

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: Livonia Public Schools

ISD/RESA: Wayne RESA

School Name: Cleveland Elementary School

Grades Served: K,1,2,3,4

Administrator: Mr. Michael Daraskavich

Building Code: 00716

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	4
Vision, Mission and Beliefs	5
Goals	6
Goal 1: All students will be proficient in reading	6
Goal 2: All students will be proficient in writing.	12
Goal 3: Improvements in Mathematical concepts	22
Resource Profile	33
Additional Requirements	34
Assurances	54
Stakeholders	61
Statement of Non-Discrimination	62
Supporting Documentation	63

Introduction

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

School Information

School:	Cleveland Elementary School
District:	Livonia Public Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4
School Code Number:	00716
City:	Livonia
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Cleveland Elementary will be a world class educational institution in which success for all students is a reality. Teachers will differentiate to meet the needs of their diverse learners providing them with authentic learning experiences. Students will learn in a safe environment where they take part in rigorous learning experiences creating independent life-long learners. The Cleveland community of teachers, parents, and students will work together to ensure the success of every student.

Mission Statement

The Cleveland School Community is dedicated to the success of all students. We will provide our students with a safe and nurturing environment to promote student learning. Cleveland students will be immersed in real life learning experiences to help foster their growth to become independent learners and responsible citizens. We will collaborate with each other, parents, and the community to ensure success for all of our students.

Beliefs Statement

1. We believe it is our responsibility to foster the development of independent life-long learners in a safe and nurturing environment.
2. We believe in collaboration with each other, parents and the community to provide educational and social opportunities to achieve learning goals.
3. We believe in providing students with real-life learning experiences.
4. We believe we need to teach our children to be good people through the education of character traits as well as diversity.
5. We believe students need to be instructed in technology to increase computer competency in order to compete in today's world.
6. We believe that all students, regardless of ability, socio-economic status, or family dynamics, be provided with various instructional strategies and be afforded the opportunity for educational success.
7. We believe in a comprehensive support system that makes sure that students' needs are met and they have every opportunity to succeed.

Goals

Name	Development Status	Progress Status
All students will be proficient in reading	Complete	Open
All students will be proficient in writing.	Complete	Open
Improvements in Mathematical concepts	Complete	Open

Goal 1: All students will be proficient in reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will improve reading comprehension in fiction and non-fiction text.

Gap Statement: Based on MEAP results in the area of reading comprehension, 66% of third grade students and 67% of fourth grade students were proficient.

Assessments given at the building level using Fountas and Pinnell show that 87% of first graders and 85% of second graders are reading at grade level with comprehension.

Cleveland third grade students took the ITBS assessment. 58% demonstrated proficiency in the area of reading comprehension.

Based on the District IRW, 70% of third graders were proficient in reading.

Based on the District IRW, 68% of fourth graders were proficient in reading.

Cause for Gap: In third grade, 96% of our students are proficient in reading comprehension of the MEAP. 78% of economically disadvantaged students achieve proficiency.

In fourth grade, 88% of our students are proficient in reading comprehension of the MEAP. 75% of economically disadvantaged students achieve proficiency.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, Integrated Reading and Writing District Assessments, and building level F&P assessments were used to identify this gap in student achievement.

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? Cleveland Elementary has extensive Title 1 reports as well as a fluid literacy profiles that shows student reading progress throughout the year. We would like to see first and second grade reach 90% at grade level reading with comprehension.

We also would like to see 85% of our students in grades 3 and 4 proficient on MEAP and IRW.

We will utilize collaboration time, professional development, and staff meeting time to analyze and monitor

student achievement.

Contact Name: Mike Daraskavich

List of Objectives:

Name	Objective
Comprehension	Economically disadvantaged students will improve comprehension scores by 7% while maintaining the scores of the general population. The percentage of students at grade level will increase by 10%.

1.1. Objective: Comprehension

Measurable Objective Statement to Support Goal: Economically disadvantaged students will improve comprehension scores by 7% while maintaining the scores of the general population.

The percentage of students at grade level will increase by 10%.

List of Strategies:

Name	Strategy
Leveled Literacy Intervention	1.0 Interventionist and 2 Literacy Paraprofessionals will provide small group pull out intervention to any at-risk students in the area of reading. They will use the Leveled Literacy Intervention program and Failure Free Reading to support struggling students.
Reading Instruction	Teachers will implement best practices for reading instruction to increase reading comprehension.

1.1.1. Strategy: Leveled Literacy Intervention

Strategy Statement: 1.0 Interventionist and 2 Literacy Paraprofessionals will provide small group pull out intervention to any at-risk students in the area of reading. They will use the Leveled Literacy Intervention program and Failure Free Reading to support struggling students.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

Leveled Literacy Intervention from Fountas and Pinnell and Failure Free are both research based programs designed to help struggling readers.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Leveled Literacy Intervention	2011-09-06	2012-06-15	2.0 Paraprofessionals 1.0 Interventionists

1.1.1.1. Activity: Leveled Literacy Intervention

Activity Description: Leveled Literacy Intervention will be provided to targeted students in grades k-4.

Planned staff responsible for implementing activity: 2.0 Paraprofessionals
1.0 Interventionists

Actual staff responsible for implementing activity: Kim Zimpleman
Darlene Hoy

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title 1	Title I Part A	0.00	0.00

1.1.2. Strategy: Reading Instruction

Strategy Statement: Teachers will implement best practices for reading instruction to increase reading comprehension.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

Teaching for Comprehending and Fluency, by Irene C. Fountas & Gay Su Pinnell
 Guided Reading, by Irene C. Fountas & Gay Su Pinnell
 The Continuum of Literacy Learning, by Irene C. Fountas & Gay Su Pinnell
 Making the Most of Small Groups, by Debbie Diller
 Reading Essentials, by Regie Routman
 The Art of Teaching Reading, by Lucy Calkins
 What Really Matters for Struggling Readers, by Richard L. Allington

MEAP and IRW results were researched in order to find weaknesses in student learning. Strategies were developed based on most recent year's results.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Essential Skills Inventories	2011-09-01	2012-06-17	K. Emert J. Warrick
Leveled Literacy Intervention	2011-09-01	2012-06-17	classroom teachers Title I staff
Literacy Library	2011-09-01	2012-06-17	J. Wyett
Literary Elements and Text Features	2011-09-01	2012-06-17	all staff
Professional Development - Literacy Team	2011-09-01	2012-06-17	Julie Wyett Joy Rose Nancy Rose MaryJo Baringhaus Kim Zimpleman Jeanne Fuller Jen Brees
Small Group Instruction	2011-09-01	2012-06-17	classroom teachers

1.1.2.1. Activity: Essential Skills Inventories

Activity Description: All staff will utilize the Essential Skills Inventories to monitor student progress and guide instruction.

Planned staff responsible for implementing activity: K. Emert
J. Warrick

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
n/a	No Funds Required	0.00	0.00

1.1.2.2. Activity: Leveled Literacy Intervention

Activity Description: At risk students who are reading below grade level will receive additional reading support. They will be pulled for additional small group instruction so there is a double dip of instruction. Leveled Literacy Intervention will be utilized.

Planned staff responsible for implementing activity: classroom teachers
Title I staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title 1	Title I Part A	0.00	0.00

1.1.2.3. Activity: Literacy Library

Activity Description: Literacy Team purchased and evaluated materials to enrich small group instruction and comprehension at all levels. Special attention was given to increase the quantity of non-fiction text.

Planned staff responsible for implementing activity: J. Wyett

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
N/A	No Funds Required	0.00	0.00

1.1.2.4. Activity: Literary Elements and Text Features

Activity Description: Teachers will concentrate instructional focus on literary elements and features in fiction and non-fiction text to further develop comprehension.

Planned staff responsible for implementing activity: all staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
N/A	No Funds Required	0.00	0.00

1.1.2.5. Activity: Professional Development - Literacy Team

Activity Description: Literacy Team coordinates and plans Professional Development and training for staff. This year's focus was understanding and implementing best practice for small group instruction.

Planned staff responsible for implementing activity: Julie Wyett

Joy Rose

Nancy Rose

MaryJo Baringhaus

Kim Zimpleman

Jeanne Fuller

Jen Brees

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grant	Title II Part A	1.00	0.00

1.1.2.6. Activity: Small Group Instruction

Activity Description: Students' reading levels and comprehension will be assessed at least three times a year. Classroom teachers will meet with small groups during workshop instruction.

All students will be assessed at least 3 times a year to monitor comprehension and fluency. These assessment results will determine how groups are created and how students are moved forward,

Planned staff responsible for implementing activity: classroom teachers

Actual staff responsible for implementing activity: classroom teachers

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
N/A	No Funds Required	0.00	0.00

Goal 2: All students will be proficient in writing.

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will increase their ability to communicate effectively through narrative and informational writing.

Gap Statement: Based on a review of the data from the district IRW assessments, MEAP, and school portfolio collections, 35% of Cleveland students are proficient on the state expectations for writing.

Cause for Gap: Looking at the comment codes on the Integrated Reading and Writing Assessment 63% of our students received the comment code for needing details and examples. On the MEAP 80% of our third graders received that same comment. When looking at Fourth grade 55% needed stronger details on the Integrated in order to pass and 83% of our kids received that comment on the MEAP.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, Integrated Reading and Writing District Assessments, and school writing portfolios and rubrics were used to identify

this gap in student achievement.

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? Collaboration time, professional development, and staff meeting time are utilized to analyze and monitor student achievement. Our literacy team will look at MEAP, IRW, and our school portfolio pieces to determine if we are making progress. Comment codes will be used as well as overall scores to determine success.

Contact Name: Michael Daraskavich

List of Objectives:

Name	Objective
Writing Goal	All students will improve organization and include relevant details in narrative, informational, and prompt writing. During the 2011-2012 school year students will improve 10% on the comment codes of MEAP and IRW relating to details.

2.1. Objective: Writing Goal

Measurable Objective Statement to Support Goal: All students will improve organization and include relevant details in narrative, informational, and prompt writing. During the 2011-2012 school year students will improve 10% on the comment codes of MEAP and IRW relating to details.

List of Strategies:

Name	Strategy
Details and Organization	Teachers will teach the Units of Study with fidelity in order to teach the students how to organize and add details to different types of writing.
Grade Level Writing Goals	Teachers will create and utilize grade level writing goals to improve organization and details in student writing.
Leveled Literacy Intervention	Title 1 Interventionists and Literacy Paraprofessionals pull targeted at-risk students and provide Leveled Literacy Intervention. One key component of the Leveled Literacy Instruction is small group writing instruction. This is provided for the lowest 25% performing students at each grade level.
Prompt Writing	Students will practice prompt writing in coordination with our school Community Building program to help students learn how to organize prompt writing and write with details. These will be scored in December and May using the MEAP rubric.
Writing Strategies	Teachers will implement Livonia's Writing Units of Study (Mini lessons, units of study, writing process, conferring, increasing writing stamina, writer's notebooks, mentor texts, and modeling) in order to improve organization and details in student writing.

