

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Holland City School District

ISD/RESA: Ottawa Area ISD

School Name: Maplewood

Grades Served: PK,K

Principal: Ms. Ellen Westveer

Building Code: 09963

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Maplewood
District:	Holland City School District
Public/Non-Public:	Public
Grades:	PK,K
School Code Number:	09963
City:	Holland
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

HOLLAND ECC believes in partnering with parents and community to develop and nurture each child's unique academic, social, emotional, creative and physical abilities through active learning.

This school welcomes all, embraces each, supports everyone, and hopes that you find yourself better for having been here.

Mission Statement

The Mission of Holland Early Childhood Center is to prepare each of our students for kindergarten by developing each child's academic, physical, social and emotional development to the very best of his/her ability.

Beliefs Statement

Staff at Holland Early Childhood Center believe that each child we serve is a unique being with unlimited potential. Our goal is to nurture and develop each child to his/her fullest potential in the year we work with him/her.

Goals

Name	Development Status	Progress Status
Increase involvement of Parents in educational opportunities	Complete	Open
Transition students to Kindergarten	Complete	Open
Young Fives students will each make 1 year growth in pre literacy skills	Complete	Open

Goal 1: Increase involvement of Parents in educational opportunities

Content Area: Other

Development Status: Complete

Student Goal Statement: Increase the number of parents involved in educational activities at ECC .

Educational support would be given to parents in positive behavior support for their child; and in educational opportunities to do at home.

Gap Statement: This year we had 98% parents attend parent conferences and 100% of GSRP parents receive home visits.

Approximately 25% of parents participated in Playgroups, parent education classes.

Cause for Gap: recruiting, meeting times

Multiple measures/sources of data you used to identify this gap in student achievement: Attendance records for Playgroups, conferences, home visits; parent surveys

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? We would like to increase parents' involvement in educational activities from 25% to 50% for the 2011-2012 school year.

This would be measured by attendance.

This would be measured by % of parents who participate.

Contact Name: Ellen Westveer Pan VanFaasen

List of Objectives:

Name	Objective
Parent Involvement	Increase parent involvement in educational activities at ECC to 50%. Continue to have 98-100% attendance at home visits and parent conferences

1.1. Objective: Parent Involvement

Measurable Objective Statement to Support Goal: Increase parent involvement in educational activities at ECC to 50%. Continue to have 98-100% attendance at home visits and parent conferences

List of Strategies:

Name	Strategy
Parent Involvement	Recruit parents to participate in the Positive Behavior Support workshops offered. Add incentives for attendance: free book, various meeting times, food

1.1.1. Strategy: Parent Involvement

Strategy Statement: Recruit parents to participate in the Positive Behavior Support workshops offered. Add incentives for attendance: free book, various meeting times, food

Selected Target Areas

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Other Required Information for Strategy

RtI/ Positive Behavior Support data

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent Involvement	2011-08-29	2012-06-04	Ellen Westveer, teachers.

1.1.1.1. Activity: Parent Involvement

Activity Type: Professional Development

Activity Description: Staff will plan activities to recruit parents to attend Positive Behavior Support activities beginning in Sept. as parents and children start school.

Easy educational activities will be given parents to use at home.

Planned staff responsible for implementing activity: Ellen Westveer, teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Goal 2: Transition students to Kindergarten

Content Area: Other

Development Status: Complete

Student Goal Statement: Successful transition to Kindergarten for all Young 5's and ECSE students.

Gap Statement: There have not been opportunities for ECC staff/ teachers to meet with district Kindergarten teachers and special ed staff.

Cause for Gap: Administration has not scheduled times/ opportunities to meet

Multiple measures/sources of data you used to identify this gap in student achievement: Curriculum/ program alignment.

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? Kindergarten Readiness criteria as developed and outlined in the "Ready For School" statement on our community.

Outcomes staff at ECC have for students exiting our program.

