary School are committed to the belief that all students can learn and that a positive attitude is an essential element that nurtures learning as a life time pursuit. Our core beliefs:
1. All students can learn.
2. Positive attitude is essential.
3. Learning is a life time pursuit.
4. Learning takes effort.
5. Learning is a commitment needed by the learner.
6. Support from the family is necessary.
## Goals

<table>
<thead>
<tr>
<th>Name</th>
<th>Development Status</th>
<th>Progress Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Problem Solving Across the Content Areas</td>
<td>Complete</td>
<td>Open</td>
</tr>
<tr>
<td>Reading Across the Content Areas</td>
<td>Complete</td>
<td>Open</td>
</tr>
<tr>
<td>Writing with meaning and understanding.</td>
<td>Complete</td>
<td>Open</td>
</tr>
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</table>

### Goal 1: Math Problem Solving Across the Content Areas

**Content Area:** Math  
**Development Status:** Complete

**Student Goal Statement:** All students will improve their math skills in the area of problem solving across the content areas.

**Gap Statement:** District Quarterly Common Assessment Math scores for May 2011 show that in first grade, 82% exceeded expectations and 11% met; 88% exceeded and 9% met in second grade; 92% exceeded in third grade; 58% exceeded and 32% met in fourth grade; 75% exceeded and 21% met in fifth grade.

Nowlin's MEAP math scores have been strong in 3rd and 4th grade with 100% and 96% respectively. Fifth graders have progressively declined in the last three years from 91% to 83%. Our subgroups in 3rd and 4th grades have scored 93% - 100%. In 5th grade, our subgroups of ED and students with disabilities have shown a significant decline of 10% from the grade level percentage of 83%. After analyzing the scores, our focus will be in the area of problem solving, including the use of charts and graphs.

**Cause for Gap:** Both standardized test scores and teacher feedback indicate that some of our students struggle with problem solving across all subject areas. This may be due to their unfamiliarity with information presented in different formats, such as charts and graphs.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The MEAP Math scores  
District Math assessments  
Classroom pre/post assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Student achievement in math is monitored throughout the school year, through standardized tests, district common assessments (unit tests), and classroom assessments in math and other core areas (science and social studies). Additionally, teacher feedback concerning math problem solving across the content areas will be considered at staff meetings and during PLC time. Students in grades 3-5 will increase their MEAP Math scores by 5% and students in K-5 will become 80% proficient on district math common assessments.

**Contact Name:** Rita Rauch
List of Objectives:

<table>
<thead>
<tr>
<th>Name</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase proficiency in Number Operations and Problem Solving</td>
<td>Students in grades 3-5 will increase their MEAP Math scores by 5% and students in K-5 will become 80% proficient on district math common assessments.</td>
</tr>
</tbody>
</table>

**1.1. Objective: Increase proficiency in Number Operations and Problem Solving**

**Measurable Objective Statement to Support Goal:** Students in grades 3-5 will increase their MEAP Math scores by 5% and students in K-5 will become 80% proficient on district math common assessments.

List of Strategies:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Strategies</td>
<td>Students will increase proficiency in problem solving through differentiated instruction strategies, specifically SIOP and the use of charts and graphs.</td>
</tr>
</tbody>
</table>

**1.1.1. Strategy: Math Strategies**

**Strategy Statement:** Students will increase proficiency in problem solving through differentiated instruction strategies, specifically SIOP and the use of charts and graphs.

**Selected Target Areas**

- 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- 3.7 Provides for articulation and alignment between and among all levels of schools
- 3.4 Supports instruction that is research-based and reflective of best practice

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

Everyday Math Program, By University of Chicago Math Project 2001

Professional Learning Communities by Richard Dufour 1998

Classroom Instruction that Works by Robert Marzano 2001
Making Content Comprehensible for English Language Learners Using the SIOP Model by Jana Echevarria 2010

The SIOP Model for Teaching Mathematics to English Learners by Jana Echevarria 2010

List of Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Staff Responsible</th>
</tr>
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<tbody>
<tr>
<td>Math Activities in the Classroom</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Stergalas, Rita Rauch Special Education (Speech Pathologist, Teacher Consultant, ASD teachers)</td>
</tr>
<tr>
<td>Math Parental Involvement</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Stergalas, Rita Rauch; PTA President - Ron Ziembowicz</td>
</tr>
<tr>
<td>Math Professional Development</td>
<td>2012-09-01</td>
<td>2013-06-30</td>
<td>Elementary Math Curriculum Coordinator, TBD; Nowlin Math Chairperson, Rita Stergalas; Elementary Math Committee Chair, Veronica Jakubus</td>
</tr>
<tr>
<td>Math Timely and Additional Assistance</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Extended day math tutoring staff, Amy Golen; Rita Rauch; Robyn Hansen, Teacher Consultant Special Education Staff</td>
</tr>
<tr>
<td>Monitoring Math</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Rauch; Instructional Staff</td>
</tr>
</tbody>
</table>

1.1.1.1. Activity: Math Activities in the Classroom

Activity Type: Other

Activity Description: Teachers will differentiate instruction in the classroom by implementing SIOP math strategies, using charts and graphs, small group instruction, peer tutoring, the use of technology such as Study Island, online math games and drills, the use of manipulatives and supplemental materials, and consistent use of Everyday Math games in every classroom.

For Economically Disadvantaged students and our Students with Disabilities (SWD), teachers will also incorporate elements of Robert Marzano's "Classroom Instruction that Works", specifically academic content vocabulary development and non-linguistic representation to help close the gaps for at-risk students. The non-linguistic representation strategies help create graphic representations, generate mental pictures, aid in drawing pictures and pictographs, and engage students in kinesthetic activities, interventions that are especially effective with at-risk populations.

Additionally, for SWDs we will emphasize oral presentation of academic vocabulary acquisition, an effective intervention for ASD (Autistic Spectrum Disorder) students and provide additional oral opportunities in problem solving scenarios.

Planned staff responsible for implementing activity: Rita Stergalas, Rita Rauch Special Education (Speech Pathologist, Teacher Consultant, ASD teachers)
Actual staff responsible for implementing activity:

**Planned Timeline:** Begin Date - 2012-08-28, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

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<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
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### 1.1.1.2. Activity: Math Parental Involvement

**Activity Type:** Other

**Activity Description:** The teachers and administration along with the PTA will hold a family math night where families come to learn how to play games at home that will help students with their math skills.

Additionally, teachers will keep parents informed about classroom math strategies so that parents can reinforce activities at home. Teachers will use teacher blogs, the Nowlin School blog, Teleparent robo-calls, and newsletters to keep parents informed.

**Planned staff responsible for implementing activity:** Rita Stergalas, Rita Rauch; PTA President - Ron Ziembowicz

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-28, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

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<th>Resource</th>
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<th>Actual Amount</th>
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<td>Math Parent Materials</td>
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<td>300.00</td>
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### 1.1.1.3. Activity: Math Professional Development

**Activity Type:** Professional Development

**Activity Description:** Teachers will participate in professional development in The SIOP Model for Teaching Mathematics and in the research of Robert Marzano addressing academic content vocabulary acquisition and the implementation of graphic organizers. Additionally, teachers will participate in
Professional Learning Communities to evaluate and analyze student achievement in math. Staff will participate in math professional development offerings at the district and county level. These workshops will address such topics as implementation of Everyday Math, Everyday Math games and Algebra is Child's Play.

**Planned staff responsible for implementing activity:** Elementary Math Curriculum Coordinator, TBD; Nowlin Math Chairperson, Rita Stergalas; Elementary Math Committee Chair, Veronica Jakubus

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

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<th>Resource</th>
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<td>Math Interventions</td>
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**1.1.1.4. Activity: Math Timely and Additional Assistance**

**Activity Type:** Other

**Activity Description:** For those students who continue to struggle in math, we will offer timely and additional assistance, such as: Teachers and paraprofessionals will meet twice a week for an hour after school to assist at-risk students with math skills; Extended access to Study Island; Supplemental instructional materials (i.e. manipulatives, games, Geoboards, unifix cubes); and software programs for Promethean Boards.

Additionally, Tier II interventions includes one-on-one and/or small group instruction with a teacher consultant. Tier III students automatically qualify for the extended day program.

Economically disadvantaged students who struggle will also have access to after school math tutoring. Transportation concerns will be addressed. Additionally, ED students will have home access to online support programs, such as Study Island.

Students with Disabilities who qualify can participate in after school math tutoring and have access to developmentally appropriate supplemental materials.

**Planned staff responsible for implementing activity:** Extended day math tutoring staff, Amy Golen; Rita Rauch; Robyn Hansen, Teacher Consultant
Special Education Staff

**Actual staff responsible for implementing activity:**
Planned Timeline: Begin Date - 2012-08-28, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
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</thead>
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<tr>
<td>Math Extended Day Materials</td>
<td>Title I Part A</td>
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1.1.1.5. Activity: Monitoring Math

Activity Type: Other

Activity Description: The administrator will conduct walk-throughs in the classroom to monitor implementation of math interventions. Students achievement in math will be part of the teacher evaluation process. Professional Learning Communities time will also address implementation and success of math interventions.

Planned staff responsible for implementing activity: Rita Rauch; Instructional Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-28, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
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<tbody>
<tr>
<td>Monitoring Math</td>
<td>No Funds Required</td>
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</table>

Goal 2: Reading Across the Content Areas

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: All students will improve their ability to read and comprehend information text across all content areas.

Gap Statement: Reading data on the MEAP shows that 3rd graders over the last three years have gone up from 76% to 88% proficiency. Fifth grade students in the area of reading have remained stable at 86% over the past three years, while fourth graders have shown a decline from 88% to 71%. If we look at our subgroups, there are discrepancies in 3rd grade over 10% in the subgroup Economically Disadvantaged (ED) and students with
disabilities. In fourth grade the decline in percentages is consistent in the subgroups of ED and students with disabilities. The fifth grade subgroups also show a 10% decrease in the areas of ED, African-Americans, and students with disabilities.

The initial scores for the Developmental Reading Assessment (DRA) from October 2010 showed a proficiency rate of 53%. In May, 2011, the proficiency rate was 56%. Looking at our reading scores, we need to continue to implement the strategies outlined in all of our previous goals.

**Cause for Gap:** Both standardized test scores and teacher feedback indicate that some of our students struggle with information text across all subject areas. This may be due to their unfamiliarity with information presented in different formats, such as charts and graphs.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP scores; DRA scores; Running Records; Classroom assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?**

- Student progress in reading will be closely monitored throughout the school year. The DRA is administered up to three times a year. Classroom assessments are ongoing and involve multiple checks for understanding in various formats. Report cards are issued four times a year. Student achievement is discussed and analyzed during Professional Learning Communities time and other staff meetings. Students will demonstrate increased competency in reading across the content areas, as indicated by a minimum of 5% increase for grades 3-5 on the MEAP, and a minimum of at least one grade level growth per year as measured by the DRA.