2.1.1. Strategy: Details and Organization

Strategy Statement: Teachers will teach the Units of Study with fidelity in order to teach the students how to organize and add details to different types of writing.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

- Buckner, Aimee. Notebook Know-How. Portland: Stenhouse Publishers, 2005.
- Parsons, Stephanie. First Grade Writers. Portsmouth: Heinemann, 2005.
- Allington, Richard. What Really Matters for Struggling Readers. New York: Addison-Wesley Educational Publishers Inc., 2001.
- Calkins, Lucy, et al. Units of Study for Primary Writing: A Yearlong Curriculum. 9 vols. and 1 CD-ROM. Portsmouth: Heinemann, 2003.
- Culham, Ruth. 6+1 Traits of Writing. Portland, Oregon: Northwest Regional Educational Laboratory, 2003.
- Dorn, Linda J., and Carla Soffos. Scaffolding Young Writers. Portland, Maine: Stenhouse Publishers, 2001.
- Fountas, Irene, & Gay Su Pinnel. Guided Readers and Writers, Grades 3 - 6. Portsmouth: Heinemann, 2001.
- McCarrier, Andrea, Gay Su Pinnell, and Irene Fountas. Interactive Writing. Heinemann, 2000.
- Northwest Regional Educational Laboratory. Seeing With New Eyes. Portland, Oregon: Northwest Regional Educational Laboratory, 1999.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Expanded Expression	2011-09-07	2012-06-17	J. Warrick
Literacy Team Initiatives	2011-09-07	2012-06-17	J. Wyett
Professional Development	2011-09-07	2012-06-17	J. Wyett

2.1.1.1. Activity: Expanded Expression

Activity Description: Staff will utilize Expanded Expression Tool Kits to support students in the development of details in their writing. These toolkits are a visual manipulative that supports idea development and organization. They will be used for support in Kindergarten through Fourth grade.

Planned staff responsible for implementing activity: J. Warrick

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School product	No Funds Required	0.00	0.00

2.1.1.2. Activity: Literacy Team Initiatives

Activity Description: Provides school-wide professional development and coaching in order to improve writing. The Literacy Team will provide professional books, articles and videos to study as a school, including: Making the Most of Small Groups by Debbie Diller, Practice with Purpose by Diller, and various other professional books and articles.

Planned staff responsible for implementing activity: J. Wyatt

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Leadership	Title II Part A	0.00	0.00

2.1.1.3. Activity: Professional Development

Activity Description: Professional Development on the Writing Units of Study will continue in the 2011-2012 school year. Cleveland's Literacy leader in collaboration with the District Writing Team will plan, develop and present writing professional development for the District Units of Study. Multiple half day sessions will be presented to staff throughout the year.

Planned staff responsible for implementing activity: J. Wyatt

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Leadership	No Funds Required	0.00	0.00

2.1.2. Strategy: Grade Level Writing Goals

Strategy Statement: Teachers will create and utilize grade level writing goals to improve organization and details in student writing.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

- Buckner, Aimee. Notebook Know-How. Portland: Stenhouse Publishers, 2005.
- Parsons, Stephanie. First Grade Writers. Portsmouth: Heinemann, 2005.
- Allington, Richard. What Really Matters for Struggling Readers. New York: Addison-Wesley Educational Publishers Inc., 2001.
- Calkins, Lucy, et al. Units of Study for Primary Writing: A Yearlong Curriculum. 9 vols. and 1 CD-ROM. Portsmouth: Heinemann, 2003.
- Culham, Ruth. 6+1 Traits of Writing. Portland, Oregon: Northwest Regional Educational Laboratory, 2003.
- Dorn, Linda J., and Carla Soffos. Scaffolding Young Writers. Portland, Maine: Stenhouse Publishers, 2001.
- Fountas, Irene, & Gay Su Pinnel. Guided Readers and Writers, Grades 3 - 6. Portsmouth: Heinemann, 2001.
- McCarrier, Andrea, Gay Su Pinnell, and Irene Fountas. Interactive Writing. Heinemann, 2000.
- Northwest Regional Educational Laboratory. Seeing With New Eyes. Portland, Oregon: Northwest Regional Educational Laboratory, 1999.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Essential Skills Inventories	2011-09-01	2012-06-17	K. Emert J. Warrick
Literacy Team	2011-09-07	2012-06-17	J. Wyett
Professional Development - Writing Units of Study	2011-09-07	2012-06-17	J. Wyett

2.1.2.1. Activity: Essential Skills Inventories

Activity Description: All staff will utilize the Essential Skills Inventories to monitor student progress and guide instruction.

Planned staff responsible for implementing activity: K. Emert
J. Warrick

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
n/a	No Funds Required	0.00	0.00

2.1.2.2. Activity: Literacy Team

Activity Description: The Literacy Team will provide school-wide professional development and coaching in order to improve writing. They will provide professional books, articles and videos to study as a school, including: Making the Most of Small Groups by Debbie Diller, Practice with Purpose by Diller, and various other professional books and articles.

Planned staff responsible for implementing activity: J. Wyett

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Team	Title II Part A	0.00	0.00

2.1.2.3. Activity: Professional Development - Writing Units of Study

Activity Description: Literacy leader and team in collaboration with the District Writing Team will plan, develop and present writing professional development for District Units of Study. Multiple half day sessions will be presented to staff throughout the year.

Planned staff responsible for implementing activity: J. Wyatt

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Leadership	No Funds Required	0.00	0.00

2.1.3. Strategy: Leveled Literacy Intervention

Strategy Statement: Title 1 Interventionists and Literacy Paraprofessionals pull targeted at-risk students and provide Leveled Literacy Intervention. One key component of the Leveled Literacy Instruction is small group writing instruction. This is provided for the lowest 25% performing students at each grade level.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

Leveled Literacy Intervention by Fountas and Pinnell is a research based intervention for struggling readers and writers.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Leveled Literacy Intervention	2011-09-01	2012-06-18	2 Paraprofessionals 1.0 Interventionists

2.1.3.1. Activity: Leveled Literacy Intervention

Activity Description: Leveled Literacy Intervention will be provided for at-risk students as an intervention program to support reading and writing.

Planned staff responsible for implementing activity: 2 Paraprofessionals
1.0 Interventionists

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-18

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title 1	Title I Part A	200,000.00	0.00

2.1.4. Strategy: Prompt Writing

Strategy Statement: Students will practice prompt writing in coordination with our school Community Building program to help students learn how to organize prompt writing and write with details. These will be scored in December and May using the MEAP rubric.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

- Buckner, Aimee. Notebook Know-How. Portland: Stenhouse Publishers, 2005.
- Parsons, Stephanie. First Grade Writers. Portsmouth: Heinemann, 2005.
- Allington, Richard. What Really Matters for Struggling Readers. New York: Addison-Wesley Educational Publishers Inc., 2001.
- Calkins, Lucy, et al. Units of Study for Primary Writing: A Yearlong Curriculum. 9 vols. and 1 CD-ROM. Portsmouth: Heinemann, 2003.
- Culham, Ruth. 6+1 Traits of Writing. Portland, Oregon: Northwest Regional Educational Laboratory, 2003.
- Dorn, Linda J., and Carla Soffos. Scaffolding Young Writers. Portland, Maine: Stenhouse Publishers, 2001.
- Fountas, Irene, & Gay Su Pinnell. Guided Readers and Writers, Grades 3 - 6. Portsmouth: Heinemann, 2001.
- McCarrier, Andrea, Gay Su Pinnell, and Irene Fountas. Interactive Writing. Heinemann, 2000.
- Northwest Regional Educational Laboratory. Seeing With New Eyes. Portland, Oregon: Northwest

Regional Educational Laboratory, 1999.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Literacy Coach Implementation	2011-09-07	2012-06-17	J. Wyett
Writing units of study, District Professional Development	2011-09-07	2012-06-17	J. Wyett

2.1.4.1. Activity: Literacy Coach Implementation

Activity Description: The Literacy Team will provide school-wide professional development and coaching in order to improve writing. They will provide professional books, articles and videos to study as a school, including: *Conferring with Readers* by Serravallo and Goldberg, *Writing for Real* by Carl Anderson, and various other professional books and articles.

Planned staff responsible for implementing activity: J. Wyett

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Leadership	Title II Part A	0.00	0.00

2.1.4.2. Activity: Writing units of study, District Professional Development

Activity Description: Literacy leader in collaboration with the District Writing Team will plan, develop and present writing professional development for District Units of Study. Multiple half day sessions will be presented to staff throughout the year.

Planned staff responsible for implementing activity: J. Wyett

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Leadership	No Funds Required	0.00	0.00

2.1.5. Strategy: Writing Strategies

Strategy Statement: Teachers will implement Livonia's Writing Units of Study (Mini lessons, units of study, writing process, conferring, increasing writing stamina, writer's notebooks, mentor texts, and modeling) in order to improve organization and details in student writing.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

- Buckner, Aimee. Notebook Know-How. Portland: Stenhouse Publishers, 2005.
- Parsons, Stephanie. First Grade Writers. Portsmouth: Heinemann, 2005.
- Allington, Richard. What Really Matters for Struggling Readers. New York: Addison-Wesley Educational Publishers Inc., 2001.
- Calkins, Lucy, et al. Units of Study for Primary Writing: A Yearlong Curriculum. 9 vols. and 1 CD-ROM. Portsmouth: Heinemann, 2003.
- Culham, Ruth. 6+1 Traits of Writing. Portland, Oregon: Northwest Regional Educational Laboratory, 2003.
- Dorn, Linda J., and Carla Soffos. Scaffolding Young Writers. Portland, Maine: Stenhouse Publishers, 2001.
- Fountas, Irene, & Gay Su Pinnell. Guided Readers and Writers, Grades 3 - 6. Portsmouth: Heinemann, 2001.
- McCarrier, Andrea, Gay Su Pinnell, and Irene Fountas. Interactive Writing. Heinemann, 2000.
- Northwest Regional Educational Laboratory. Seeing With New Eyes. Portland, Oregon: Northwest Regional Educational Laboratory, 1999.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Literacy Leader Support	2011-09-07	2012-06-23	J. Wyett
Writing units of study, District Professional Development	2011-09-01	2012-06-17	J. Wyett

2.1.5.1. Activity: Literacy Leader Support

Activity Description: School-wide professional development and coaching in order to improve writing will be provided by a district literacy coach and school literacy leader. They will provide professional books, articles and videos to study as a school, including: Making the Most of Small Group Instruction by Debbie Diller, Practice with Purpose by Diller, and various other professional books and articles.

Planned staff responsible for implementing activity: J. Wyett

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-23

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support and Leadership	Title II Part A	0.00	0.00

2.1.5.2. Activity: Writing units of study, District Professional Development

Activity Description: Literacy leader in collaboration with the District Writing Team will plan, develop and present writing professional development for District Units of Study. Multiple half day sessions will be presented to staff throughout the year.

Planned staff responsible for implementing activity: J. Wyett

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Leadership	No Funds Required	0.00	0.00

Goal 3: Improvements in Mathematical concepts

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will increase their ability to understand math benchmarks and essential skills to be successful in mathematics.