Contact Name: Ellen Westveer Young 5's teachers

List of Objectives:

Name	Objective
Kindergarten Transition	ECC Staff and Kindergarten teachers will improve communication around the transition of students..

2.1. Objective: Kindergarten Transition

Measurable Objective Statement to Support Goal: ECC Staff and Kindergarten teachers will improve communication around the transition of students..

List of Strategies:

Name	Strategy
Kindergarten Transition	Administrator will schedule 2 meetings for ECC teachers and Kindergarten staff to meet. These meeting will include the special education teachers and staff also. Time will be given for ECC teachers to observe in K. classrooms.

2.1.1. Strategy: Kindergarten Transition

Strategy Statement: Administrator will schedule 2 meetings for ECC teachers and Kindergarten staff to meet. These meeting will include the special education teachers and staff also. Time will be given for ECC teachers to observe in K. classrooms.

Selected Target Areas

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Other Required Information for Strategy

GSRP Implementation Manual: Transition to Kindergarten.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Kindergarten Transition	2011-09-06	2012-06-04	ECC Administrator and K7 principals.

2.1.1.1. Activity: Kindergarten Transition

Activity Type: Professional Development

Activity Description: 2 meetings to be held with Kindergarten staff; agendas to be determined by staff. Staff will review Transition information in GSRP Implementation Manual.

Planned staff responsible for implementing activity: ECC Administrator and K7 principals.

Actual staff responsible for implementing activity: Ellen Westveer

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 3: Young Fives students will each make 1 year growth in pre literacy skills

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Each student will make 1 years growth in pre-literacy skills as measured by the Preschool Early Literacy Indicators (PELI) assessment.

All incoming Young 5's students will complete a pre and post assessment for pre-literacy skills: Alphabetic Knowledge, Phonemic Awareness, Vocabulary/Oral Language and Comprehension.

Assessment will be given in October, Feb. and May.

Gap Statement: This is the first year we used the PELI - Preschool Early Literacy Indicators. There are no national norms developed, and so teachers developed their own benchmarks for Tier 1,2,3. This will be developed more completely in 2011-12.

Tier 2 interventions (Road to the Code, K-Pals) were used with students needing support. Students made progress.

Cause for Gap: This is the first year of testing. PELI (national) has not developed norms.

Need more progress monitoring for students on Tier 2 interventions

Multiple measures/sources of data you used to identify this gap in student achievement: In addition to the PELI assessment, teachers used their assessments and grade cards for all students. Students not meeting benchmarks on the PELI received support.

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? Criteria for success is 1 years growth for all students in the areas of: Alphabet knowledge, Phonemic Awareness, Vocabulary, Comprehension.

Contact Name: Janet Jasker Heidi Draft

List of Objectives:

Name	Objective
Growth in pre literacy skills	Each student will make 1 years growth in pre literacy skills as measured by the PELI

3.1. Objective: Growth in pre literacy skills

Measurable Objective Statement to Support Goal: Each student will make 1 years growth in pre literacy skills as measured by the PELI

List of Strategies:

Name	Strategy
PELI Assessment	100 % students will be assessed in October, February and May

3.1.1. Strategy: PELI Assessment

Strategy Statement: 100 % students will be assessed in October, February and May

Selected Target Areas

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Other Required Information for Strategy

National Early Literacy Panel report

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PELI Assessment	2011-08-29	2012-06-06	Ellen Westveer and teachers

3.1.1.1. Activity: PELI Assessment

Activity Type: Professional Development

Activity Description: Staff will be trained on PELI as needed; and will develop benchmarks for Tiers 1,2,3

Planned staff responsible for implementing activity: Ellen Westveer and teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PELI Assessment	General Funds	100.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$100.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

*using data from PELI assessment;
and Program Quality Assessment data from GSRP review.
teachers reviewed data
demographic data from district collection*

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

Young 5's - using PELI and teacher assessment

GSRP - risk factor criteria for program

attendance data - indicates student at risk of achievement

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

*Early Childhood Standards of Quality (MDE)
use of risk factors - GSRP*

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

*Young 5's and GSRP students receive support as identified by parent (GSRP risk factors) and PELI data -
Young 5's
Parents complete Ages & Stages Questionnaire giving input on their child's development*

Services for Eligible Students

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

Incorporated into Existing School Program Planning

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

*targeted students receive Tier 2 support in Young 5's : Road to the Code, K-Pals.
Families have opportunity to participate in Playgroups and Parents As Teachers home program*

Instructional Strategies

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

Title I and Regular Education Coordination

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

students needing additional support get that through additional 1:1 and small group time within the classroom program

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.