**Contact Name:** Rita Rauch

**List of Objectives:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Across the Content Areas</td>
<td>Students will demonstrate increased competency in reading across the content areas, as indicated by a minimum of 5% increase for grades 3-5 on the MEAP, and a minimum of at least one grade level growth per year as measured by the DRA.</td>
</tr>
</tbody>
</table>

**2.1. Objective: Reading Across the Content Areas**

**Measurable Objective Statement to Support Goal:** Students will demonstrate increased competency in reading across the content areas, as indicated by a minimum of 5% increase for grades 3-5 on the MEAP, and a minimum of at least one grade level growth per year as measured by the DRA.

**List of Strategies:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Strategy</th>
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<tbody>
<tr>
<td>Reading Across the Content Areas</td>
<td>Students will increase proficiency in informational text through differentiated instruction strategies, specifically SIOP, Marzano strategies, and the use of charts and graphs.</td>
</tr>
</tbody>
</table>
2.1.1. Strategy: Reading Across the Content Areas

**Strategy Statement:** Students will increase proficiency in informational text through differentiated instruction strategies, specifically SIOP, Marzano strategies, and the use of charts and graphs.

**Selected Target Areas**

| Research-based professional development for system and school personnel to help them achieve improvement goals |

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

The Daily Five Fostering Literacy Independence In The Elementary Grades Gail Boushey & Joan Moser 2006

The Cafe Book by Boushey and Moser 2009

Peer Tutoring has been successful with at-risk students and students with mild disabilities (Fantuzzo, 1992; Maheady, 2001)

The SIOP Model for Teaching English Language Arts to English Learners by MaryEllen Vogt 2010

Classroom Instruction that Works, by Robert Marzano 2001

**List of Activities:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor Reading</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Rauch, Principal</td>
</tr>
<tr>
<td>Reading Activities in the Classroom</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Rauch, Principal; Elizabeth Garcia, Literacy Coach, Special Education Staff</td>
</tr>
<tr>
<td>Reading Parental Involvement</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Rauch, Principal; Ron Ziembowicz, PTA President</td>
</tr>
<tr>
<td>Reading Professional Development</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Rauch, Principal; Elizabeth Garcia, Literacy Coach; Language Arts Committe, TBD</td>
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<tr>
<td>Reading Timely and Additional Assistance</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Rauch, Principal; Elizabeth Garcia, Reading Interventionist; Robyn Hansen, Teacher Consultant; Lori Kahn, Speech Pathologist; Extended day teacher/paraprofessional, TBD</td>
</tr>
</tbody>
</table>

**2.1.1.1. Activity: Monitor Reading**
Activity Type: Other

Activity Description: The administrator will conduct walk-throughs in the classroom to monitor implementation of reading interventions. Students achievement in reading will be part of the teacher evaluation process. Professional Learning Communities time will also address implementation and success of reading interventions.

Planned staff responsible for implementing activity: Rita Rauch, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-28, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
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<tbody>
<tr>
<td>Monitor Reading</td>
<td>No Funds Required</td>
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<td></td>
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</table>

2.1.1.2. Activity: Reading Activities in the Classroom

Activity Type: Other

Activity Description: Teachers will differentiate instruction in the classroom by implementing SIOP reading strategies, using charts and graphs, small group instruction, peer tutoring, the use of technology such as Study Island, TumbleBooks, the use of word work, supplemental reading materials in various genres and at various levels, and consistent implementation of Daily 5/CAFE in every classroom.

For Economically Disadvantaged students and our Students with Disabilities (SWD), teachers will also incorporate elements of Robert Marzano's "Classroom Instruction that Works", specifically academic content vocabulary development and non-linguistic representation to help close the gaps for at-risk students. The non-linguistic representation strategies help create graphic representations, generate mental pictures, aid in drawing pictures and pictographs, and engage students in kinesthetic activities, interventions that are especially effective with at-risk populations.

Additionally, for SWDs we will emphasize oral presentation of academic vocabulary acquisition, an effective intervention for ASD (Autistic Spectrum Disorder) students and provide additional oral opportunities for students to demonstrate competency in reading comprehension, such as retelling, rereading for meaning, and summarizing.

Planned staff responsible for implementing activity: Rita Rauch, Principal; Elizabeth Garcia, Literacy Coach, Special Education Staff

Actual staff responsible for implementing activity:
**Planned Timeline:** Begin Date - 2012-08-28, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
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<tbody>
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<td>Daily Five Materials</td>
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<td>Daily Five Supplemental Reading Materials</td>
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### 2.1.1.3. Activity: Reading Parental Involvement

**Activity Type:** Other

**Activity Description:** The teachers and administration along with the PTA will hold a family literacy night where families come to learn how to implement strategies at home that will help students with their reading skills in informational text.

Additionally, teachers will keep parents informed about classroom reading strategies so that parents can reinforce activities at home. Teachers will use the Parent Pipeline, teacher blogs, the Nowlin School blog, Teleparent robo-calls, and newsletters to keep parents informed.

**Planned staff responsible for implementing activity:** Rita Rauch, Principal; Ron Ziembowicz, PTA President

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-28, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
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<td>Professional Reading Conference</td>
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### 2.1.1.4. Activity: Reading Professional Development

**Activity Type:** Professional Development

**Activity Description:** Teachers will participate in professional development in The SIOP Model for Teaching Language Arts. Additionally, teachers will participate in Professional Learning Communities...
to evaluate and analyze student achievement in reading. Staff will participate in reading professional development offerings at the district and county level. These workshops will address such topics as implementation of Daily 5, CAFE, DRA, running records, and graphic organizers.

**Planned staff responsible for implementing activity:** Rita Rauch, Principal; Elizabeth Garcia, Literacy Coach; Languange Arts Committe, TBD

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-28, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
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<td>Conferences and Workshops</td>
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**2.1.1.5. Activity: Reading Timely and Additional Assistance**

**Activity Type:** Other

**Activity Description:** For those students who continue to struggle in reading, we will offer timely and additional assistance, such as: Teachers and paraprofessionals will meet twice a week for an hour after school for an extended day to assist at-risk students with reading skills; Extended access to Study Island; Supplemental instructional materials (i.e. non-fiction selections, graphic novels, audio and visual selections, etc.); online programs such as TumbleBooks and Reading Eggs; and software programs for Promethean Boards.

Additionally, Tier II interventions includes one-on-one and/or small group instruction with a teacher consultant or speech pathologist and summer school. For Tier III intervention, the reading interventionist services first, second, and third graders who qualify.

Economically disadvantaged students who struggle will also have access to after school reading tutoring. Transportation concerns will be addressed. Additionally, ED students will have home access to online support programs, such as TumbleBooks and Study Island.

Students with Disabilities who qualify can participate in after school reading tutoring and have access to developmentally appropriate supplemental materials, including leveled reading selections in multiple genres.

**Planned staff responsible for implementing activity:** Rita Rauch, Principal; Elizabeth Garcia, Reading Interventionist; Robyn Hansen, Teacher Consultant; Lori Kahn, Speech Pathologist; Extended day teacher/paraprofessional, TBD

**Actual staff responsible for implementing activity:**
Planned Timeline: Begin Date - 2012-08-28, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Day Support</td>
<td>Title I Part A</td>
<td>3,000.00</td>
<td></td>
</tr>
<tr>
<td>Summer School</td>
<td>Title I Part A</td>
<td>5,000.00</td>
<td></td>
</tr>
<tr>
<td>Supplemental Reading Materials</td>
<td>Title I Part A</td>
<td>5,000.00</td>
<td></td>
</tr>
</tbody>
</table>

Goal 3: Writing with meaning and understanding.

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will improve in writing conventions, word choice, and sentence fluency.

**Gap Statement:** District Writing Common Assessments administered quarterly and scored using the 6+1 Traits Rubric indicate a need to improve student achievement in all traits. May, 2011 scores show that less than 20% of all first and second grade students are proficient in the areas of Conventions, Word Choice, and Sentence Fluency. Third grade scores show that 31% are proficient in Conventions; 42% in Sentence Fluency, and 50% in Word Choice. Fourth graders fared slightly better, with 68% proficient in both Conventions and Sentence Fluency; and 59% in Word Choice. Fifth graders scored lower than fourth in all three areas: 61% in Conventions; 54% in Sentence Fluency; and 57% in Word Choice. MEAP results in writing for 4th grade in 2010 is 38%, which is below the district and state levels. After analyzing our results, we will be implementing strategies in the areas of word choice, sentence fluency, and conventions.

**Cause for Gap:** Both standardized test scores and teacher feedback indicate that some of our students struggle with writing in the areas of conventions, word choice, and sentence fluency. This may be due to their unfamiliarity with vocabulary, as well as the writing process.

**Multiple measures/sources of data you used to identify this gap in student achievement:** 6 + 1 Writing Traits Rubric
Classroom observation

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Student progress in writing will be closely monitored throughout the school year. 6+1 writing is teacher-analyzed per district requirement a minimum of three times a year. Classroom assessments are ongoing and involve multiples checks for understanding in various of formats. Report cards are issued four times a year. Student achievement is discussed and analyzed during Professional Learning Communities time and other staff meetings. Students will demonstrate increased competency in writing across the content areas, with an increase of at least one level, as measured by the 6 + 1 Writing rubric, in the areas of conventions, sentence fluency, and word choice.

**Contact Name:** Rita Rauch
List of Objectives:

<table>
<thead>
<tr>
<th>Name</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Across the Content Areas</td>
<td>Students will demonstrate increased competency in writing across the content areas, with an increase of at least one level, as measured by the 6 + 1 Writing rubric, in the areas of conventions, sentence fluency, and word choice.</td>
</tr>
</tbody>
</table>

3.1. Objective: Writing Across the Content Areas

Measurable Objective Statement to Support Goal: Students will demonstrate increased competency in writing across the content areas, with an increase of at least one level, as measured by the 6 + 1 Writing rubric, in the areas of conventions, sentence fluency, and word choice.

List of Strategies:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Strategies</td>
<td>Students will increase proficiency in writing through differentiated instruction strategies, specifically SIOP and the use of the 6 + 1 Writing Rubric.</td>
</tr>
</tbody>
</table>

3.1.1. Strategy: Writing Strategies

Strategy Statement: Students will increase proficiency in writing through differentiated instruction strategies, specifically SIOP and the use of the 6 + 1 Writing Rubric.