- Students will improve in their ability to compute mathematical problems.
- Students will improve in their mastery of basic facts.

Gap Statement: On Everyday Math End of Year and Mid Year assessments Cleveland students 59% of Cleveland Second Graders, 73% of Cleveland Third Graders and 68% of Cleveland Fourth Graders were successful with computations. This trend is also seen on the MEAP where 70% of Cleveland Third Graders and 66% of Fourth Graders answered computation problems correctly.

Cause for Gap: Students continue to struggle with basic facts and understanding of procedures for correct computations. Everyday Math addresses these concepts through games that are often not played on a regular basis.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP scores Fall 2010 - Third and Fourth Grade
District Benchmark scores - Mid Year and End of the Year 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? 80% of Cleveland Students in grades 2-4 will be successful on computations based on the MEAP test and district benchmarks.

80% of Cleveland Students will know their basic facts.

K- 2s to 30, 5s to 110, and 10s to 110

1st- addition and subtraction facts 1-5, skip counting 2s to 110 and 25s to 100

2nd- addition and subtraction facts 6-10, skip counting 2s 3s and 4s to 110s

3rd- multiplication and division facts 0-5, skip counting 4s 6s and 7s to 110s

4th- multiplication and division facts 6-10, skip counting 7s 8s and 9s to 110s

Contact Name: Mike Daraskavich

List of Objectives:

Name	Objective
Compute Math Problems	All Cleveland students will improve in their ability to compute mathematical problems at all levels. Cleveland will use mid-year assessment for grades 1 and 2, and MEAP results for 3 and 4.
Math Facts	All students will improve their mastery of basic facts. A Cleveland basic fact assessment will be administered at each grade level twice a year.

3.1. Objective: Compute Math Problems

Measurable Objective Statement to Support Goal: All Cleveland students will improve in their ability to compute mathematical problems at all levels. Cleveland will use mid-year assessment for grades 1 and 2, and MEAP results for 3 and 4.

List of Strategies:

Name	Strategy
Ballpark Estimates	Students in grades 2-4 will use ballpark estimating to make a reasonable estimate and to check their computation answer.
Computation Accuracy	Students will check their work for computation accuracy. Staff will teach students a procedure for checking their answers.
Essential Skills	Learning Interventionists and paraprofessionals will utilize the Essential Skills to assess and provide intervention in grades k-4. This support will take place through a variety of push in and pull out math support groups. Essential Skills will drive instruction in these small group interventions.

3.1.1. Strategy: Ballpark Estimates

Strategy Statement: Students in grades 2-4 will use ballpark estimating to make a reasonable estimate and to check their computation answer.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

Bell, Max, et al. Everyday Mathematics. Chicago: Wright Group, 2007.

Kilpatrick, Jeremy and Jane Swafford. Helping Children Learn Mathematics. Washington, DC: National Academy Press, 2002. Print.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Ballpark Estimates	2011-09-01	2012-06-17	D. Guthard K. Vrooman D. Bassett

3.1.1.1. Activity: Ballpark Estimates

Activity Description: Staff will increase student exposure to ballpark estimation as a method to project a reasonable answer for a computation problem. They will use ballpark estimation to check the computation.

Planned staff responsible for implementing activity: D. Guthard
K. Vrooman
D. Bassett

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
N/A	No Funds Required	0.00	0.00

3.1.2. Strategy: Computation Accuracy

Strategy Statement: Students will check their work for computation accuracy. Staff will teach students a procedure for checking their answers.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

Bell, Max, et al. Everyday Mathematics. Chicago: Wright Group, 2007.
Kilpatrick, Jeremy and Jane Swafford. Helping Children Learn Mathematics. Washington, DC: National Academy Press, 2002. Print.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Essential Skills Inventories	2011-09-01	2012-06-17	K. Emert J. Warrick
Reciprocal Operations	2011-09-01	2012-06-17	D. Guthard K. Vrooman D. Bassett

3.1.2.1. Activity: Essential Skills Inventories

Activity Description: All staff will utilize the Essential Skills Inventories to monitor student progress and guide instruction.

Planned staff responsible for implementing activity: K. Emert
J. Warrick

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
n/a/	No Funds Required	0.00	0.00

3.1.2.2. Activity: Reciprocal Operations

Activity Description: Staff will teach students reciprocal operations to check computation accuracy.

Planned staff responsible for implementing activity: D. Guthard
K. Vrooman
D. Bassett

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
N/A	No Funds Required	0.00	0.00

3.1.3. Strategy: Essential Skills

Strategy Statement: Learning Interventionists and paraprofessionals will utilize the Essential Skills to assess and provide intervention in grades k-4. This support will take place through a variety of push in and pull out math support groups. Essential Skills will drive instruction in these small group interventions.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

The Early Learning Success Institute has extensive research to show that the Essential Skills ensure student success at each grade level.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Essential Skills	2011-09-01	2012-06-18	1.0 Title Interventionists 2.0 Title Paraprofessionals

3.1.3.1. Activity: Essential Skills

Activity Description: Title 1 Paraprofessionals and Learning Interventionists will provide support through small group instruction in mathematics. Essential Skill assessments will drive instruction making sure that all students are proficient in the Essential Skills at each grade level.

Planned staff responsible for implementing activity: 1.0 Title Interventionists
2.0 Title Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-18

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title 1	Title I Part A	0.00	0.00

3.2. Objective: Math Facts

Measurable Objective Statement to Support Goal: All students will improve their mastery of basic facts. A Cleveland basic fact assessment will be administered at each grade level twice a year.

List of Strategies:

Name	Strategy
Everyday Math Games	Students will practice basic math through Everyday Math Games three times a week.
Fact Triangles	Students grades 2-4 will use Everyday Math fact triangles two times a week.
Motor Moms	Students will participate in Motor Moms in grades K-2. Math facts and skip counting are incorporated in the Motor Moms program.
Skip Counting	Students will practice skip counting at all levels in their daily routine.

3.2.1. Strategy: Everyday Math Games

Strategy Statement: Students will practice basic math through Everyday Math Games three times a week.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

Bell, Max, et al. Everyday Mathematics. Chicago: Wright Group, 2007.

Kilpatrick, Jeremy and Jane Swafford. Helping Children Learn Mathematics. Washington, DC: National Academy Press, 2002. Print.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Everyday Math Games	2011-09-01	2012-06-17	D. Guthard K. Vrooman D. Bassett

3.2.1.1. Activity: Everyday Math Games

Activity Description: Math team will generate a list of targeted Everyday Math Games for students to practice basic facts three times a week.

Planned staff responsible for implementing activity: D. Guthard
K. Vrooman
D. Bassett

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Everyday Math Curriculum	No Funds Required	0.00	0.00

3.2.2. Strategy: Fact Triangles

Strategy Statement: Students grades 2-4 will use Everyday Math fact triangles two times a week.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

Bell, Max, et al. Everyday Mathematics. Chicago: Wright Group, 2007.

Kilpatrick, Jeremy and Jane Swafford. Helping Children Learn Mathematics. Washington, DC: National Academy Press, 2002. Print.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Triangle	2011-09-01	2012-06-17	D. Guthard K. Vrooman D. Bassett

3.2.2.1. Activity: Math Triangle

Activity Description: Students in grades 2-4 will use the Everyday Math triangles two times a week on days they do not play math games.

Planned staff responsible for implementing activity: D. Guthard
K. Vrooman
D. Bassett

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Everyday Math	No Funds Required	0.00	0.00

3.2.3. Strategy: Motor Moms

Strategy Statement: Students will participate in Motor Moms in grades K-2. Math facts and skip counting are incorporated in the Motor Moms program.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

Dennison, Ph.D., Paul E., and Gail E. Dennison. Brain Gym. Ventura, CA: Edu-Kinesthetics, 1989. Print.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Motor Mom	2011-09-01	2012-06-17	parent volunteers

3.2.3.1. Activity: Motor Mom

Activity Description: Students will skip count and practice facts while participating in the Motor mom activity.

Planned staff responsible for implementing activity: parent volunteers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
N/A	No Funds Required	0.00	0.00

3.2.4. Strategy: Skip Counting

Strategy Statement: Students will practice skip counting at all levels in their daily routine.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

Bell, Max, et al. Everyday Mathematics. Chicago: Wright Group, 2007.

Kilpatrick, Jeremy and Jane Swafford. Helping Children Learn Mathematics. Washington, DC: National Academy Press, 2002. Print.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Skip Counting	2011-09-01	2012-06-17	D. Guthard K. Vrooman D. Bassett

3.2.4.1. Activity: Skip Counting

Activity Description: Students will skip count daily by their grade level targets.

Planned staff responsible for implementing activity: D. Guthard
K. Vrooman
D. Bassett

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
N/A	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$200,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$1.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

The Comprehensive Needs Assessment was completed as a staff community here at Cleveland. First we completed our School Data Profile in order to assess what we are doing well as well as where we need to improve in the future. This was completed through discussions at staff meetings as well as through work done at the committee level. At Cleveland we break our staff up into 2 committees. Everyone is either on the Reading or Math Committee. These committees are headed by a Literacy and Math leader. The Literacy and Math Teams meet at least once a month to analyze data and make sure that our School Improvement Plan is followed with fidelity. These teams look at district and state test results as well as the assessments we do here at Cleveland in order to complete the School Data Profile. They identified areas in which we can improve and designed our School Improvement Plan accordingly. As teams they analyzed data this year and helped complete the school data profile.

The team leaders and the Principal met in order to look at demographic data as well as the results of staffing and support models throughout the school year. The Comprehensive Needs Assessment was completed by this team of leaders with information going back and forth to the two school teams. Parent data and student data were also collected through surveys.

Parent input is important throughout the school improvement planning and comprehensive needs assessment. School Improvement is a standing topic at every PTA meeting. Parents share thoughts and input on how we can best meet their children's needs. There is also parent representation on our Intervention team. These teams looked closely at all student and school data. They analyzed the perception data that came in the form of surveys. They also analyzed all student assessment data and looked at demographics and school program data as well in completing the report.

A team of leaders led the process to complete the School Process Profile and Summary Report as well. The leadership team met as well as the math and literacy committees to accomplish this task. The Cleveland staff is active in the school improvement process. We are collaborative and continually learning how to best meet the needs of the students.

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

When looking at our State, District, and local assessments it is clear that we have some things to be very proud of as well as areas that we need to improve as a school community. In mathematics our students continue to succeed in state and local assessments. Math is a definite strength here at Cleveland. However, despite our very best efforts, hard work and intervention our students continue to struggle with writing. Writing on state and district assessments has been a challenge and we need to make some changes in the way we do things to support our students in this area. Looking at the results also showed some areas in math and reading that we need to work on. When looking at state and district assessment data, we found that Cleveland students struggle with basic facts. For this reason we added a basic fact goal to our school improvement plan in the area of Math. In reading our students struggle with higher level thinking questions on state and district assessments. We are working on comprehension and deeper thinking while reading. Overall our main goal is writing. In writing, Cleveland students struggle with adding rich and relevant details and organizing their ideas. We found that greater than 75% of our students struggled in adding details on both state and district assessments. Students that struggle on state and district assessments as well as our local assessments qualify for our Intervention program. This program ensures that all students are successful through small group instruction that is in addition to the general education instruction. Research based interventions are put in place for at-risk students in Reading, Writing, and Mathematics. Based on the results of student achievement data goals were created in the areas of reading, writing, and math. Our math goal states that all students at Cleveland will make improvements in their understanding of mathematical concepts. Our reading and writing goals state that all students will achieve proficiency.