ECC curriculum is aligned with Early Childhood Standards of Quality

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

Teaching staff and Director coordinate to determine curriculum and assessment following guidelines from MDE Early Childhood.

Instruction by Highly Qualified Professional Staff

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

All teachers and IA/ CDA's are highly qualified

High-Quality and Ongoing Professional Development

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

Strategies to Increase Parental Involvement

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

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

ECC does have a goal for parent involvement, as it is an integral part of our program; and required by GSRP and ECSE policy.

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

2a. Design

parent involvement is a necessary part of the Early Childhood program as defined by GSRP and ECSE standards.

2b. Implementation

*home visits, parent conferences;
parent education opportunities*

2c. Evaluation

Parent Survey (to be developed)

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

*grade cards; conferences; school communication translated into Spanish.
we have Spanish speaking staff at ECC*

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".

parent involvement expectations are described in the ECC Handbook.

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

attendance at conferences, home visits, and parent education opportunities.

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

need to increase parent participation at parent educ. opportunities.

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

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*our pre-K students transition to the 4 K7 buildings in our district.
all school records/ student data are transferred to the K7.
parents have opportunity to attend a Kdg. Open House at the K7 building.
There is a district wide Kdgn. Round Up event*

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.

Child Observation Record used in pre-K which is a comprehensive developmental assessment.

Coordination of Title I, Part A and Other Resources

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

*ECC Director completes the GSRP application.
other activities handled by District Title I Office*

Ongoing Review of Eligible Student Progress

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

PELI assessment; teacher assessment; COR(Child Observation Record)

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

Young 5's students can receive Tier 2 interventions: Road to the Code; K-Pals

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

progress monitoring of child's learning.

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

Staff identify PD needs ; plan for that in our PLC time.

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.

n/a

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.

*no State assessments for preschool age.
other indicators: PELI data, COR, PQA/ GSRP*

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

*student progress shared with parents at conferences; home visits and IEP meetings.
Spanish translation available for any families needing the service.*

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.

staff review and participate in SIP. Plan is reviewed and submitted to district Teaching & Learning Office and School Board.

Assurances

EdYES!

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

Response: *N/A (our school does not have grades 1-5)*

Comments:

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

Response: *Yes*

Comments: *hollandpublicschools.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: *ECC meets Childcare Licensing
License # CD030303042
Playground is compliant.*

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

Response: *Yes*

Comments: *most staff are CPI certified
most staff are CPR certified
we have implemented building wide Positive Behavior Support expectations.*

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: *ECC publishes a Parent Handbook annually*

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: *DHS Licensing is current.
Playground is compliant*

County Health Dept. conducts annual vision and hearing screenings.

ECC is part of the county Healthy Beginnings initiative

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

Response: *Adopted policy, but not fully implemented*

Comments: *n/a to preschool*

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

Response: *Yes*

Comments: *n/a to ECC programs*

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

Response: *Yes*

Comments: *n/a to preschool*

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

Response: *Yes*

Comments: *preschool units on community/ nutrition/ health as appropriate to this age.*

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

Response: *Adopted policy, fully implemented*

Comments: *follow licensing and Early Childhood Standards of Quality for preschoolers. Daily time outdoors, daily gross motor time*

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

Response: *Yes*

Comments: *PE teachers receive professional development during the district PD week. They also have use of PD funds for further professional growth.*