Selected Target Areas

5.3 Ensures that all staff participate in a continuous program of professional development
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)

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

The Daily Five Fostering Literacy Independance In The Elementary Grades Gail Boushey & Joan Moser 2006

The Cafe Book Gail Boushey & Joan Moser 2009

Being a Writer program by Michael C. Kelley, "Best Practices in Writing Instruction: Teachers' Report of
Writing Instruction at a High Performing Elementary School" 2002

6 + 1 Writing by Ruth Culham 2003

List of Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor Writing</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Rauch, Principal; Language Arts Representative, TBD; Elizabeth Garcia, Literacy Coach</td>
</tr>
<tr>
<td>Writing Activities in the Classroom</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Rauch, Principal; Language Arts Representative, TBD; Elizabeth Garcia, Literacy Coach, Special Education</td>
</tr>
<tr>
<td>Writing Parental Involvement</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Rauch, Principal; Language Arts Representative, TBD; Elizabeth Garcia, Literacy Coach</td>
</tr>
<tr>
<td>Writing Professional Development</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Rauch, Principal; Language Arts Representative, TBD; Elizabeth Garcia, Literacy Coach</td>
</tr>
<tr>
<td>Writing Timely and Additional Assistance</td>
<td>2012-08-28</td>
<td>2013-06-14</td>
<td>Rita Rauch, Principal; Extended Day Tutor, TBD; Elizabeth Garcia, Literacy Coach, Special Education Staff</td>
</tr>
</tbody>
</table>

3.1.1.1. Activity: Monitor Writing

Activity Type: Other

Activity Description: The administrator will conduct walk-throughs in the classroom to monitor implementation of writing interventions. Students achievement in writing will be part of the teacher evaluation process. Professional Learning Communities time will also address implementation and success of writing interventions.

Planned staff responsible for implementing activity: Rita Rauch, Principal; Language Arts Representative, TBD; Elizabeth Garcia, Literacy Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-28, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor Writing</td>
<td>No Funds Required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.1.1.2. Activity: Writing Activities in the Classroom

**Activity Type:** Other

**Activity Description:** Teachers will differentiate instruction in the classroom by implementing 6+1 Writing strategies, using the 6+1 rubric, small group instruction, peer tutoring, and one-to-one conferring in every classroom.

For Economically Disadvantaged students and our Students with Disabilities (SWD), teachers will also incorporate elements of Robert Marzano's "Classroom Instruction that Works", specifically academic content vocabulary development and non-linguistic representation to help close the gaps for at-risk students. The non-linguistic representation strategies help create graphic representations, generate mental pictures, aid in drawing pictures and pictographs, and engage students in kinesthetic activities, interventions that are especially effective with at-risk populations.

Additionally, for SWDs we will emphasize oral presentation of academic vocabulary acquisition, an effective intervention for ASD (Autistic Spectrum Disorder) students and provide additional writing experiences, such as dictation and modified assignments.

**Planned staff responsible for implementing activity:** Rita Rauch, Principal; Language Arts Representative, TBD; Elizabeth Garcia, Literacy Coach, Special Education

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-28, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies for writing in the classroom</td>
<td>General Funds</td>
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</tr>
</tbody>
</table>

3.1.1.3. Activity: Writing Parental Involvement

**Activity Type:** Other

**Activity Description:** Teachers will keep parents informed about classroom writing strategies through the use of teacher blogs, the Nowlin School blog, student planners, parent-teacher conferences, and newsletters. In addition, in the beginning of the year, an inservice will be provided for teachers that stresses the importance of parental involvement and positive parental communication.

**Planned staff responsible for implementing activity:** Rita Rauch, Principal; Language Arts Representative, TBD; Elizabeth Garcia, Literacy Coach

**Actual staff responsible for implementing activity:**
Planned Timeline: Begin Date - 2012-08-28, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing workshops</td>
<td>Title I Part A</td>
<td>1,000.00</td>
<td></td>
</tr>
</tbody>
</table>

3.1.1.4. Activity: Writing Professional Development

Activity Type: Professional Development

Activity Description: Teachers will participate in professional development in The 6+1 Writing rubric. Additionally, teachers will participate in Professional Learning Communities to evaluate and analyze student achievement in writing. Staff will participate in writing professional development offerings at the district level.

Planned staff responsible for implementing activity: Rita Rauch, Principal; Language Arts Representative, TBD; Elizabeth Garcia, Literacy Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-28, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
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</thead>
<tbody>
<tr>
<td>Writing Professional Development</td>
<td>Title I Part A</td>
<td>1,000.00</td>
<td></td>
</tr>
</tbody>
</table>

3.1.1.5. Activity: Writing Timely and Additional Assistance

Activity Type: Other

Activity Description: For those students who continue to struggle in writing, we will offer timely and additional assistance, such as: Teachers and paraprofessionals will meet twice a week for an hour after school as an extended day program to assist at-risk students with writing skills; Peer tutoring; technology such as Reading Eggs and Kidspiration; and software programs for Promethean Boards.

Additionally, Tier II interventions includes one-on-one and/or small group instruction with a teacher consultant.
Economically disadvantaged students and students with disabilities who struggle in writing will have access to after school writing programs and extended supplemental model texts in a variety of genres. Additionally, when appropriate, these students will be given developmentally appropriate modified writing prompts and assignments.

**Planned staff responsible for implementing activity:** Rita Rauch, Principal; Extended Day Tutor, TBD; Elizabeth Garcia, Literacy Coach, Special Education Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-28, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Day Program</td>
<td>Title I Part A</td>
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# Resource Profile

<table>
<thead>
<tr>
<th>Funding Source</th>
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<td>Title I Part A</td>
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</tr>
<tr>
<td>No Funds Required</td>
<td>$0.00</td>
<td>$0.00</td>
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</tbody>
</table>
Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

   The Comprehensive Needs Assessment (CNA) was based on multiple criteria. The process used for the CNA included the following components: administered assessments, disaggregated and analyzed the data; conducted parent/teacher/student surveys and identified trends from that survey; completed the Michigan Department of Education Self-Assessment as part of our program/process; and examined Nowlin’s demographic data.

   Periodically, throughout the 2010-2011 school year, assessments in the areas of reading, writing, math, science, and social studies were conducted to ascertain how students at Nowlin continually improve in their respective academic areas. Students were assessed in the areas of reading, writing, and math through the Developmental Reading Assessment (DRA), Six plus one Traits writing assessment, quarterly math common assessments designed by the district, and MEAP scores. Science was assessed using the district's common assessment given quarterly and social studies was assessed through classroom assessments and the MEAP. Teachers at Nowlin meet regularly to analyze data at staff meetings, team meetings, and Professional Learning Community (PLC) meetings. The district has given predetermined dates for a late start periodically throughout the school year. Students arrive one hour later while teachers meet in PLC’s. During the meetings, staff analyzes assessment results and plans instruction based on the analysis. Any area of concern where students are not yet proficient helps determine goals and strategies that will drive mini-lesson instruction. Parents participate in team meetings, primarily the School Improvement Plan Committee meetings, to help analyze results from surveys.

   Nowlin checks demographics twice a year on student count days. These results are shared with Staff continuously in Late Starts as we look at how to improve our instructional practices based on what we find with our demographic results. Such as when we look at discrepancies between male and female or between our economically disadvantaged students and then provide instruction that will meet the needs of these specific students. Data results are shared with parents in Newsletters and at meetings such as PTA and individual meetings such as Parent Teacher conferences and or weekly letters to parents.

   All information gathered in the Comprehensive Needs Assessment will be shared at the annual Title I Meeting.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.
STUDENT ACHIEVEMENT
Nowlin has made Adequate Yearly Progress for the past three years.

READING
Reading data on the MEAP shows that 3rd graders over the last 3 years have gone up from 76% to 88% proficiency. Fifth grade students in the area of reading have remained stable at 86% over the past 3 years, while fourth graders have shown a decline from 88% to 71%. If we look at our subgroups, there are discrepancies in 3rd grade over 10% in the subgroup Economically Disadvantaged (ED) and students with disabilities. In fourth grade the decline in percentages is consistent in the subgroups of ED and students with disabilities. The fifth grade subgroups also show a 10% decrease in the areas of ED and students with disabilities. The initial scores for the Developmental Reading Assessment (DRA) from October 2010 showed a proficiency rate of 53%. In May, 2011, the proficiency rate was 56%. In conclusion, we need to emphasize our focus on information text features across content areas.

WRITING
District Writing Common Assessments administered quarterly and scored using the 6+1 Traits Rubric indicate a need to improve student achievement in all traits. May, 2011 scores show that less than 20% of all first and second grade students are proficient in the areas of Conventions, Word Choice, and Sentence Fluency. Third grade scores show that 31% are proficient in Conventions; 42% in Sentence Fluency, and 50% in Word Choice. Fourth graders fared slightly better, with 68% proficient in both Conventions and Sentence Fluency; and 59% in Word Choice. Fifth graders scored lower than fourth in all three areas: 61% in Conventions; 54% in Sentence Fluency; and 57% in Word Choice. MEAP results in writing for 4th grade in 2010 is 38%, which is below the district and state levels. After analyzing our results, we will be implementing strategies in the areas of word choice, sentence fluency, and conventions.

MATH
District Quarterly Common Assessment Math scores for May 2011 show that in first grade, 82% exceeded expectations and 11% met; 88% exceeded and 9% met in second grade; 92% exceeded in third grade; 58% exceeded and 32% met in fourth grade; 75% exceeded and 21% met in fifth grade. Nowlin’s MEAP math scores have been strong in 3rd and 4th grade with 100% and 96% respectively. Fifth graders have progressively declined in the last three years from 91% to 83%. Our subgroups in 3rd and 4th grades have scored 93%-100%. In 5th grade, our subgroups of ED and students with disabilities have shown a significant decline of 10% from the grade level percentage of 83%. After analyzing the scores, our focus will be in the area of problem solving, including the use of charts and graphs.

SCIENCE
In Science, the 5th graders have over the last three years decreased from 91% to 83% on the MEAP. Another piece of assessment used is the district common science assessment. Using all this data, the use of information text needs to be our focus.

SOCIAL STUDIES
Our social studies data obtained from the middle school MEAP shows 66% of our students were proficient. Teacher created assessments are also used to gather data. The focus in social studies will be developing constructed responses from charts and graphs.