School Programs

Cleveland is a NCA/Advanced Education Accredited school. When looking at our school programs we began by surveying parents and students. Parents and students feel understood, communicated with, supported, and cared for. We have a wonderful school community here at Cleveland. Looking at program data we feel very fortunate to have programs in place that provide a strong education for our students as well as a strong support system for any student that should fall behind. Our core curriculum is aligned to state standards and our Response to Intervention program ensures that all students are successful. We also now have the Class A Data Management System to track subgroups more effectively and make sure they do not fall behind.

Perception Data

Perception data asked us to analyze the thoughts of all our stakeholders. This was a great process in that we feel that we better understand our community, families, students, and staff. Our perception data was overwhelmingly positive. All groups feel that we have strong programs, great community, and positive relationships. We saw percentages greater than 90% supporting all these areas. The one area that we saw a lower percentage of support was in understanding how we allocate resources. This is an area that we will work towards stronger communication and better transparency.

Demographics

When looking at our demographic data we found that we have several subgroups that are growing over the last five years. The two main subgroups in which we are seeing growth are our economically disadvantaged students and our multiracial students. Our economically disadvantaged student population has risen almost 20% over the last three years. Likewise our multiracial population has risen 10%. We also realized that all our subgroups are currently meeting state expectations. We will utilize the Class A Data warehouse system to track progress of subgroups in the future. As subgroups like economically disadvantaged grow we need to think about our students needs. We need to make sure that we are vigilant in determining if their needs are being met and make plans for those that are not. We have a Elementary Support Teacher who is responsible for working with staff, families, and children in order to provide the needed supports.

Schoowide 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.

At Cleveland Elementary we have a Response to Intervention Reform Model (Sornson, 2008) in place to make sure that we support all our students. Tier 1 of our reform model explains what every child will be afforded at Cleveland. These are the best practices educational process that will be provided for every child that enters Cleveland. At the Tier 1 level every student is going to be a part of a safe and nurturing environment (Sornson, 2008) in which their needs are met through small group instruction (Diller, 2007) and a differentiated classroom (Tomlinson, 2004). Reader's and Writer's Workshop (Fountas and Pinnell, 2001) is one way that we differentiate for our at-risk students as well as our very high level students. In a workshop model (Fountas and Pinnell, 2001) each student is assessed to find their instructional and independent levels of comprehension for reading. Students are then put into small flexible groups in order to provide instruction that is at their level of need. Whether they be above or below grade level, a workshop classroom meets their needs through small group instruction. At Cleveland we also utilize the Essential Skill Inventories (Sornson, 2008) to ensure success for all students. The Essential Skills are a way to progress monitor by recording where students are performing on a series of skills. Similar to Dibbles the Essential Skills record where a student currently is as well as their progress over time. The difference is that Essential Skills looks at the whole child and reports progress on everything from one to one in Math to visual tracking.

If a student begins to struggle in the classroom we move to Tier 2 interventions. At this point, depending upon the student, they might need an intervention in Language Arts or Math which a interventionist can provide. If the student needs multiple interventions a Case Manager is assigned as part of our Instructional Support Process. We utilize research based Literacy Intervention including Leveled Literacy Intervention (Fountas and Pinnell, 2008) and Failure Free Reading (Lockavitch, 2005). We also use the Essential Skill inventories (Sornson, 2008) to progress monitor and make sure that every student is successful. If they still make little to no gains then we move to a one-on-one intervention and more specific deficit planning through the case manager model. These one-on-one intense interventions fall into Tier 3. When developing these interventions we create and document a plan for who will deliver each intervention, how often, how they will be assessed, and when we will analyze to see if growth was made. We use the Essential Skills as well as Intervention systems in place to create appropriate support for each child. This model provides an increase in both the quality and quantity of instruction.

In addition to our support model we look at our state and district data each year to modify our instruction and better meet the needs of our student population. Our School Improvement Goals are designed to improve instruction through research based best practices in teaching. Each year our teams work diligently to identify new areas of concern. Once we know where our students are struggling we can adjust our instruction accordingly. One example of this can be seen in our Writing goal. Writing is a struggle for our students and they particularly struggle with adding details. We purchased and provided professional development on a system called the Expanded Expression Toolkit (Smith, 2010) last fall. This toolkit gives students a physical and tactile tool to use in writing to expand their thoughts. Each staff member received a set and they were taught how it could be a resource in their classroom. These Expanded Expression Toolkits will help students improve their writing. Their progress will be tracked on future district and state assessments.

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

All stake holders were involved in the creation of our support system, interventions, and educational process. Our staff is extremely involved in data analysis and planning for school improvement. We meet every month in collaboration teams, as Literacy and Math Committees, and as a whole staff.

The ideas for our comprehensive Response to Intervention program have grown over the last 4 years. In 2007 four members of our staff (Resource Room Teacher, Elementary Support Teacher, Speech teacher, and principal) enrolled in the Early Learning Success Initiative. This initiative was led by Dr. Bob Sornson and ran the course of 2 years including summer course work. Through this initiative the four staff members learned about whole child development and the importance of having a comprehensive support system that assesses, progress monitors, and supports struggling students. The system that allows the Cleveland staff to do this is the Essential Skills. The Essential skill inventories are a document at each grade level that assesses where children are in their development and allows staff to provide intervention at the exact place that students need it in order to make sure that every child is successful in school. Through these Essential Skills we better understood the supports that needed to be in place. As a staff we learned about the Essential Skills over the course of 2 years. Over those years we created our RTI pyramid of interventions. These interventions are all research based and our support system makes sure that no child falls through the cracks. The staff met weekly to learn about and create the interventions that are now in place. In these meetings we looked at student performance data and created the plan that we have in place. They continue to meet and modify the interventions as needed in Committee meetings. Parents are also part of the process in that School Improvement has a standing agenda slots on each month's PTA meeting. We also have parents on our Intervention team. The support process has been a collective effort from all parties.

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.

In Livonia Public Schools we are very fortunate to have a fantastic Curriculum Department that continuously looks at best practices as well as curriculum alignment. Curriculum alignment, review, and revisions are addressed each year through the department. The Curriculum Department looks at where the Livonia Curriculum matches with the state and works on areas where there is not alignment. For example, Livonia saw a steady decline in Math scores around 2005. The Curriculum Department saw that the curriculum at that time was not aligned. The team went to the math leaders and asked them to evaluate and pilot a series of programs. They found a program that met the state expectations and Everyday Math was adopted.

The Curriculum Department does reach out to the schools during the curriculum alignment process. Cleveland Elementary has a Literacy and Math Leader who participates in curriculum development at the district level and brings curricular materials back to the staff. Some examples of what these leaders share and develop with teachers includes: Curriculum mapping, pacing guides, units of study, intervention ideas, and curriculum alignment pieces. These leaders train our staff in new initiatives and represent us at the district level as new initiatives are investigated. At the school level, we also know and understand what the state is asking us to teach through the content standards. This core curriculum is developed at the district level with the leaders. The Cleveland staff takes great pride in making sure that the core curriculum meets the needs of the students at Cleveland. This is where the school goals are important. School Improvement goals allow the Cleveland staff to find deficiencies in our student learning and make modifications in their teaching to meet the needs of the children.

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

At Cleveland we follow the state standards and district curriculum. We make modifications to our curriculum in order to meet the needs of the Cleveland students based on our assessment data. These modifications ensure that we are meeting the needs of our high achieving students as well as our struggling students. Every teacher is involved in the process. They are all part of either the Math Team or the Literacy Team. These teams meet monthly to discuss curriculum and school improvement. Both teams have leaders that attend district assessment analysis workshops. They then bring the information back to their teams and determine what goals are needed for the school improvement plan. The Cleveland staff then writes the goals and creates the plan and intervention to meet the needs of the children. Ongoing analysis of student progress and progress monitoring is done through the use of Essential Skill Inventories. When making curricular decisions it is important to provide information about options as well as acquire information from all stakeholder groups. The Cleveland staff has a very structured way of making curriculum decisions through their math and literacy teams. We also value input from our parent group. Curriculum decisions are shared with our parent through monthly PTA meetings as well as school newsletters and email updates. The Cleveland elementary staff includes parent input from these meetings.

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.

Livonia Public Schools complies with NCLB, which requires each state to increase their standards for teachers to ensure highly qualified staff. Livonia Public Schools has a long history of hiring teaching staff that are qualified because they are Michigan certified teachers who have majors and minors in the areas they are assigned to teach. The Livonia Public School District Human Resource Department maintains and houses all teacher certification files. In addition, Livonia Public Schools requires teacher evaluations in compliance with master contract agreements. All teachers and instructional paraprofessionals at Cleveland Elementary School meet the highly qualified criteria.

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

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

The Cleveland staff is a veteran group of teachers. The average years teaching is 13 and the average years at Cleveland is 7. Teachers range in experience from 1 to 32 years.

Total Year Teaching:

0-5 years = 2 teachers / 6-10 years = 4 teachers / 11+ years = 12 teachers

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.

Livonia Public Schools is a district that is rich in tradition. LPS has provided a high quality education in a suburban setting for the last 50 years. Because of the high expectations and quality schools, teachers are

drawn to Livonia. Livonia has competitive pay and high quality people running and working in its schools. For these reasons teachers are drawn to Livonia and stay in Livonia. All the teachers here at Cleveland and instructional staff are highly qualified. The fact that the average years time spent at Cleveland is 7 years shows the tremendous dedication of the Cleveland staff. Many attribute the reason for staying to a feeling of accomplishment when working with at-risk students. Teacher indicate that our tremendous families and community keep them here at Cleveland. Overall our tremendous sense of Community as a staff and as a community make Cleveland a great place to work. There is an atmosphere of collaboration here that is contagious. Whatever the reason, staff come to Cleveland and stay. The support and dedication to this community from the staff is inspiring.

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

There is very little turn over when it comes to teaching staff. When looking at the last 3 years we have 93% of the same teachers. The only time teachers has changed over the last 3 years is when younger staff are pink slipped every spring. There can sometimes be new staff or the loss of staff due to this process. As class size goes up and up with a reduction in state funding, we lose staff due to the closing of classrooms. Three years ago we had 18 classroom teachers to service 450 students. We now have 14.5 teachers for the same 450 students. Those 14.5 teachers have been at Cleveland for at least 5 years each, many of which have been a part of the Cleveland community for over 20 years.

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.

Livonia Public Schools (LPS) shared Vision states that Livonia Public Schools stands as a lighthouse district, a beacon of excellence offering exceptional educational opportunities for all children and serving as a source of pride for our community. This beacon shines for all members of the community, including students, staff and parents. The importance of this parent component is clearly stated in the LPS Board Policy. The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the

Districts educational programs. It recognizes parents/guardians as the first teachers of their children. One way parents respond to this educational partnership is by joining PTSA. Livonia PTSA Council is the largest in the state with nearly 9,000 members.

Both the LPS Communication Team and the LPS School Improvement Team have representation from volunteer staff and parents across the district. This school-to-district communication loop focuses on inclusive dialogue with a commitment to mutual respect and transparency in their group interaction.

The District commitment to parent involvement filters down to each individual LPS school. At Cleveland Elementary many methods are in place to ensure parents are involved in the educational decision making as well as the day-to-day school functions. Before a child even enters Cleveland Elementary School we offer resources to families that are seeking preschool and readiness instruction. We offer information on federal, state and district programs in the form of pamphlets and contact information.

Section 1118 (e) (1) (2) (5)

Cleveland hosts a combined Open House/Curriculum Night the first week of school. Parents are informed of Cleveland policies and are given a detailed description of learning expectations. Staff utilizes language at these sessions that is easily understandable for parents. Parents receive an "Essential Content Parent Guide" specific to each grade level. These are in line with the state's academic content standards explained in common language. Each content area is listed along with the skills that will be covered. This booklet serves as an informative reference for objectives and tasks to be performed throughout the year. With a 95% attendance rate for Open House night, the tone is set for an active, ongoing parent/school relationship.

Parent/Teacher conferences in November are a key opportunity to discuss academic progress, explain assessment scores and clarify questions. Pamphlets in school and articles on the website also give clear explanations of grade level content areas and school curriculum.

The Intervention Program is explained at an October Parent Meeting. Areas of intervention are outlined and a comprehensive power point presentation gives a clear overview of the support tiers in place. Parents have an opportunity to see materials used in daily lessons and dialogue with support staff about questions or concerns. Materials sent home with students to support learning include daily LLI parent letters which offer suggestions for increasing literacy skills. In the area of mathematics the students take home a daily Homelink activity sheet which supports concepts learned in class.

State assessment scores are sent to parents. The report includes how to interpret the results. Teachers/Staff are available for further consultation to parents as needed. Contact information is provided in the letter sent home.

Section 1118 (e) (2)

*Parent workshops are provided each year to support parents in how to be a productive parent and how to support their child in school. For example, in the spring of 2011 there was a parent night in which *Homework without Tears* (Canter 1993) was presented. In addition the Cleveland Elementary Support Teacher provided a 5 week Parenting with Love and Logic Course (Fay 2010) for parents.*

Section 1118 (e) (3)

Teacher training is ongoing in the area of parent communication. A team of teachers attended the TIPS training in 2011 in order to build strong parent/teacher relationships.

Section 1118 (e) (4)

Cleveland's PTA is a strong, decision making body of the school. All parents and staff are invited to attend monthly meetings where school policy, curriculum, and school activities are discussed. Through these meetings parents and staff work as equal partners to implement and coordinate parent programs which then helps to build ties between parents and the school. Due to our diverse school population, we offer information to parents in a language they can understand. Having a handicap accessible building encourages all parent to participate in school activities. Parent volunteers are instrumental in helping with in school and after school activities. Each event fosters "Community Building" of the Cleveland Family.

Cleveland's "Open Door" policy welcomes and encourages parent involvement and communication throughout the school year. Examples of this process of engaging parents at all levels are found in our Family Involvement Policy and Student Compact that are included in this report.

Examples of the process to engage parents at all levels are listed below.

Methods of Staff/Parent Communications

- Planners - daily curricular activities, individual student updates*
- Daily/Weekly Folders*
- Weekly Newsletters, Teacher web pages, emails, personal notes, phone calls, conversations in person at school*
- Student Behavior Plans*
- Cleveland "Bi-Weekly News"*
- Open House/Curriculum Night*
- Parent/Teacher Conferences*
- Report Cards, Michigan Educational Assessment Program (MEAP) scores, Stanford-OLSAT scores*
- Individual Educational Plan meetings*
- Leveled Literacy Intervention (LLI) Introduction Meeting*
- LLI parent letters and fold sheets*
- Everyday Math Homelinks*
- Reading Bags and Reading Records*
- Title 1 Literacy and Math parent surveys*

Methods of Parent Involvement in Decision Making

- PTA meetings*
- Intervention Team meetings*
- Parent representation on Leadership Team and Intervention Support Team*
- Parent input in design, implementation, evaluation and revision of the Parent Involvement Policy and School Compact*
- Parent Surveys*
- Room Parents*

Methods of Parent Involvement to Enhance Student Learning

- Classroom Helpers/Room Parents*
- Motor Moms/Dads*
- Reading Helpers*
- Library and Computer Lab assistants*
- Rock Star Credit Union monitors*

- *Field Trips*
- *Recycling/Green School Commitments*
- *March Reading Month activities*
- *Youth Making a Difference and Young Authors projects*
- *Art Fair and Music Concerts*
- *Scholastic Book Fair*

Methods of Community Building for the Cleveland School Family

- *Kindergarten picnic, Kindergarten Round up*
- *Bounce Back to School event*
- *Halloween Activity Night, Turkey Trot, VIP Dance*
- *Family Movie Night, Roller Skating Night*
- *Pennies for Pies, Livonia Goodfellows Service project*
- *Market Day, Spirit Wear sales, Leo's Coney Island Fundraiser*
- *Muffins with Mom, Paczkis for Pop*
- *Helping Hands Fund*
- *Home Depot Planting Partnership, Green Team activities*
- *Yearbook, Young Authors, Youth Making a Difference*
- *Volunteer Tea, Staff Appreciation Week*
- *Art Fair/Ice Cream Social, Music Concerts, Family Picnic, Field Day*

Section 1118 (e) (14)

Parent input is welcomed and required to provide a quality education for the students. Staff emails are listed on our website for easy communication between parents and staff. PTA meetings have open dialogue where ideas are shared and implemented. Surveys are distributed at least twice a year (fall and spring) to get feedback from parents.

Section 1118 (f)

Cleveland parents and students who are in need of English language support are assisted by the LPS ELL staff, who will attend meetings to translate and guide the family through the educational progress.

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

2a. Design

When creating the school improvement plan we begin by looking at the data. Assessment data is shared with our parent population through PTA general member meetings as well as PTA board meetings. We look at district, state, and local assessment data with our parent group to gather insights. Parents are also involved in the creation of the actual school improvement plan through the PTA as well. Our plan is shared every spring as we complete goals for feedback and ideas. We have a strong working relationship with our parents. Every spring we create the new plan based on the analysis of data and reflection on the previous years plan.

2b. Implementation

The Cleveland staff is primarily responsible for implementation of strategies and activities done in the

classroom to meet our school improvement goals. Parents are involved in and play a significant support role in the process. Our staff communicates strategies for at home learning that will help students succeed. For example, last year we created fine motor kits as part of our school improvement plan. These kits were then signed out by teachers for children who would benefit from them. They were sent home and the parent was the active partner in making sure the child participated in the intervention every night. Parents are often given opportunities to support the learning process. A second example can be seen when looking at the Leveled Literacy Intervention that is utilized as a reading intervention. Every night the parents receive a fold sheet for instruction on that night's activity and feedback for the classroom teacher. Parents are very involved as support for our school improvement plan. A third way they are involved is as volunteers in the classroom. We have Motor Moms that volunteer every day to work with children on their motor skill development. This is an activity in our school improvement plan because these motor skills ensure academic success in the classroom. Parents read with small groups of children and participate in daily activities in many of our classrooms each day. At Cleveland we are very fortunate to have parents as active partners in the implementation of school improvement.

2c. Evaluation

Our school improvement plan is reviewed annually by our staff and families. At a PTA meeting in the spring, after yearly results are shared, the plan is discussed as far as direction for improvement. Each goal is discussed as well as the strategies and activities to achieve the goal. Suggestions are taken and parent input is utilized to modify the plan.

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

Students are given both formal and informal assessments. Formal assessments include classroom tests, districts tests, standardized tests and a collection of student works in a portfolio. Informal tests include teacher's observation, anecdotal notes, student conferences and informal conversations. Teachers use results of these different assessments when grading the report card. The report card is a major tool to inform parents/guardians of student progress. At parent-teacher conferences, teachers explain the results of the assessments they have used to evaluate students growth. Individual classroom tests or results are sent home throughout the year to review student achievement in a particular area. Teachers and administrators are available by phone, email or individual conferencing for more detailed explanation of results, if requested. The staff makes every effort to communicate to parents in a language they can understand, clarifying unfamiliar terminology or criteria for grading. The Cleveland staff is readily available for any questions or concerns.

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

The School-Parent-Student compact was developed with input from the Intervention team, teachers, and participating parents. This policy is revised and reviewed annually in the spring. Each fall the parents and staff sit down and review the compact from the previous year. Changes are made if needed to reflect the upcoming school year. At our fall Open House/Curriculum Night the Compact is presented to all families in attendance by the school administrator and then reviewed by each classroom teacher at their curriculum

presentation. Parents/Guardians are given a copy to be signed by them and their student and kept for reference at home. The school will keep a record of verification that the Compact was received and signed. Families not in attendance that evening will have the Compact sent home with their student the next day. This Compact is discussed again at Parent-Teacher conferences. Parents/Guardians who did not attend Open House will receive the Compact to sign and teacher will record the signature.

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

A variety of methods will be used to evaluate the parent involvement components of the school wide plan. Input will be generated from parents in attendance at a monthly Intervention meeting. Online and paper surveys with regards to parent/guardian satisfaction of the parent involvement portion of the school wide plan will be conducted throughout the year. These surveys will be distributed each spring. Included in these surveys will be questions about how useful parents found the compact. The Cleveland staff will evaluate the effects of the compact on student engagement as well as students success in school. Staff will give input at monthly committee and staff meetings as well about parent involvement. The final way that we will really measure the effectiveness of our school wide plan will be through staff analysis of how many families are following our Compact. Each spring we will evaluate how many families are following our compact. We can then look to increase that number over the years. When evaluated we will look at the design, implementation, and evaluation of the plan.

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

A recent online survey to parents and staff resulted in favorable data. Comments of concern will be used to give us focus areas to improve on in the future. One example from this year is that around 10% of the parents surveyed were not sure about our allocation of resources. This could mean that we are not being as transparent as we would like. The Cleveland staff will be sure to explain in detail how all funds are utilized to better the educational process for children. When changes are made to the schoolwide plan they will be evaluated by staff and parents. This format of evaluating will be an ongoing process and used throughout the year. Every spring we will survey parents in this manner.

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".

Registration for kindergarten begins in February of each year. This information is given to parents of

prospective kindergartners through a variety of ways. Livonia Public School shares this information with the community through "The Dialogue", a district newsletter. The district website promotes registration as well as the website of the preschool buildings. The district also sends fliers promoting preschool and kindergarten programs through the schools. The school bi-monthly newsletter begins promoting registration in December and continues until the end of the school year. In our neighborhood, registration information is passed on through the Clements Circle Association newsletter and from a posting on a local marquee.