PROGRAM/PROCESS
Each year our staff completes a Michigan Department of Education Self-Assessment for our school. We need to involve our parents more readily as we disaggregate our results and systematically reform our goals when appropriate. All the indicators in the vision and purpose standards are in the operational area. To become highly functional we need to effectively integrate them into our everyday practices and procedures.
In Teaching and Learning, more consistency is needed in the articulation between preschool, elementary, and middle school.

PERCEPTIONS
A twenty-question survey was completed by teachers, parents, and 3rd-5th grade students in September 2011. In writing, 66% of parents and students felt that they can clearly express themselves in writing while only 35% of staff felt the same way. In Basic Math, 69% of parents and students felt that they had a strong understanding of these skills while only 59% of the teachers had the same feelings. In Word Problems, 57% of the parents felt that students could solve these problems. In this area, only 41% of the teachers felt that students had this ability while 84% of our students felt that they could do this. In Science, we are looking at the informational text component and for this 61% of our parents are satisfied with what their child knows about Science concepts while 58% of our teachers are satisfied but 73% of our students feel they have a good understanding of the concepts. In Social Studies the same holds true while 60% of our parents feel their child has strong understandings of concepts 68% of our students also feel the same way. However, only 41% of our teachers feel that our students have a strong understanding of Social Studies concepts. We need to close this gap by having parent meetings periodically throughout the school year to inform parents what the expectations are, explain what the assessments show, and provide strategies to further assist their child(ren).

DEMOCRAPHICS
Nowlin’s demographic data has remained relatively stable over the past three years, with the exception of our Economically Disadvantaged population, which has increased from 20% to 51%. Our enrollment has remained consistent at 193 students over the past three years. In the ethnic subgroups, Caucasians have remained within two percentage points being 88.02% in 2010. The African-American population is the second largest with ten students making up 5.9% of the total school population. The other ethnic subgroups make up less than 5% of the total school population.

The English Language Learners (ELL) subgroup is less than 2% of the total school population and these students predominately place at level 3 on the English Language Proficiency Assessment (ELPA). The special education subgroup is 9% of the total school population with the greatest number of these students being speech and language impaired. Nowlin also has four basic classrooms for students with Autism Spectrum Disorder. The ASD program accounts for 28 students. Some students are non-verbal and therefore are unable to take reading tests, majority of the population is included in assessments and data. Other subgroups, such as the migrant population, do not exist but our homeless population has increased from zero families to two families.

The male and female subgroups over the last three years have become within 3% equal in status. If you compare the 3rd, 4th, and 5th grade MEAP scores, it is noted that there is equal division between the two. Nowlin’s subgroups are the Economically Disadvantaged and special education, which includes: Autism Spectrum Disorder (ASD); Learning Disabled (LD); and Speech and Language Impaired (SLI).

ALIGNMENT TO GOALS
The Nowlin school improvement team, staff, and stakeholders have decided upon three goals: Reading, writing, and math. The concerns in science and social studies will be addressed within the three identified goals. Our reading goal will focus on informational text features and the development of constructed response. The writing goal will focus on instruction for conventions, word choice (vocabulary), and sentence fluency. The math goal will focus on problem solving through the use of charts and graphs. Achievement gaps between general population and economically disadvantaged will be addressed. These gaps are especially apparent in fifth grade math (10% ) and third (greater than 10% ) and fifth (10% ) grade reading. While we do not have grade specific subgroups in special education, our schoolwide results indicate that these students struggle to meet state standards and we will closely monitor their progress.

Schoolwide Reform Model

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

The overarching, comprehensive, research-based concept/program that the school improvement team is implementing is differentiated instruction using Sheltered Instruction Observation Protocol (SIOP). SIOP is a research-based program that utilizes content and language objectives to increase student achievement (Please see attachment). We will address the specific needs of our Economically Disadvantaged students and special education population through differentiated instruction from the SIOP program to increase student achievement in the areas of reading, writing, math, science, and social studies with an emphasis on vocabulary and problem solving that incorporates charts and graphs. (Echevarria, J. "Making Content Comprehensible for English Language Learners, The SIOP Model" 2010)

As part of our adoption of SIOP strategies, we will incorporate elements of Robert Marzano's "Classroom Instruction that Works", 2001. Marzano provides an action plan for research-based classroom instruction. His practices have been utilized at the district and Nowlin over the past few years. In our building, Marzano strategies specifically utilized are vocabulary development and non-linguistic representation to help close the gap of at-risk students. The non-linguistic representation strategies help create graphic representations, generate mental pictures, aid in drawing pictures and pictographs, and engage students in kinesthetic activity.

Essential components of SIOP are identifying assessable language and content objectives. To address this in writing, we use the 6+1 Writing Traits as an assessment tool. The 6 + 1 is a writing rubric that evaluates ideas & content, organization, voice, word choice, sentence fluency, and conventions. The 6+1 Traits provide books that also incorporate differentiated instruction that will aid in decreasing the gap for students in the areas of conventions, sentence fluency, and word choice as part of our School Improvement Plan.

In conclusion, Nowlin staff will implement differentiated instruction strategies using SIOP, Marzano, and 6+1 Traits.

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

The reform models mentioned above were based on the analysis of data. Nowlin teachers are involved in student achievement data analysis in order to improve the academic achievement of all students. The staff uses semi-monthly staff meetings and professional learning community late start Wednesdays to review and analyze standardized and locally-developed achievement data as well as examples of student work. Information gathered from this data serves as a springboard for professional development and provides direction for future instruction. Teachers and support staff collaborate to determine interventions for at-risk students. Parent and student perceptions, based on the annual surveys, played a role in the selection of strategies that make up the reform models.

After reviewing all of the data, the Nowlin staff decided to implement SIOP, Marzano, and 6 + 1 Writing to align with district initiatives. The Nowlin staff felt this was the best way to maximize professional development opportunities, materials, and other resources.

Curriculum Alignment that Corresponds to the Goals

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

Nowlin Elementary's curriculum is aligned with state standards and designed to meet our academic goals. The district provides professional development opportunities periodically throughout the school year to discuss changes in state and national standards or benchmarks. Nowlin's staff meetings also address any of these changes. Common assessment review and revision is ongoing throughout the school year. Teachers meet with grade level peers within the district as part of a committee to review math, writing, reading, science, and social studies assessments and curriculum tools.

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

Our staff meets in our Professional Learning Communities during our late start meetings, which are scheduled approximately 8 to 10 times a year and are an hour long, and at bi-monthly staff meetings as an ongoing process of reviewing the curriculum instruction and assessment. We also involve stakeholders in the community, such as parents, to attend these meetings. We meet annually with the parents to review our School Improvement Plan. New and current curriculum tools are shared with the parents throughout the school year. Parents are invited to School Board Meetings, where curriculum decisions are made. Teachers share curriculum, instruction, and assessment changes for the year with parents at Open House and Parent-Teacher Conferences. Parents provide feedback to the teachers about the successes and challenges their child is having with the curriculum. They also provide feedback regarding how well they feel their child is doing through annual surveys. Teachers share their feedback to all staff during staff meetings, professional development meetings, and annual surveys.

Instruction by Highly Qualified Professional Staff

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

1. 100% of our teachers are highly qualified.
2. All of our instructional paraprofessionals meet requirements of No Child Left Behind (NCLB).

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

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

Teachers' years of teaching include: one teacher who taught for 0-1 years; two teachers taught 2-5 years; five teachers taught 6-10 years; eight teachers taught 11-19 years; and seven teachers have taught for 20+ years.

Paraprofessionals' years of teaching include: two paraprofs worked for 2-5 years; and six paraprofs worked for 6-10 years.

One hundred percent of our teachers meet the Highly Qualified requirements
One hundred percent of our instructional paraprofessionals meet the requirements of Elementary Secondary Education Act (ESEA).

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

   Teachers are attracted to our small school and its warm, nurturing environment. It is a neighborhood school, and we work closely with all stakeholders to build collegiality and collaboration. Our staff has opportunities to get to know our students in a variety of settings. We offer targeted professional development to meet the learning needs of our teachers and to support their classroom efforts.

   We are also provided with extended day opportunities for our students, instructional materials and technology. Our school provides opportunities for our teachers to take on leadership roles such as chairing committees, instructional coaching, and serving on district wide committees. In addition, peer collaboration is provided through our Late Starts which focus on the development of the Professional Learning Communities.

   Through the district Teacher Evaluation Program, our principal monitors teacher performance and identifies areas that need attention to make appropriate improvements. Our principal also conducts Walkthroughs to ensure that best practices are applied in classrooms and appropriate support is provided to teachers as needed. Additional teacher retention initiatives provided by the district include multiple opportunities for teachers to participate in teacher-leader roles such as Intervention Coach, Resource Teacher, attend "aspiring administrators" informational sessions, and provide opportunities for ongoing on-site and district-wide professional development opportunities.

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

   At Nowlin, we have a low turnover rate. Any Staff turnover is due to the district's policy for surplus and layoff.

   Turnover rates of our Staff have not been a major concern due to the excellent support that our Staff receives in the initiative to accelerate our students.

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

   Not Applicable

**High-Quality and Ongoing Professional Development**

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

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

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

1118 (b) Nowlin Elementary Title I School-Wide Parent Involvement Policy was created as a collaborative effort between parents and staff. Parents played a key role in the development of this policy and we will continue to utilize parent feedback and suggestions in order to update and improve our School-Wide Title I Program.

1118 (c) In order for parents to be involved in the policy, Nowlin will offer annual meetings that have a flexible schedule to meet parent needs. Parents will be involved in the planning, review, and program improvements.

1118 (d) Nowlin Elementary has developed a School / Parent / Student Compact. The compact is reviewed and given to all parents at the November Parent-Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. The compact is signed by students, teachers, parents, and the principal each school year. This ensures a strong home / school connection and allows all stakeholders to have a voice.

1118 (e) (1-5) Parental involvement is essential at Nowlin Elementary. In order to provide the parents information about academic standards and assessments, Nowlin will hold Parent-Teacher Conferences (November, March, additional conferences available upon request); Parents will receive copies of Common Core Standards at Open House; The MEAP results will be given to parents at a specialized conference; Local assessment information will be shared with parents at conferences or sent to parents; Parent meetings with a Title I Coordinator is available when needed.

Nowlin Elementary will provide materials and training for parents during kindergarten round-up, literacy night, math night, and literacy training. Kindergarten round-up takes place in the Spring and allows parents of incoming kindergarteners to tour the school, meet with staff, and ask questions. Literacy and math nights are conducted after school during the school year to provide supplemental activities and ideas for families. Literacy training provides curriculum information and strategies to parents to help their child at home.