Upon registration for kindergarten, parents are given a welcome letter from the principal and choose which round-up session they wish to attend. Preschool students and their parents are invited to attend Kindergarten Round-Up at Cleveland School in May of each year. Parents meet with the principal, building specialists and for a brief time with the kindergarten teachers. A packet is given to the parents with valuable information about kindergarten in the LPS school system.

During Kindergarten Round-up the children spend time in the classroom interacting with the teacher and each other participating in carefully planned activities. These activities include a story, an introduction to the various learning centers, and other events in a typical kindergarten day. During this time the kindergarten teacher is able to make observations on their academic, social and behavioral skills and overall kindergarten readiness. The principal and other support staff are available to respond to any questions or concerns from the parents. To aid the parents in preparing their child for kindergarten, each student receives a packet of learning activities, a pencil pouch that contains two pencils, a pencil sharpener, alphabet flash cards, nursery rhyme books, and scissors.

At round-up, parents will have the opportunity to sign up for participation in a parent and child five week afternoon program that will provide training for preschool parents to support their child as they enter and during kindergarten. Cleveland's Young Eagles will meet for an hour and a half once a week. During this time children will become more familiar with:

A kindergarten classroom and class routines

Name recognition and printing

Nursery rhymes

Number and letter recognition activities

Crafts

Parents will learn how to help their child be more prepared for kindergarten.

Before the beginning of the school year, Cleveland PTA sponsors a Welcome to school picnic for kindergarten students and their families can come together to meet each other and the teachers.

Livonia teachers have many opportunities to attend workshops that will help them with a preschooler's transition into kindergarten. The Prevention of Early Learning Failure Conference in July of each year is a great way to find new ways to work with children so students can develop to their utmost potential. To help with the transition of students from the Jackson Center preschool and Young Fives program, contact has been made and the administrator will send us copies of student report cards to aid in class placement for the coming school year.

In Livonia we also make a transition at the end of fourth grade. At this time students move to an Upper Elementary building. We have various activities and events in place in order to make this transition smooth. Included in these is a field trip to the 5/6 building during the school year, Open House in the spring and fall, PTA meeting invitation with tour, and meetings between staff to ensure a smooth transition.

Teacher Participation in Making Assessment Decisions

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

Teachers participate in making decisions about assessments based on academic data. At Cleveland utilize the school improvement process to determine the frequency and type of school level common assessments. It depends upon the goal that they put in place. For example we have a writing goal that requires each classroom teacher to collect and score 2 pieces of writing throughout the year. Our staff uses a rubric and documents what students need to become proficient. These writing pieces are used to guide instruction with each student. Teachers have control over literacy assessment selections and they have been working hard on how they can be used to drive small group instruction. We also have district assessments in which teams of teachers throughout the district make assessment decisions. For example teachers take part in the development of assessments and determination of developmental appropriateness. Cleveland has representation on these teams including the following: District Literacy Leaders, District Math Leaders, Writing Team, Reading Committee, Report Card Committee, Common Assessment Team, Formative Assessment Team, etc. Teachers were involved in creating common assessments at the district level. They are typically given at the mid year and end of the year.

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

Data is used by all teachers from the first day of school in order to best meet the needs of our students. We utilize an Essential Skill Inventory which looks at the essential skills that are necessary to be successful at a given grade level. These assessments are ongoing throughout the year and are used to inform instruction in the classroom. In addition we assess Literacy skills 4 times a year in grades kindergarten through second and 3 times a year in grades third and fourth. In mathematics we assess ongoing through our Essential Skill inventories as well as look at mid year and end of year assessment data to modify our math instruction. Each content area looks a little different but the goal is to know where every student is academically and continually move them forward.

In the spring we begin the process of looking at all the data sources in hopes of modifying school improvement. We send a team to district analysis sessions. Professional Development is provided on how to analyze data and how to determine areas of concern. That team then comes back and works with our Math and Literacy Team to make adjustments to our school improvement plan for the following year. We see what areas our students are making growth in as well as where we need to focus more time and intervention.

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.

Beyond the district and state assessments we utilize a variety of assessments at Cleveland to determine students needs. The Essential Skill Inventories are one main way that we can determine how students are doing and where they need support. The Essential Skills Inventories look at whole child development. They look at the skills that a student needs to be successful in each grade level. These are assessed by every teacher through rubrics that are used in the classroom. Beyond this we keep portfolios in writing to show student progress. These pieces are scored quarterly in order to inform our writing instruction. We use a common rubric for scoring that mirrors the MEAP rubric. We also assess every student in reading through the Fountas and Pinnell Assessments at least 3 times a year. This assessment analyzes students fluency as

well as comprehension. It allows us to work with children at their exact ability level and move them along the continuum to reading success. We also assess basic skills in math for our school improvement. In addition, the district give a mid and end of the year math assessment as well as a Integrated Reading and Writing Assessment in the winter. All of this as well as the Everyday Math Assessments and ongoing progress monitoring and we feel that we have a very good picture of where are students are at all times academically.

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.

At Cleveland Elementary our timely assistance can be seen clearly through our Pyramid of Intervention. This matrix shows that for every student we assure they will get a differentiated curriculum in the classroom. Small group interventions are put in place in the classroom as well for all students. We utilize a workshop model in reading and writing which ensures that every student is working at their independent level and met within a small group setting to work on skills that need support. We also utilize a comprehensive local assessment, the Essential Skill inventories, for every student to analyze what skills each student has as well as what skills they need at each grade level. These skills look at whole child development. They analyze every aspect of the child from math and reading to visual memory and balance. The Essential Skills are a comprehensive analysis of what a child can do. Beyond what is done in the classroom we have a dedicated Intervention team and Elementary Support Teacher that provide general education interventions. We run a math intervention program in which our support team uses the Essential Skills to determine what skills students are not proficient in. They then provide 10-15 minute interventions daily to improve those skills. This takes place in grades 1-4. Every child is assessed in the four core content areas at the beginning of each school year. If it is found through our fall assessments that a student needs support in reading or writing they take part in a literacy group. These groups are run throughout the day by our Intervention staff as well as our Elementary Support Teacher. The Leveled Literacy Intervention system is used to support these students. This is a reading and writing intervention that is provided 5 days a week for 30-45 minutes. We also implemented the Failure Free Reading program to support students who are new to our building in grades 3 and 4 or students who have not found success with the Leveled Literacy approach to reading intervention. Data is collected continuously and students are moved in and out of Intervention groups as they need support. If a student continues to struggle we move to a one-on-one intervention with the Elementary Support Teacher or interventionist to target the specific skills that the student is struggling with.

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

At the beginning of each school year, lists are compiled based on fall assessments and 25% of the lowest students are looked at for intervention. The goal is to service 25% of the tested students with the lowest scores. There is an in depth process in place for determining which students receive support. Benchmark scores are set at each grade level in Reading and Math. These scores are used to determine which children will receive service first. Students at each grade level are placed on a ranking sheet that compiles their scores on beginning of the year testing. These ranking sheets allow us to see which children are most at risk

as well as what type of interventions would be helpful for the student. This process is completed for grades one through four. Teacher recommendation is also part of the selection process. Likewise, students performing at high levels have their needs met through the differentiated instruction in the classroom. Teachers differentiate in the classroom through reader's and writer's workshop as well as small group instruction to meet the needs of all students. It is equally important to challenge high performing students as it is to support struggling students. In a differentiated classroom extension activities are provided to challenge students thinking in content areas. In addition, students are pushed in reading to work at their instructional level. For example, students may be reading text in small groups that are above grade level if that meets their academic needs.

Testing is also done mid-year to evaluate student progress in reading and math as well as to determine if the curriculum is aligned to state standards. All current students in the program are tested as well as teacher recommended students who they feel may be falling behind. Depending on test results, some students may be discontinued from the program and needier students will receive support. Assessments are ongoing throughout the school year which allows for careful monitoring of student progress. Combining test results with teacher input allows for transition in or out of the program throughout the year. End of year testing data is used to compile recommendation lists for next school year.

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.

Below is a list of state and local educational agency programs that are frequently used to support the school wide program. The process of coordinating these services with the school wide program usually begins with a request from a family, teacher or administrator. School support personnel, along with other school staff, will refer the family to the needed service.

Federal Resources - Title 1 Program

- 1 Full Time Learning Interventionist
- 2 Full Time Learning Interventionist Paraprofessionals
- Free/Reduced Breakfast and Lunch

State Resources

- Healthy Kids / MICHild
- Family Independence Agency
- Michigan Department of Human Services

County Resource

- Children's Dental Clinic (Wayne County Health Department)
- Vision Screening (Wayne County Health Department)
- Hearing Screening (Wayne County Health Department)

Local Resources

- Livonia Clothing Depot
- City of Westland Commodity Foods
- City of Livonia Commodity Foods

- The Salvation Army
- Westland Youth Assistance
- Livonia Youth Assistance
- The Livonia Police Department
- Community and Parent Volunteers
- Local Target gives back
- Lifetouch Photography
- Home Depot
- Alliance of Rouge Communities
- Livonia Kiwainas
- Livonia and Westland Goodfellows

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

Cleveland Elementary receives Title I funds to support at risk students. This money is used to provide services as well as materials to struggling students to support them in Reading, Writing, Math, Science and Social Studies. Many of the other state, county, and local resources are initiated on an as needed basis. To ensure that our students are healthy and physically ready to learn and reach our schoolwide goals in reading, writing, mathematics, science and social studies we utilize a variety of state, county and local resources. Two services we refer our families to for health care are MICHild, a low cost health coverage program for children under the age of 19 and Healthy Kids, a free health coverage program for children under the age of 19 and pregnant women. These resources are available through the State of Michigan. The Michigan Department of Community Health provides for our students whose families do not have and cannot afford health care. Additionally, Children's Dental Clinic (Wayne County Health Clinic) is another resource which offers dental services to children on a sliding scale. We also have this dental service visit the school at least once a year to provide dental services for the children. Wayne County also visits yearly to provide hearing and vision screening. These services are coordinated through the Elementary Support Teacher (EST).

In addition to making sure our students have access to health and dental care services we have other resources available to make sure basic needs are met. One resource that is available to families who require help with basic needs is the Family Independence Agency. This state resource is available to provide families that qualify for cash assistance for living expenses such as rent, heat, utilities, clothing, food and personal care items. Other resources available to assist with basic needs are: the Livonia Clothing Depot, a local resource which offers on-site clothing to our students as needed, Michigan Department of Human Services, a state resource which offers food assistance programs and food stamps, the City of Westland Commodity Foods and the City of Livonia Commodity Foods, both local resources which offer surplus federal food program commodities, the Salvation Army, which offers food every 6 weeks after a meeting with a case worker. These are basic needs that our students require in order to reach our schoolwide goals. These services are coordinated through the Elementary Support Teacher (EST). Free/reduced breakfast and lunch are also provided to those who qualify through a federally funded program.

A prerequisite for learning is that students are emotionally and mentally ready to learn so that they are able to reach our schoolwide goals. Our Elementary Support Teacher works with families and students to make sure that their needs are met.

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

Component 1, Comprehensive Needs Assessment. The Comprehensive Needs Assessment is funded by the state through the general fund, by the county through Wayne RESA, and by the district and building through Cleveland's allotment of the district general fund and Title 1 A and AARA funding. The monies are utilized for additional staffing in order to better support our students through our Early Learning Success Initiative. This initiative allows for Interventionists at each grade level supporting students and making sure that they are successful in school.

Component 2, Schoolwide Reform Strategies, is funded by the state through the general fund, by the county through Wayne RESA, and by the district and building through Cleveland's allotment of the district general fund and Title 1A and AARA funding. These monies provide the supplies for the coordination and integration of schoolwide programs to achieve the schoolwide goals.

Component 3, Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals), is funded by the county through Wayne RESA, and by the district and building through Cleveland's allotment of district general fund and Title 1A and AARA funding. These monies are used for classes, conferences and continuing professional development. Cleveland staff also makes personal payments for ongoing professional education (classes and conferences).

Component 4, Strategies to Attract High-Quality Highly Qualified Teachers, is funded by the Livonia Public Schools district funds.

Component 5, High-quality and Ongoing Professional Development, is funded by the county through Wayne RESA, by the district and building through Cleveland's allotment of the district general fund and Title 1A and AARA funding. Cleveland offers many opportunities for professional development. Teachers utilize district coordinators and building level leaders for planning and implementation of strategies. Staff participates in on-going learning through book studies and collaboration. Numerous staff members attend conferences throughout the year including Class A Training, Zangle Training, Prevention of Early Learning Failures Conference, TIPS Conference, MRA Conference, MSTA Conference and district offered workshops. Training of the Fountas and Pinnell Reading Assessments and Grade Level Writing Units of Study are examples of district workshops. Monies are spent for conference costs and substitutes.

Component 6, Strategies to Increase Parental Involvement, are funded by the county through Wayne RESA, and by the district and building through Cleveland's allotment of district general fund and Title 1A and AARA funding. Monies are used to ensure that parents are welcome and encouraged to participate in the development and evaluation of the schoolwide plan, including the School-Parent Compact that addresses the responsibilities of parents, students and teachers. The goal is to build a true partnership between the home and school. Parents are invited and encouraged to participate in programs at Cleveland, as well as at other Title I buildings. There are many ways for parents to be involved in their child's education, even if they are not able to be present at the school. We offer E-News, e-mails, teacher/school web pages, E-blasts, and backpack mail.

Component 7 is Preschool Transition Strategies. Students entering Cleveland are welcomed through a variety of strategies including a Kindergarten Round Up and our Young Eagles Program. These programs are funded through the district general fund. Students transitioning into Cooper (grade 4 to 5) will be able to visit their new school and start becoming acclimated. The plan includes an open- house so that students are able to visit their new classrooms and families can ask questions of staff concerning their child's transition into a new school. Professional development is made available for vertical alignment (lower elementary through middle school) to provide consistency and continuity across the grade spectrum. This is funded through the district and building through Cleveland's allotment of district general funds and Title 1A and AARA funding.

Component 8 is Teacher Participation in Making Assessment Decisions. The plan provides an assurance that teachers are involved in the development of assessments and have input into the discussion, scoring and analyzing of the results of these assessments in order to identify students that are at risk. The plan also provides staff with access to training. These resources are funded by the state through the general fund, by

the county through Wayne RESA, and by the district and building through Cleveland's allotment of the district general funds and Title 1A and AARA funding.

Component 9, Timely and Additional Assistance

The assistance that is provided throughout the district to students may include; speech and language, resource room support, elementary support teacher interventions, and English as a second language. To meet the affective needs of the students, the district provides school psychologists and social workers as well. These services and resources are funded by the state through the general fund, by the county through Wayne RESA, and by the district and building through Cleveland's allotment of district general funds and Title 1 A and AARA funding. In addition to the interventions supported by the general fund, our Title 1 funds support 1 interventionist and 2 paraprofessionals, supplies for intervention in the classroom through small group instruction, and parent outreach programming.

Component 10, Coordination and Integration of Programs and Resources - The coordination and integration of the federal, state and local programs and services, in compliance with federal, state and local regulations is coordinated by the Cleveland staff. They work closely with the district Title I Coordinator. This is funded by the state through the general fund, and by the district and building through Cleveland's allotment of district general fund and Title 1 A and AARA funding.

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.

Cleveland is a K-4 building. We utilize Federal, State, and local funds and programs to support students in all grade levels. Title 1 funds are utilized to fund 1 interventionist and 2 paraprofessionals which support the different grade levels. Each interventionist supports a specific grade level so that their efforts are focused. Title 1 funds also support each grade level through books and interventions that are used for small group instruction. Many support systems that the state and county have in place support children in all grades including dental services and the clothing depot. There are some programs that are grade level specific which are funded through Title 1 including our Young Eagles program which supports in coming kindergartners and our Camp Emerson program that supports grades 2-4. Free and reduced lunch and our breakfast program are also federally funded and provide a service to all grade levels.

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.

Livonia Public Schools has a technology plan. Technology is an important part of our curriculum. We follow the state content expectations for technology at each grade level. This includes internet safety. In the general education setting students learn computer skills and utilize technology to supplement the educational process. Students go to the lab once a week as a class and utilize computers for projects as needed. Computers are also used for intervention in the classroom. We utilize Education City and Everyday Math games to support classroom instruction. In the classroom we also utilize visual data projectors to display student work and teacher directed lessons in full color.

Title I funds were used this year to further support technology in the area of interventions in the classroom. We currently have Education City which is a web based support program that is available to all students. This program can be used in the lab as well as in the classroom. We purchased 25 IPADS to be used in the

classrooms by our students. The one thing our students need is greater access to computers and intervention programs like Education City. These IPADS will make it easier for students to access Education City in the classroom for intervention. We will also be loading them with educational applications to be used as interventions within the classroom. Beyond the interventions that they will provide, the IPADS should increase student engagement for our most at-risk students.

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.

At Cleveland we create, implement, and evaluate our school improvement plan every year. Our staff is dedicated to this process and plays an active role in the assessment of our programs and goals. Each year in September we have a district wide Professional Development Day in which we begin the implementation process for our School Improvement Plan. We set dates for collecting assessments and learn about new programs that will be implemented in the upcoming school year. By the end of the day we have a good understanding of what we need to accomplish that school year. From September through January we implement and collect data. Our writing goal for example asks that we collect writing pieces each month and score them based on the grade level expectations. In January we begin the evaluation process as we look at district math and language arts assessments. Every teacher is involved in this process. During monthly collaboration, grade levels analyze the school comparative district data and we use this information to inform decisions with our school improvement plan. In March we typically get state data and then we meet as math and literacy teams. Every staff member is part of either the math team or the literacy team. Both teams have leaders that attend district assessment analysis workshops. They then bring the information back to their teams and determine what goals are needed for the School Improvement Plan. They write the goals for the next year and create the plan and intervention to meet the needs of the children.

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 the effectiveness of the schoolwide program by data review, student proficiency levels, and ongoing review of intervention and skill levels. When looking at the data, whether it be state, district, or local, our teams are looking to see the percent of students that were proficient with specific interest to the lowest 25% of those originally identified in the fall. They are also looking at which students were not proficient and determining their needs. This plays a large role in why we have the support systems in place for student intervention. Our interventions are geared towards early learning success. We focus on developing fluent, successful readers and writers who have a strong set of skills that will lead to their academic success. That is why we implemented the Leveled Literacy Intervention as well as the Essential Skills. These two philosophies are designed to support whole child development and early learning success.

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.

Our School Improvement team consists of the literacy and math teams as well as a leadership team which contains the leaders of those teams, resource room teacher, speech teacher, Elementary Support Teacher and parent representative. Each team focuses on their goal and activities to ensure that we are meeting the

students needs. The team is also responsible for keeping the staff on track with data collection and implementation of new initiatives. The teams meet once a month to progress monitor and determine what needs to be done. Each spring the teams analyze the data from state, district, and local assessments and determines if we met our goals. If not, they revise the plan and we move forward to make the necessary changes to meet our students needs. All updates and revisions of the School Improvement Plan are presented to parents at montly PTA meetings at which time they can provide feedback and make suggestions.

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 is shared with all stakeholders in a variety of ways. Student Information is shared from the start of the year beginning with an informational letter that is sent to every home before school starts. This letter goes over the rules and procedures for the school as well as the happenings of the first couple days of school. Included in this letter is a personal letter of introduction by each classroom teacher. The first day of school is followed with a Parent Information Night and Open House. This is typically done within the first two days of school. At this information night each teacher shares the Parent Involvement Plan and Parent Compact. The curriculum is discussed in length and the Intervention Program is shared at this time. By October we have completed our assessments and support systems are beginning to take place. At this time there is a second Parent Information Night which focuses on the Intervention Program and the supports that are in place. This meeting is where it is made very clear what we are doing to support at-risk students at school as well as what parents can do at home to help. Following the Parent Information Nights we continue our dialogue with families through our monthly PTA meetings, weekly Intervention meetings, biweekly newsletters, and email blasts. Curriculum, intervention, support, assessment data, and school improvement are all shared and discussed at these meetings. We really see parents as partners in the educational process and look for ways to keep everyone on the same page. Student progress is also shared throughout the year. All district, state, and local assessments are discussed at PTA meetings and in our Intervention Team meetings.

Building Level Decision-Making

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

School Improvement is a collective process at Cleveland. Our Leadership team is composed of leaders from both the literacy and math teams as well as our resource room teacher, speech teacher, and Elementary Support Teacher. Data is analyzed and plans are created within the math and literacy teams. These plans are then shared with the complete staff to garner feedback. They are also shared at our PTA meetings to get our parent's thoughts and further develop the plan. From here our goals, activities, and strategies are put into place and we make sure they are followed through giving feedback to all stakeholder groups along the way. We really have a collective process and are proud of our school improvement efforts as well as support system.