Nowlin Elementary values and respects parent involvement in the school community. Nowlin strives to communicate effectively with parents and implement parent programs. Parents are always the first point of contact when situations occur that involve students or the welfare of the entire school community. Parent involvement is an active part of the professional development plan. To implement new ideas for effective communication, staff will attend workshops, such as Teacher Talk. This workshop empowers teachers to talk more effectively with parents and students.

Nowlin Elementary will work to coordinate programs to ensure success for all through many activities. The Great Start Readiness Program is a preschool program located in our district that prepares students for kindergarten expectations. To transition to kindergarten, activities to educate preschool parents and community stakeholders on kindergarten expectations are given through programs such as kindergarten round-up and visitations. Preschoolers and their parents are invited to Nowlin to view the building and sign up for a visit to the classroom during this time. Our PTA is another source that helps coordinate and
facilitate programs.

Nowlin Elementary will ensure that all parents are informed in a timely and user-friendly manner by weekly take-home folders and school newsletters / classroom newsletters / district newsletters, which are written in a language parents can understand. Bilingual interpreters are available as needed.

1118 (e) (14) Nowlin Elementary will make every effort to support our parents and make sure their needs are met at their request. Nowlin will make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster a positive parent involvement.

1118 (f) Nowlin Elementary will ensure that parent involvement activities are accessible to all parents, including those with disabilities and parents who use English as their second language. In order to achieve this, Nowlin will provide flexible meeting times, handicapped accessible facilities, home visits, phone conferences (Bilingual interpreter, as needed), school newsletters / classroom newsletters / district newsletters written in a language parents can understand, collaboration with community agencies: i.e. Community Mental Health, and provide accommodations for the deaf and/or blind parents.

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

2a. Design

Nowlin Elementary will ensure the involvement of parents in designing, planning, and reviewing the School-Wide Title I program through the following activities: Reviewing the School Parent Involvement Policy at the Annual Title I Parent Meeting; Posting the Parent Involvement Policy in a visible location for parents to review during November Parent-Teacher conferences; Posting the Parent Involvement Policy on the school website; Reviewing and distributing Parent Compacts at Fall conferences; Conducting a parent survey for all parents - at Fall conferences and/or on-line in the Spring; Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the parent survey results; Holding a Title I meeting mid-year at flexible times (morning and evening) to review the Title I program and the Parent Involvement Policy; Expanding all avenues of communication with parents (school newsletter, classroom newsletters, Teleparent Alert, and websites of both the school and individual teacher) to increase parent involvement in the School-Wide Title I program.

2b. Implementation

A copy of the plan will be presented to the parents at the annual Title I meeting. Parents are encouraged to participate in activities and meetings throughout the school year, as well as to volunteer in their child's classrooms. Parents and teachers will communicate student achievement and important events through newsletters, phone calls, blogs, and e-mails. Teleparent is available as an automated system that calls parents about important events or information. Parent Connect is also available as a computerized system that gives information such as grades, attendance, food service information, and overdue library books.

2c. Evaluation
Parents will be provided opportunities to offer suggestions regularly as needed to meet the educational needs of their children. These opportunities include being a member of the school improvement plan team, PTA meetings, parent-teacher conferences, parent curriculum nights (i.e. Literacy and Math night), and verbal communication with teachers. A parent/teacher/student survey is conducted at the beginning of each year. All dissatisfied parent comments about the school-wide plan will be made available to the school and to the Dearborn School District.

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

Nowlin Elementary will provide assistance to parents in understanding academic assessment results, including interpretation of those results, in a language parents can understand. This information will be available at the annual Title I meeting, parent-teacher conferences, open house, and throughout the school year as needed. All parents will receive a description and explanation of the curriculum and assessments in use at Nowlin Elementary during these meeting times. This includes all language arts, math, science, and social studies common core standards and grade level benchmarks.

The school has parent teacher conferences two times a year for the teachers to share progress through the report cards, English Language Proficiency Assessment (ELPA) results, and MEAP data. Report cards are sent home four times a year. Teachers also communicate through websites, emails, and newsletters to notify parents of student achievement data. When MEAP data is available, teachers share the parent report with parents at conferences and pre-arranged meeting times to explain the results and address concerns and/or questions.

Literacy and math training are available throughout the school year to help parents learn new strategies and activities to further enhance student learning. It also provides opportunities for parents to further their understanding of grade level content expectations.

Interpreters are available for parents who have limited English. In addition, Nowlin Elementary follows Americans with Disabilities Act guidelines in regards to working with parents with disabilities.

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

Nowlin Elementary uses the Parent Teacher Compact throughout the school year, including at Elementary-Level Parent-Teacher Conferences. Nowlin parents and staff jointly develop the compact (parents participate on the school improvement team, which revises the compact each year) that outlines the responsibilities of improving student achievement and builds a partnership that achieves the State and National standards. The compact is also shared at the annual Title I meeting, and is signed during the fall parent-teacher conferences by parents, students, teachers, and administrator.

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

Nowlin School annually evaluates the implementation, results, and parental involvement components of the School Improvement Plan. Implementation is reviewed by the principal during monthly classroom observations. Results are analyzed during semi-monthly staff meetings and professional learning community
late starts. The data is taken from MEAP scores, quarterly district assessments, and formal/informal teacher created tests. Teachers use the data to determine if growth has occurred in the areas identified in our school improvement plan.

Parental involvement will be evaluated using a survey given to parents and staff during the fall parent-teacher conferences. The survey will include questions about parent involvement, curriculum assessment, student progress, homework, and parent meetings. The results will be analyzed, shared, and revisions will be made at the annual meeting and PTA meetings.

Parents will be provided opportunities to offer suggestions regularly as needed to meet the educational needs of their children. These opportunities include PTA meetings, parent-teacher conferences, parent curriculum nights (i.e. Literacy and Math night), and verbal communication with teachers. A parent/teacher/student survey is conducted at the beginning of each year. All dissatisfied parent comments about the school-wide plan will be made available to the school and to the Dearborn School District.

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

The staff at Nowlin Elementary, along with parents who are active members of the School Improvement Committee, will look at the survey results and identify the strengths and weaknesses. The current survey included twenty-questions. In writing, 66% of parents and students felt that they can clearly express themselves in writing while only 35% of Staff felt the same way. In Basic Math, 69% of parents and students felt that they had a strong understanding of these skills while only 59% of the teachers had the same feelings. In Word Problems, 57% of the parents felt that students could solve these problems. In this area, only 41% of the teachers felt that students had this ability while 84% of our students felt that they could do this. In Science, we are looking at the informational text component and for this 61% of our parents are satisfied with what their child knows about Science concepts while 58% of our teachers are satisfied but 73% of our students feel they have a good understanding of the concepts. In Social Studies the same holds true while 60% of our parents feel their child has strong understandings of concepts 68% of our students also feel the same way. However, only 41% of our teachers feel that our students have a strong understanding of Social Studies concepts. In order to close this gap, parent meetings will be conducted periodically throughout the school year to inform parents what the expectations are, explain what the assessments show, and provide strategies to further assist their child(ren).

All stakeholders will have an opportunity to provide feedback and ideas to revise and edit the school wide plan. Based on the survey results, the committee will make changes as needed.

Additionally, we will evaluate parental involvement components through parent and staff feedback forms, anecdotal observations, and sign-in/attendance sheets. We will analyze evaluation forms from specific parent afternoon and evening activities. We will also actively solicit suggestions from our PTA regarding additional activities.

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

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

Nowlin Elementary has a plan in place to assist incoming Kindergarteners and their parents in having a successful start to their formal school experience. The plan includes multiple visits throughout the year to the school and Kindergarten rooms for students. Training and information regarding the skills these students will need to be successful in kindergarten will be provided to parents and preschool teachers by our Staff through a collaborative effort. The transition plan from early childhood programs to elementary includes many programs. First, our kindergarten teachers meet with parents of incoming Kindergarteners during our school Kindergarten Round-Up. The Principal, kindergarten teacher, PTA president, nurse and speech pathologist also share their roles with parents at this time. Parents are provided with some materials such as medical information, routines and a book to begin their journey. Information on appropriate development is also given to help prepare their child for Kindergarten.

Kindergarten teachers meet with preschool teachers and discuss the academic expectations compiled in the standards-based report card to ensure better articulation of curriculum instruction and parent involvement. District preschool teachers forward assessment results (ELPA Screener, DRA Word Analysis and COR) from pre-school programs to kindergarten and on to first grade. The early childhood program incorporates Child Find procedures, which is a component of the Individuals with Disabilities Education Act, to identify special education children and assist these students in the transition to kindergarten and beyond. Preschool teachers provide materials for home use that support literacy during the preschool and kindergarten years. The district has a unified literacy plan from preschool through grade 12 which parents are informed of both through written materials and discussion. Our Early Childhood Coordinator has a collaborative agreement with Head Start to ensure appropriate placement and services to families and their children. We also coordinate the transitioning of students from elementary to middle school to ensure a well articulated curriculum and smoother transition for students and parents. Fifth grade teachers met with six grade teachers at the Middle School to discuss curriculum and the transition to the Middle School curriculum. Teachers provide orientation sessions to students regarding the academic and social expectations at the next instructional level by having the middle school counselor meet with our 5th grade students each spring. There is also an evening orientation in the Spring for parents and students at the middle school. During the month of May there is a meeting with the Middle School principal where any concerns students may have regarding their transition to middle school are addressed and discussed. The cumulative files that includes information on students' progress, assessment results and demographic data is sent to the feeder schools to inform future teachers of students' strengths and needs.

Teacher Participation in Making Assessment Decisions

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

Nowlin School teachers participate in making assessment decisions. First, Nowlin teachers work on district
level curriculum committees. These committees include math, science, social studies, language arts, DRA, and Response To Intervention (RTI). While working on the committees, district assessments are discussed as to decide what, when, and how an assessment is formulated and given. Teachers throughout the district meet on these committees weekly, monthly, or quarterly depending on specific needs. Nowlin teachers discuss assessments within the building as well. Nowlin has formally developed their own monthly assessments such as Running Records and writing to a monthly prompt as well as unit tests. The decisions and information is shared at the semi-monthly staff meetings. These assessments are used to evaluate student progress. The results are used to decide if a student is eligible for extended day service or to provide other interventions, through the RTI process. The RTI process is a three-tiered system that identifies students as either meeting, progressing, or not-meeting expectations in the content standards. Teachers use informal and formal assessments to determine who needs additional support. The tiers determine the intensity of the level of support. If a student goes beyond Tier 3 (not-meeting expectations), a special education referral is made. The RTI team includes the literacy coach, teacher consultant, bilingual resource teacher, speech pathologist, school psychologist, classroom teachers, occupation therapist, and principal.

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

Teachers meet with peers to analyze district assessments in Reading, Writing and Math. Teachers work with grade level peers within the district to develop and review quarterly Math and Science common assessments. Nowlin school teachers are involved in analyzing student achievement data in order to improve the academic achievement of all students. The staff uses semi-monthly staff meetings and professional learning community late start Wednesdays to review and analyze standardized and locally-developed achievement data as well as samples of student's work. We look at MEAP scores, common assessments, running records, and formative assessments. Information gathered from this data serves as a springboard for professional development and provides direction for future instruction. Teachers and support staff collaborate to determine interventions for at-risk students as they work together on Response To Intervention. During these meetings, data is disaggregated in order to evaluate the level of intervention for the student. At that time, students are then placed on each progressive tier.

Alternative Measures of Assessment

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

Nowlin Elementary utilizes two forms of authentic assessment provided by the district other than the MEAP / MME-ACT. They are the Developmental Reading Assessment (DRA) and the Six plus One (6 + 1) Writing rubric. The DRA is a reading assessment that evaluates reading engagement, oral fluency, and comprehension. The 6 + 1 is a writing rubric that evaluates ideas & content, organization, voice, word choice, sentence fluency, and conventions. In addition, common district assessments in the areas of math and science are used to monitor student achievement.

Timely and Additional Assistance

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

1. Students who are not mastering the State's Academic achievement standards are given effective, timely, and additional assistance. In the classroom, students receive differentiated instruction that include small group or individual intervention at the zone of proximal development. Through our district's literacy framework, the Daily 5 and Café, teachers have the opportunity to provide immediate support to at-risk students. Daily 5 is the time-focused framework in which students engage in their choice of activities that support literacy development. CAFE, an acronym for Comprehension, Accuracy, Fluency, and Expanding vocabulary, is a menu of instructional strategies that are introduced and reinforced throughout the school year. Supplemental materials and/or manipulatives are used to help accelerate learning in all content areas. Sheltered Instruction Observation Protocol (SIOP) is used to increase language and literacy development, as measured by content and language objectives. SIOP activities incorporate all four language domains - reading, writing, speaking, and listening, allowing the students to further develop these skills in all content areas.

Peer-to-peer tutoring is also used in all content areas. Positive Behavior Support (PBS) is a new program that Nowlin has begun to implement. It reinforces positive behaviors throughout the school day.

In addition, students have access to online resources at school and at home, such as Study Island, Tumblebooks, Kidspiration, and Reading Eggs. All three programs assess student achievement and provide academic practice through the use of technology.

Ancillary staff also provides push-in support as needed in the areas of bilingual, reading intervention, and special education. The ancillary staff consists of the teacher consultant, speech and language pathologist, bilingual resource teacher, school social worker, occupational therapist, and reading interventionist. Push-in refers to staff that services students inside the classroom setting, while pull-out refers to staff that works with a student outside of the classroom setting. Students and services are identified through the Response To Intervention (RTI) process. Push-in and pull-out is determined by the student's needs. Special education support consists of a teacher consultant, who is a resource teacher, a speech and language impaired pathologist, and an occupational therapists. The special education program also has paraprofessionals who work directly with the students within the autism program.

Resources are available to students outside of the classroom, as well. An extended day program is available for at-risk students for language arts and math. These students are identified by a combination of teacher recommendations and academic scores below grade level. Twice a week, students meet after school for one hour with a certified teacher to work on designated literacy or math skills. These skills span all four content areas: language arts, math, science, and social studies as designated by our school improvement goals. Summer school and a summer reading program are also available to qualifying students. Summer school, provided by the district, is available to a number of Nowlin students. In addition, Nowlin, in conjunction with a cohort, will provide summer school instruction based on individual student needs and content based instruction. This will also span all four content areas: language arts, math, science, and social studies. Summer school will be provided three hours a day, four days a week, and four weeks during the summer. One day each week, students will participate in a field trip that supports the content-based learning that has occurred that week.

2. Describe the identification process for students that are not mastering the State's academic achievement standards.
The identification process of students K-5, unless otherwise noted, who are not mastering the State’s academic achievement standards, are based on multiple sources. Each assessment has its own criteria for meeting standards, as stated below.

**Math**

*District Common Assessment - Below 75%*

*Unit Tests - Below 75%*

*Classwork / Homework - Incomplete / Erroneous*

*Informal Observations - Teacher documentation*

*MEAP / MI-Access Grades 3-5 - Cut Score of 3 or 4*

**Reading**

*DRA - Below grade level as indicated by the Quarterly Reading Benchmark Proficiency Levels Chart*

*Running records - Below 97% accuracy at grade level*

*Michigan Literacy Progress Profile (MLPP) - Below grade level on each subtest*

*Daily informal observation / notes - Teacher documentation*

*MEAP / MI-Access Grades 3-5 - Cut Score of 3 or 4*

*English Language Proficiency Assessment (ELPA) - Ratings of 3 or below*

**Writing**

*District writing prompts scored with the 6 + 1 Rubric - Consistently scoring 1’s or 2’s in any of the six areas*

*Writing journals - Teacher documentation, lack of entry*

*Classwork / Homework using constructed response - Incomplete / Erroneous*

*MEAP / MI-Access Grade 4 - Cut Score of 3 or 4*

**Science**

*District Common Assessment - Below 75%*

*Unit Tests - Below 75%*

*Classwork / Homework - Incomplete / Erroneous*

*Informal Observations - Teacher documentation*

*MEAP / MI-Access Grade 5 - Cut Score of 3 or 4*

**Social Studies**

*Unit Tests - Below 75%*

*Classwork / Homework - Incomplete / Erroneous*

*Informal Observations - Teacher documentation*

*MEAP / MI-Access Grade 6 - Cut Score of 3 or 4*

As students fall within this criteria, the RTI process begins. The RTI process is a three-tiered system that identifies students as either meeting, progressing, or not-meeting expectations in the content standards. Teachers use informal and formal assessments to determine who needs additional support. The tiers determine the intensity of the level of support. If a student goes beyond Tier 3 (not-meeting expectations), a special education referral is made.

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

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

The state educational agency and local educational agency programs and other federal programs include:
General Funds, Title I, IIa, III, PTA Funds, Great Start Preschool, Federal Nutrition Program, ACCESS, Henry Ford High School, Dearborn Education Foundation, Dearborn library, police, and fire department, Arab American Museum

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

The funding source and programs/services are as follows:
General Funds: Schoolwide team/ SIT
General Funds, Title I, IIa, III: School Improvement Team/ Schoolwide Plan,
Use of differentiated Instruction SIOP, Writing Across the Curriculum, and Reading Across the Curriculum
General Funds: All staff are highly qualified
General Funds, Title I, IIa, III: New Teacher Orientation Program, Small group instruction, Paraprofessionals, Mentoring and Training, District Professional Development
Title I, IIa, IId, III, and General funds: Summer school inservices, Sheltered Instruction, Observation Protocol training sessions, conferences, coaching, Workshops
General funds, Title I, III, PTA funds: Parent-teacher conferences, Open house, Parent workshops on use of technology, Math Skill Builders, Literacy Night, Volunteer Program, Parent Teacher Association, Homeroom mothers, Motor Moms
Great Start, Preschool, Title I, General funds: Kindergarten Round-Up, Registration, Head Start, Health screening, Kindergarten Observation/Visitation
General funds: Data Analysis, Curriculum Mapping, Common Assessment, Professional Learning
Community Meetings, Instructional Dialogues, School Improvement Plan
General funds, Title I, III: Extended Day, Summer School, Intervention groups,
Collaborative teaching, Resource Teachers, Ancillary Staff, Paraprofessionals for special education, Study Island, Learning Program, Reading Eggs, Tumble Books, Social Work, Positive Behavior Support (PBS), Peer Tutoring, Peer Mediation, Community Volunteers, Instructional/Literacy Coaches, RTI
General funds, Title I, III, Federal Nutrition Program, ACCESS, Henry Ford High School, Dearborn Education Foundation, Dearborn library, police, and fire department, Arab American Museum: Health, mental health, career exploration, shadowing, vocational training, employment, City beautiful, social workers, nurses, community liaisons, professional development, Community Education offerings, cultural and fine arts experiences

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

At Nowlin Elementary School all programs and resources are coordinated and integrated toward the achievement of the school wide goals. Our school uses multiple funds to support our student learning including unit Budget, District Budget, State Aid, Section 41 (Bilingual), Title I, Title II, Title III (English Language Acquisition) and in kind services and donations from community churches such as filled backpacks. Title I and Title II funds are used to supplement and support the instructional programs, to hire additional staff who provide extended day schooling, to acquire instructional materials, provide best practice staff development in areas such as SIOP, data interpretation, technology use, differentiation and Daily Five. It also helps release teachers to disaggregate data and discuss programming for the most at-risk students. The District’s Early Childhood Program collaborates with Head Start to ensure proper student
identification, screening and placement. This process then is furthered in preparing our incoming
kindergarteners in the areas of readiness such as in linguistic, cognitive and social/emotional development.
Title IIa is used to support professional development provided by the district on topics determined by the
annual summative assessment data. Technology funds are used to provide the annual Technology Camp
which is provided to Staff across the district. Its focus is the integration of technology to improve student
achievement.

The Compensatory Education and School Improvement Coordinator and our school staff meet regularly to
discuss and plan the use of funds from Title I and other state and federal sources based on the needs of our
building and community. All of the following programs are coordinated and integrated toward the
achievement of our school wide goals: the General Fund, Title I, Title II, Title III, our Parent Teacher
Student Association, the Dearborn Foundation which granted us a donation that allowed us to purchase 4
elmos to increase our technology component. Qualified students have access to free and reduced meals
through the School Nutrition Program. Title I is used to support extended day program, summer program,
professional development, and curriculum support.

Additionally, we have access to several community resources. These include the Arab Community Center for
Economic and Social Services (ACCESS), Henry Ford Health System health department and employee
assistance counselors, The
Dearborn Education Foundation, the Arab American National Museum, The Henry Ford, city libraries, and
police and fire departments.

The funding source and programs/services are as follows:
Component 1 Comprehensive Needs Assessment - General Funds provide programs and services to
Schoolwide team/ SIT.

Component 2 School Wide Reform Strategies - General Funds, Title I, IIa, and III provide programs and
services to School Improvement Team/ Schoolwide Plan, Use of differentiated Instruction SIOP, Writing
Across the Curriculum, and Reading Across the Curriculum.

Component 3 Instruction by HQ Professional Staff - General Funds provide programs and services to All
staff that are highly qualified.