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://Cleveland@livoniapublicschools.org>*

Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments:

Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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:

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

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to all indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Michael	Daraskavich	Principal	mdaraska@livoniapublicschools.org
	Michelle	Ryan	Teacher	mryan@livonia.k12.mi.us
	Darlene	Hoy	Parapro	dhoy@livonia.k12.mi.us
	Joy	Rose	Teacher	jrose@livonia.k12.mi.us
	Kim	Vrooman	Teacher	kvrooman@livonia.k12.mi.us
	Cathleen	Hedden	Teacher	chedden@livonia.k12.mi.us
	Julie	Wyett	Teacher	jwyett@livonia.k12.mi.us
	Jennifer	Brees	Teacher	jbrees@livonia.k12.mi.us
	Kim	Zimpleman	Teacher	kzimplem@livonia.k12.mi.us
	Jennifer	Jungwirth	Teacher	jjungwir2@livoniapublicschools.org
	Katherine	Emert	Teacher	kemert@livonia.k12.mi.us
	Linda	Eastman	Teacher	leastman@livonia.k12.mi.us
	James	Schettenhelm	Teacher	jschette@livonia.k12.mi.us
	Denise	Bassett	Teacher	dbassett@livonia.k12.mi.us
	Dawn	Guthard	Teacher	dguthard@livonia.k12.mi.us
	Julie	Karrick	Teacher	jkarrick@livonia.k12.mi.us
	MaryJo	Baringhaus	Teacher	mbaringh@livonia.k12.mi.us
	Carol	Dazer	Teacher	cdazer@livoniapublicschools.org
	James	Murphy	Teacher	jmurphy2@livoniapublicschools.org
	Karen	Comiez	Teacher	kcomiez@livonia.k12.mi.us
	Donna	Sobier	Parapro	dsobier@livonia.k12.mi.us
	Bethe	Warrick	Speech Language Pathologi	jwarrick@livonia.k12.mi.us
	Nancy	Rose	Teacher	arose@livonia.k12.mi.us
	Mary	Collins	Teacher	mcollins@livonia.k12.mi.us
	Kathleen	Hall	Teacher	khall2@livonia.k12.mi.us
	Curtis	Kreutzfeld	Custodian	ckreutzf2@livonia.k12.mi.us
	Sandi	Shovely	Secretary	sshovely@livonia.k12.mi.us
	Jeanne	Fuller	Teacher	jfuller@livoniapublicschools.org

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Administrator of Student Services/ Director of Human Resources
Address:	Dickinson Center, 18000 Newburgh Road, Livonia, MI 48152
Telephone Number:	734-744-2524

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
- Superintendent letter & facilitator letter
- index and rubric

Cleveland Elementary School

Family Involvement Plan

Our goal at Cleveland Elementary School is to form a partnership between staff and families which will support a high level of academic achievement for each student. We believe that a child's education is a shared responsibility by the school and the family. We encourage family involvement at all levels of student learning and will monitor and evaluate the success of this plan throughout the year. Changes will be made to this plan based on parent feedback and student success.

Plan Guidelines

- Cleveland will have an annual fall meeting.
 - Each parent will receive the Family Involvement Plan and School-Parent-Compact with explanation.
 - Grade Level Essential Content Parent Guide will be distributed.
- Cleveland Elementary School Staff will provide meetings with families offered at flexible times.
 - Schedule of school meetings and activities will be printed in the Cleveland's bi-weekly news.
- As vested partners in each student's education, staff, parents and students will receive Cleveland's School-Parent-Student Compact. This is an active document revised annually or as needed by stakeholders. It lists the obligations of staff, families and students to themselves and each other.
 - This document will be signed when received and kept as a visual reminder of each stakeholder's obligations.
 - The compact will be reviewed at parent teacher conferences and other meetings.
 - Parents will be surveyed throughout the year assessing the effectiveness of the compact.
- Cleveland Elementary is a schoolwide Title 1 school.
 - Cleveland staff will identify students who need support in academic areas.
 - A fall orientation meeting will be held to provide families with training and materials that will enable them to provide support for their children in targeted goals at home. An explanation of the curriculum and assessments will be shared.
 - Parents will have access to Cleveland staff through email and voicemail.
 - Title support staff will collaborate with teachers regarding identified students' progress at the end of each card marking. Teachers will convey this information to parents in a timely manner.
 - Title 1 meetings will be held weekly with the Intervention team. Parents are invited and are welcome to attend one meeting a month. Upon request, meeting agendas will be available.
 - Staff will be educated on how to build ties between home and school.
 - A Title Procedures manual will be available for any parent to view upon request.

This plan is in accordance with the No Child Left Behind Act of 2001.

Any comments indicating family dissatisfaction with the Cleveland Elementary School Family Involvement Plan must be collected and submitted along with the Title 1 Application for Grant to the Michigan Division of Compensatory Education.

BOARD POLICY

IDD(1)

JULY 5, 2005

PARENT INVOLVEMENT

State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents

Livonia Public Schools participates in Title I, Part A (No Child Left Behind Act of 2001) programs. A mandated component of Title I programs is parental involvement.

Parental involvement means the participation of parents and other caregivers in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- (A) that parents play an integral role in assisting their child's learning.
- (B) that parents are encouraged to be actively involved in their child's education at school.
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees, including school improvement, to assist in the education of their child.

To ensure this meaningful participation, each school receiving Title I services will offer and respond to requests for: meetings, surveys, phone calls, e-mails, conferences, and written reports designed to reach all parents/caregivers, including those with limited English or disabilities, for the purpose of:

- Soliciting annual input from parents of participating children for assessment of programs, activities, and services and this policy;
- Involving parents/caregivers in the planning, implementations and evaluation of activities/programs for children and programs for parents/caregivers;
- Assisting parents/caregivers in understanding:

- # The State's academic content and achievement standards,
 - # The State and local academic assessments including alternate assessments,
 - # The requirements of Title I, Part A,
 - # How to monitor their child's progress, and
 - # How to work with educators;
- Informing parents of their child's progress.

In addition, each Title I school will involve parents/caregivers in the development of a school/parent compact which describes the school's responsibility for instruction and the parent's responsibility for support.

The district Title I coordinator will assist schools in the development of their policies and provide coordination with other state and federal programs, including the Michigan School Readiness Program.

Cleveland Elementary School

School-Parent-Student Compact

A compact is a written statement outlining the partnership schools and families have for helping students achieve. The staff, families and students of Cleveland Elementary share the responsibility of a goal of high academic achievement for each student.

Staff of Cleveland Elementary School will support student learning by:

- Providing a high-quality curriculum based on the Michigan Curriculum Framework and Michigan Grade Level Content Expectations
- Providing a safe, welcoming and supportive learning environment
- Assessing students in a variety of manners to measure student progress and work toward meeting or exceeding established proficiency levels
- Providing families opportunities to volunteer and participate in their child's classroom, and to observe classroom activities as needed
- Providing quarterly reports to families on student progress
- Actively participating in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families
- Respecting the school, staff, students and families of Cleveland Elementary

Families of Cleveland Elementary students are responsible for supporting their child's learning by:

- Assuring their child's regular attendance in school as well as adequate sleep, regular medical attention and proper nutrition
- Monitoring homework/schoolwork completion and providing a quiet time and place for schoolwork
- Assisting your child in responsibly returning homework, books and other school materials
- Being aware and setting appropriate limits on their child's amount of television viewing, video game playing and computer use
- Attending parent/teacher conferences and maintaining contact with the teacher and/or principal if their child is experiencing difficulty
- Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district and responding as appropriate
- Volunteering in their child's classroom and/or school if available
- Following guidelines set forth in Cleveland's *Student Handbook*
- Respecting the school, staff, students and families of Cleveland Elementary

Students of Cleveland Elementary School are expected to:

- Come to school ready to learn and to work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and classroom rules
- Be responsible for following the guidelines set forth in Cleveland's *Student Handbook*
- Communicate regularly with their families and teachers about school experiences so that they can help them be successful in school
- Limit my TV watching, video game playing and computer use
- Study or read every day after school
- Respect the school, staff, students and families of Cleveland Elementary

Parent Signature: _____ Student Signature: _____ Date: _____

May 13, 2011

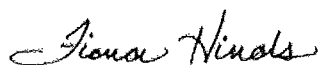
Michigan Department of Education
Office of School Improvement
Field Services Unit
P.O. Box 30008
Lansing, MI 48909

Cleveland Elementary School has completed a year of Schoolwide Planning, and the LEA has approved this school to be operated as a Title I Schoolwide Program, beginning on September 7, 2011.

A review of the required components for a NCLB Plan is complete, and all required documentation is included with this letter. A copy of the Plan and the rubric is also attached.

Please contact me if you have any questions or concerns regarding the process for Schoolwide planning, School Improvement Plan – Schoolwide, or the online submission of attachments from the school.

Sincerely,



Fiona Hinds
Associate Director
Michigan NCA/AdvancED

Attachments (Schoolwide Plan – Meetings/Sign-In, Rubric, Letter from Superintendent)



LIVONIA
PUBLIC SCHOOLS

15125 Farmington Road • Livonia, Michigan 48154

Phone (734) 744-2500

Michigan Department of Education
Office of School Improvement
Field Services Unit
P.O. Box 30008
Lansing, MI 48909

Cleveland Elementary School has completed a year of Schoolwide Planning, and the LEA has approved this school to be operated as a Title I Schoolwide Program, beginning on September 6, 2011.

A review of the required components for a NCLB Plan is complete. A copy of the Plan is attached. All components of a Title I Schoolwide Plan are included, and the rubric documenting this is also attached. The District will ensure that the Plan is Implemented as written and that it is reviewed and revised annually.

Sincerely,

A handwritten signature in black ink, appearing to read "Randy A. Liepa".

Randy A Liepa, Ph.D.
Superintendent
Livonia Public Schools School District

Attachments (Schoolwide Plan, Rubric, Parental Involvement Plan, Parent-Teacher-Student Compact)

Cleveland Elementary School
Title 1 Schoolwide Plan

Index

I.	Comprehensive Needs Assessment	page 34
II.	School Wide Reform Model	page 36
III.	Instruction by Highly Qualified Professional Staff	page 38
IV.	Strategies to Attract Highly Qualified Teachers to High Needs Schools	page 38
V.	High Quality Ongoing Professional Development	page 39
VI.	Strategies to Increase Parent Involvement	page 39
VII.	Preschool Transition Strategies	page 44
VIII.	Teacher Participation in Making Assessment Decisions	page 45
IX.	Timely and Additional Assistance	page 47
X.	Coordination of Federal, State and Local Programs	page 48
	Evaluation of School Improvement Plan	Page 52

Michigan Department of Education
Office of School Improvement
Field Services Unit

Schoolwide Plan Rubric

School Name: CLEVELAND ELEMENTARY Contact Name: Mike Daraskavich	District/Academy Name: LIVONIA PUBLIC SCHOOLS Contact Telephone: 734-744-2700	Grade Levels of Schoolwide Plan: K-4 Contact E-Mail: mdaraska@livoniaschools.org	
Name of Schoolwide Facilitator/Reviewer: FIONA HINDS			
Index of 10 Components	Requirements Not Met	Meets All Requirements	Exceptional
1. Comprehensive Needs Assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Schoolwide Reform Strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. High-Quality and Ongoing Professional Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Strategies to Increase Parental Involvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Preschool Transition Strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Teacher Participation in Making Assessment Decisions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Coordination and Integration of Federal, State and Local Programs and Resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluation			
Signature of Schoolwide Facilitator/Reviewer: <i>[Signature]</i>	Date Plan Reviewed: 5/13/2011		

Requirements Not Met – Does not meet complete set of criteria in the “Meets All Requirements” Column.

Meets All Requirements – All criteria are met.

Exceptional – Includes all criteria from “Meets All Requirements” Column, plus additional criteria listed in the “Exceptional” Column.