Component 4 Strategies to Attract Highly Qualified Teachers - General funds, Title I, IIa, and III provide
programs and services to New Teacher Orientation Program, Small group instruction, Paraprofessionals,
Mentoring and Training, and District Professional Development.

Component 5 Highly Qualified and Ongoing Professional Development for Teachers, Principals and
Paraprofessionals - The Title I, IIa, IIb, III, and General funds provide programs and services to Summer
school inservices, Sheltered Instruction, Observation Protocol training sessions, conferences, coaching, and
Workshops.

Component 6 Strategies to Increase Parental Involvement - General funds, Title I, III, and PTA funds
provide programs and services to Parent-teacher conferences, Open house, Parent workshops on use of
technology, Math Skill Builders, Literacy Night, Volunteer Program, Parent Teacher Association,
Homeroom mothers, and Motor Moms.

Component 7 Preschool Transition Strategies - Great Start, Preschool, Title I, and General funds provide
programs and services to Kindergarten Round-Up, Registration, Head Start, Health screening, and
Kindergarten Observation/Visitation.

Component 8 Teacher Participation in Making Assessment Decisions - General funds provide programs and services to Data Analysis, Curriculum Mapping, Common Assessment, Professional Learning Community Meetings, Instructional Dialogues, and School Improvement Plan.

Component 9 Timely and Additional Assistance to Students Having Difficulty Mastering the Standards - General funds, Title I, and III provide programs and services to Extended Day, Summer School, Intervention groups, Collaborative teaching, Resource Teachers, Ancillary Staff, Paraprofessionals for special education, Study Island, Learning Program, Reading Eggs, Tumble Books, Social Work, Positive Behavior Support (PBS), Peer Tutoring, Peer Mediation, Community Volunteers, Instructional/Literacy Coaches, and RTI.

Component 10 Coordination and Integration of Federal, State, and Local Funds and Resources - General funds, Title I, III, Federal Nutrition Program, ACCESS, Henry Ford High School, Dearborn Education Foundation, Dearborn library, police, and fire department, and the Arab American Museum provide programs and services to Health, mental health, career exploration, shadowing, vocational training, employment, City beautiful, social workers, nurses, community liaisons, professional development, Community Education offerings, cultural and fine arts experiences.

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

Nowlin Elementary's federal and state's local programs include Positive Behavior Support for anti-bullying and a free and reduced lunch program as part of the Federal Nutrition Program. Nowlin follows the federal requirement guidelines for addressing the needs of our homeless population. Nowlin staff communicates and cooperates with Dearborn Public Schools central office staff to ensure compliance with federal guidelines.

Effective Use of Technology

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

Nowlin Elementary follows the Dearborn District Technology Plan. The school has access to technology which is used to engage learners as part of the system of delivery of curriculum and instruction. The technology tools that are available include calculators, televisions, DVD players, computers with internet access, software to support learning, Promethean Boards, listening centers, and video equipment.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.
As Nowlin annually evaluates, we begin the process by looking at all four data points: academic, demographic, program/process, and perception. Nowlin School annually evaluates the implementation of and the results achieved by the School Improvement Plan. Implementation is reviewed by the principal during monthly classroom observations. During this time, the principal collects data on a checklist to verify the strategies and techniques within the school improvement plan are being utilized. Additionally, each teacher meets with the principal to discuss strategies in place for the students who need additional support. These strategies must coincide with the school improvement goals.

The results are analyzed during semi-monthly staff meetings and professional learning community late starts. The data is taken from MEAP scores, quarterly district assessments, and formal/informal teacher created tests. Teachers use the data to determine if growth has occurred in the areas identified in our school improvement plan.

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

The school improvement team determines if the program has been effective in increasing the achievement of students who have been furthest from achieving the standards by analyzing three students from each classroom who have been identified in this category. The team looks at continuous improvement from assessments starting from the beginning of the year. If any achievement has occurred, the program has been effective. If no achievement has occurred, the team reviews the strategies that were used for the specific individual and if further assistance is needed, they will be referred for RTI and extended day programs.

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

The school improvement team will revise the plan, as necessary, based on the results of evaluations. If the team feels that the strategies in the plan are not providing improving results, the team will provide additional best-practice strategies that the teachers can utilize in the classroom.

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

School and student information and progress will be shared with all stakeholders in various forms. Teacher blogs, conferences, the monthly school newsletter, Parent-Connect, Teleparent, and the district website all provide information in parent friendly language that can be understood. Parent-Connect is a website that allows parents to look at their child’s current grades online. Teleparent is a computerized telephone program that informs all parents of important information occurring at the school. MEAP scores are shared with parents through the state’s informative handouts regarding specific student results, and explained at individual parent-teacher conferences. District results are shared through local newspapers, as well as the district website. Nowlin has an open-door policy where parents are invited to come in and observe their child’s progress.

Building Level Decision-Making

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

Nowlin Elementary will have an annual meeting to inform all stakeholders of the school improvement plan and give stakeholders an opportunity to offer feedback and suggestions as part of the revision process.

Teachers, on a regular basis, are given an opportunity to be involved in the decision making process and of the school improvement plan when they analyze data and look for areas of improvement and help with revisions. Students reflect and monitor their progress towards goals in each classroom. After this analysis, the entire staff develops goals, objectives, strategies, and activities. This is then taken to the parent meeting for review. Revisions are made as necessary. Twice a year, a team of district administrators evaluate the implementation and effectiveness of Nowlin’s school improvement plan.
Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 (MCL 380.1280b)
   
   Response: Yes
   Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).
   If yes, please provide a link to the report on your website in the comments field (if applicable).
   
   Response: Yes
   Comments: http://nowlin.dearbornschools.org/Annual_Education_Report

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.
   
   Response: N/A (our school does not have grade 8)
   Comments:

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

Health and Safety (HSAT)

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

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.
   
   Response: Written policy, fully implemented
2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

   Response: Yes
   Comments:

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

   Response: Yes
   Comments:

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

   Response: Yes
   Comments:

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

   Response: Adopted policy, but not fully implemented
   Comments:

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

   Response: Yes
   Comments:

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

   Response: Yes
   Comments:

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

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

   Response:  *No action taken*
   Comments:

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

   Response:  *Yes*
   Comments:

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

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

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

   Response:  *Yes*
   Comments:  *We have a family running/walking club.*

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

   Response:  *60-90 minutes at elementary level, 106-135 minutes at middle/high level*
   Comments:


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

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

   Response:  *Yes*
   Comments:

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

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

Response: Yes
Comments:

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

Response: Yes
Comments:

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

Response: Yes, but we do not have a health services provider or school nurse for every 650 students
Comments:

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

Response: Written Policy, but not fully implemented
Comments:

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

Response: Yes
Comments:


Response: No action taken
Comments:

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

Response: No
Comments: No counselor

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students
(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: Yes
Comments:

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

Response: Yes
Comments:

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

Response: No
Comments: No counselor

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

Response: No
Comments:

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

Response: Yes
Comments:

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

Response: Yes
Comments:

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

Response: Written Policy, but not fully implemented
Comments:

31. Our school has a parent education program.
Response: Yes
Comments:

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

Response: Yes
Comments:

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

Response: Access to all indoor facilities
Comments:
Stakeholders

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

<table>
<thead>
<tr>
<th>Title</th>
<th>First Name</th>
<th>Last Name</th>
<th>Position</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms.</td>
<td>Rita</td>
<td>Rauch</td>
<td>Principal</td>
<td><a href="mailto:rauchr@dearborn.k12.mi.us">rauchr@dearborn.k12.mi.us</a></td>
</tr>
<tr>
<td>Ms.</td>
<td>Nicole</td>
<td>Piechocki</td>
<td>Teacher</td>
<td><a href="mailto:vorvesn@dearborn.k12.mi.us">vorvesn@dearborn.k12.mi.us</a></td>
</tr>
<tr>
<td>Mrs.</td>
<td>Rita</td>
<td>Stergalas</td>
<td>Teacher</td>
<td><a href="mailto:stergar@dearborn.k12.mi.us">stergar@dearborn.k12.mi.us</a></td>
</tr>
<tr>
<td>Ms.</td>
<td>Danielle</td>
<td>Smith</td>
<td>Parent</td>
<td><a href="mailto:danielle@execs.com">danielle@execs.com</a></td>
</tr>
<tr>
<td>Mrs.</td>
<td>Elizabeth</td>
<td>Garcia</td>
<td>Interventionist/Coach</td>
<td><a href="mailto:Garciae@dearborn.k12.mi.us">Garciae@dearborn.k12.mi.us</a></td>
</tr>
</tbody>
</table>
Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

<table>
<thead>
<tr>
<th>Name/Position:</th>
<th>Brian Whiston, Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>18700 Audette</td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>313 827 3300</td>
</tr>
</tbody>
</table>

References

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

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

- School-Parent Involvement Plan
- School-Parent Compact
- Nowlin PD Calendar
- SIOP
Nowlin Elementary
Title I School-Wide Parent Involvement Policy

Vision
Nowlin Elementary will build a strong partnership with our families by:
- Creating a welcoming environment
- Offering Programs and activities to engage families in improving student achievement
- Facilitating strong, positive relationships between teachers and families

Part I: Policy Involvement
Nowlin Elementary Title I School-Wide Parent Involvement Policy was created as a collaborative effort between parents and staff. Parents played a key role in the development of this policy and we will continue to utilize parent feedback and suggestions in order to update and improve our School-Wide Title I Program: 1118(b)

Convene an annual meeting: 1118 (c) (1)
Nowlin Elementary will hold an annual school-wide Title I Meeting for all parents within the first month of school.
- The purpose of the meeting will be to introduce staff, share the School-Wide Plan, review the School Parent Involvement Policy, and to explain our Title I program and how parents can be involved to help their child be successful.
- Parents will be notified of the meeting through our Teleparent Program, our school website, and our school newsletter.

Offer flexible meeting times & varied activities designed to support and encourage the involvement of all parents: 1118 (c) (2)
Nowlin Elementary will ensure the involvement of all parents by offering the following activities:
- Parent Conferences
- PTA Meetings
- Flexible IEP Times
- Contact Teachers via E-mail and Parent Connect
- Volunteers
- Literacy Night
- March is Reading Month
- Field Trips
- Open House
- Field Day
- Awards Ceremony / 5th Grade Honors Assembly

Involve parents in planning, reviewing, and improving the School-Wide Title I Program, including the School and District Parent Involvement Policy: 1118 (c) (3)
Nowlin Elementary will ensure the involvement of parents in planning and reviewing the School-Wide Title I program through the following activities:

- Reviewing the School Parent Involvement Policy at the Annual Title I Parent Meeting
- Posting the Parent Involvement Policy in a visible location for parents to review during November Parent-Teacher conferences
- Posting the Parent Involvement Policy on the school website
- Reviewing and discussing Parent Compacts at Fall conferences
- Conducting a parent survey for all parents – at Fall conferences and/or on-line in the Spring
- Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the parent survey results
- Holding a Title I meeting mid-year at flexible times (morning and evening) to review the Title I program and the Parent Involvement Policy
- Expanding all avenues of communication with parents (school newsletter, classroom newsletters, Teleparent Alert, and websites of both the school and individual teacher) to increase parent involvement in the School-Wide Title I program

Provide timely information about the School-Wide Title I Program, the academic curriculum, assessments used to measure progress, grading, and grade level expectations: 1118 (c) (4) (A)

Nowlin Elementary will provide timely information through the following:

- Annual Title I meeting
- Parent Conferences (November / March / additional conferences upon parent request)
- School / classroom / district newsletters
- Report cards quarterly
- District Website – Policy and Compact available on website
- Transition to Kindergarten – Kindergarten Round Up – Parent awareness meeting and coordination with preschools to educate all involved about kindergarten expectations
- Parent Workshops
- Weekly take-home folders / Assignment books
- Telephone calls / e-mail correspondence / postcards / written correspondence

Provide parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet: 1118 (c) (4) (B)

Nowlin Elementary will provide descriptions and explanation of the curriculum during:

- Open House
- Parent-Teacher Conferences
- Annual Title I Meeting
- Parent-Teacher meetings to discuss MEAP scores
- Literacy & Math Night
Provide parents the opportunity to interact with teachers regarding the education of their children. Include parents in the decision making process and utilize their suggestions for improvement. Revise the School-Wide Plan to meet student and parent needs and share revisions with LEA: 1118 (c) (4) (c) & 1118 (c) (5)

Nowlin Elementary will provide parents an opportunity to interact with their child’s school as follows:

- Conduct a parent survey at November Parent-Teacher Conference and/or on-line in the Spring for all parents
- Hold a Title I meeting mid-year at flexible times (morning and evening) to review the Title I Program, Parent Involvement Policy, and ask for suggestions for improvement. Provide parents with a short survey so that they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the Parent Involvement Policy, when appropriate
- Parent Conferences (November/March/additional conferences upon parent request)
- Telephone calls/e-mail correspondence/postcards/written correspondence
- Parent Connect

Part II: Share Responsibilities for High Student Academic Achievement

Develop jointly with parents and teachers a School/Parent/Student Compact. The compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement: 1118 (d) (1)

- Nowlin Elementary has a School/Parent/Student Compact that was developed jointly by parents and teachers

The compact will be reviewed and discussed during Fall Parent-Teacher Conferences: 1118 (d) (2) (A)

- The compact is reviewed and discussed with all parents at the November Parent-Teacher Conference.
- Teachers discuss how the compact relates to the success of each individual child. The compact is signed by students, teachers, parents, and the principal each school year. This ensures a strong home/school connection and allows all stakeholders to have a voice.

Provide frequent reports to parents on their children’s progress: 1118 (d) (2) (B)

Nowlin Elementary will provide the following academic reports to parents:

- Report cards (November, January, March, June)
- Conferences in November and March
- MEAP, DRA Scores
- Phone calls and e-mails

Afford parents reasonable access to staff. Provide opportunities for parents to volunteer, participate, and observe in their child’s classroom: 1118 (d) (2) (C)
Nowlin Elementary has an open door policy for parents with both administration and staff. In addition, parents are encouraged to participate in the following activities:

- PTA
- Volunteers
- Chaperones for field trips
- Literacy Night
- Lunch with parents
- Monthly activities sponsored by school and PTA

**PART III: Building Capacity for Involvement**

*Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)*

Nowlin Elementary will provide the following information/activities to ensure that parents are informed about academic standards and assessments:

- Parent-Teacher Conferences (November, March, additional conferences available upon request)
- Parent copy of Common Core Standards given to parents at Open House
- MEAP results given to parents at a specialized conference
- Local assessment information shared with parents at conferences or sent to parents
- Parent meetings with Title I Coordinator when needed

*Provide materials and training to parents: 1118 (e) (2)*

Nowlin Elementary will provide materials and training for parents as follows:

- Kindergarten Round-Up
- Literacy Night
- Math Night
- Literacy Training

*Educate teachers, Title I staff, and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)*

Nowlin Elementary values and respects parent involvement in the school community.

- Parents are always the first point of contact when situations occur that involve students or the welfare of the entire school community
- Parent involvement will be part of the professional development plan
- Staff will attend workshops, such as Teacher Talk, and implement new ideas for effective parent communication

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

Nowlin Elementary will work to coordinate programs to ensure success for all through the following activities:

- Great Start Readiness Program: Preschool program located in our district that prepares students for kindergarten expectations
• Transition to kindergarten: Activities to educate preschool parents, and community stakeholders on kindergarten expectations
• PTA
• Kindergarten Roundup: Preschoolers and their parents invited to Nowlin to view the building and sign up for a visit to the classroom

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)
Nowlin Elementary will provide the following to ensure that all parents are informed in a timely and user-friendly manner:
• Weekly take-home folders
• School newsletters / classroom newsletters / district newsletters, written in a language parents can understand
• Bilingual interpreter as needed

Provide support for parental involvement at their request: 1118 (e) (14)
Nowlin Elementary will make every effort to support our parents and make sure their needs are met:
• Make every effort to accommodate parent requests to ensure that students’ and parents’ individual needs are met in order to foster more positive parent involvement

Part IV: Accessibility
Parent involvement activities accessible to all parents, including those with disabilities, parents who use English as their second language, and parents of migratory children: 1118 (f)
Nowlin Elementary will provide the following to ensure that parent involvement activities are accessible to all parents:
• Flexible meeting times
• Handicapped accessible facilities
• Home visits
• Phone conferences (Bilingual interpreter, as needed)
• School newsletters / classroom newsletters / district newsletters, written in a language parents can understand
• Collaboration with community agencies: i.e. Community Mental Health
• Accommodations for deaf and blind parents
NOWLIN - TEACHER, STUDENT, PARENT COMPACT

The Nowlin principal, teachers, support staff, and non-instructional staff will provide opportunities for each student to achieve their greatest potential. We will provide a school climate where all stakeholders uphold the District’s CORE VALUES.

Students:
It is important that I work to the best of my ability. Therefore I will strive to do the following:
• Come to school on time and be ready to learn.
• Complete my school work as expected and participate in classroom activities.
• Work to the best of my ability.
• Follow the District Core Values at school, walking to and from school, and at home.
• Complete my homework and return it by the due date.
• Believe that I can learn!

Student Agreement _______________________________

Teacher:
I promise to do the following:
• Provide a positive collaborative environment for students and their families.
• Have high academic expectations for my students using state benchmarks, GLCE’s and Common Core.
• Differentiate instruction to reach all students.
• Maintain on-going communication with parents through multiple means.
• Provide various opportunities for parental involvement.

Teacher Agreement _______________________________

Parent/Guardian:
I promise to do the following:
• Ensure that my student is punctual and prepared each day.
• Be an active member in my student’s education by establishing a time and place for daily reading and homework.
• Provide a structured and nurturing environment at home that assists my student’s learning.
• Keep the school office and teacher aware of changes at home that may affect my student’s academic success.
• Attend Parent-Teacher Conferences and other school activities.

Parent/Guardian Agreement _______________________________

Principal:
I promise to do the following:
• Provide a welcoming learning environment with high academic standards.
• Provide ongoing communication and collaboration with parents, teachers, students, and the community.
• Provide ongoing opportunities for parents to learn about academic standards and ways to support student achievement.
• Support students, teachers, and parents in decision making processes.
• Maintain an open door policy.

Principal Agreement _______________________________
<table>
<thead>
<tr>
<th>Date</th>
<th>Title of PD</th>
</tr>
</thead>
</table>
| September / October | Departmental Meetings- ASD teachers  
Parent Meeting - Reviewing SIP and the Title One Plan  
Staff Development On Parent Involvement and Positive Conversations  
Staff Meeting: On Writing-Development of new program, Initiation of Content Vocabulary development, Establishment of specific charts and graphs per grade level, Continued SIOP instruction |
| November     | Departmental Meetings (ASD)  
PLC Introduction Late Start Establishing Norms  
Staff Meeting: Continued SIOP development in math  
Parent Meeting Introducing the new writing program  
Staff Meeting: SIOP in Language Arts |
| December     | Departmental Meeting (ASD)  
Marzano Implementation of Building Background knowledge  
Staff Meeting: Continued Implementation of Writing – Opinion writing  
Thinking Maps  
Staff Meeting: MEAP/SIP/Disaggregation of data |
| January      | Marzano Implementation Building Backgr. Know. (BBK)  
Thinking Maps  
Staff Meeting – Looking into Technology and infusing it into Math  
Staff Mtg. Reflection on 1st semester/ needs/ concern |
| February     | Departmental Meeting (ASD)  
Parent Meeting to talk about Math  
Staff Meeting: SIOP activities in Math  
Marzano Implementation Strategies  
Staff Meeting: Review MEAP data disaggregation for School Improvement |
| March        | Departmental Meeting (ASD)  
Staff Meeting: MEAP item analysis  
Parent Meeting – Reading Strategies  
Staff Meeting SIOP for Math  
SIOP for Language Arts |
| April        | Staff Meeting: Looking at Self Assessment  
SIOP for informational text Language Arts  
Parent meetings to review the MEAP |
| May/ June    | Staff Meeting PBIS/ SIP review/ SIOP wrap up  
Annual Review and Evaluation of plan, programs and parental involvement by Team (Staff and Parents) |
SIOP – Sheltered Instruction Observation Protocol

The SIOP Model is a comprehensive, well-articulated model of instruction that focuses on lesson planning and delivery. It involves a language and a content objective which leads to greater student achievement.

“The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students” is the original research study from which the SIOP model was developed. This project worked with teachers to identify key practices for sheltered instruction and develop a professional development model to enable teachers to use sheltered instruction effectively in their classrooms. This project spanned the course of seven years and was funded by the U.S. Department of Education.¹

Sheltered instruction is an approach to teaching English language learners which integrates language and content instruction. It is a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter. The benefits are for English Language Learners, as well as native English speakers with a variety of learning styles.²

After several years of field-testing the SIOP model, a study was conducted to establish the validity and reliability of the observation instrument. The study found that the instrument is a highly reliable and valid measure of sheltered instruction.³

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² http://ell.nwresd.org/node/42