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

Response: *Other curriculum*

Comments: *preschool activities*

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

Response: *No*

Comments:

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

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

Comments: *scheduled PE is only for Y5 students: 30 min / week.
all students have daily outdoor and gross motor time*

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

Response: *Adopted policy, fully implemented*

Comments: *our students who participate in the district breakfast/lunch program receive qualified nutritional meals*

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

Response: *Yes*

Comments: *per district Food Service*

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

Response: *Yes*

Comments: *n/a at preschool*

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: *n/a at preschool*

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: *yes, only food served at ECC is from district food service*

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

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments: *school nurse available daily.*

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: *Health policy & Safety Rules included in Parent Handbook.*

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

Response: *Yes*

Comments: *Dr. physical on file for all preschool students.
Emergency cards on file for all students.*

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

Response: *Adopted policy, fully implemented*

Comments: *ECC is part of the Intermediate School District Positive Behavior Support initiative.*

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

Response: *No*

Comments: *n/a at preschool*

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

Response: *Yes*

Comments: *teachers do as part of preschool curriculum on social skills building. also use Second Step in classrooms.*

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: *Second Step program*

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

Response: *Yes*

Comments: *report any suspicion of abuse to CPS as mandated.*

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

Response: *No*

Comments:

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

Response: *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: *we have GSRP and ECSE requirements for parent involvement, and all parents attend conferences and/or home visits.*

31. Our school has a parent education program.

Response: *Yes*

Comments: *Playgroups offerend in English and Spanish;
parent education opportunities for PBS.
home visits
parent-child activities.
connections to community agencies/ opportunities*

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: *n/a at preschool*

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

Response: *Access to some indoor facilities*

Comments: *have access to our gym (only area available)*

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
	Elizabeth	Moraw	Director of Instructional	emoraw@hollandpublicschools.org
	Judy	Mills	ISD Early Childhood Speci	jmills@charter.net
	Ellen	Westveer	Director ECC	ewestvee@hollandpublicschools.org
Mrs.	Carol	Carder	GSRP teacher	ccarder@hollandpublicschools.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:	Rich Zuker, Director of Human Resources
Address:	156 W. 11th St. Holland, MI. 49423
Telephone Number:	616-494-2025

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

SCHOOL PARENT INVOLVEMENT PLAN

The Board of Education believes that research provides convincing evidence that parents/guardians are an important influence in helping their children achieve high academic standards. When schools collaborate with parents/guardians to help their children learn and when parents/guardians participate in school activities and decision-making about their children's education, children achieve at higher levels.

Parental/guardian involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities. To this end, parents/guardians should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
- C. their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- D. providing for the proper health, safety, and well-being for their child;
- E. developing English language proficiency;
- F. assisting their child in meeting English Language Arts and Math proficiency standards.

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

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

The Board of Education encourages and in accordance with the requirement of Section 1118 of Title IA, programs sponsored by Title I funds must be designed and implemented in consultation with parents/guardians of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which have been developed with, approved by, and distributed to parents/guardians of participating students. This includes the development of a school parent/guardian compact consistent with section 1118 (d).

These guidelines are as follows:

The Superintendent shall direct the development of a Parent/Guardian Involvement Plan for the District which includes, the following strategies:

- A. Maintain a consistent, District wide effort to communicate regularly with parents/guardians.
- B. Hold an annual meeting to inform first time parents/guardians of the District parent/guardian involvement plan. A positive invitation in language understandable to the parents/guardians will be given to explain the District's commitment and the parent's/guardian's right to be involved in the educational process of their child.

- C. Provide child's individual assessment results, reading results, progress reports, report cards and parent conferences.
- D. Provide a description and explanation of the curriculum in use at the District, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. Have school administration and staff provide test data and interpretation meetings to allow parents/guardians to ask questions.
- E. Provide opportunities for discussions between parents/guardians, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially.
- F. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental/guardian involvement, by conducting reading/literacy nights throughout the school year.
- G. Educate its teachers, pupil services personnel, principal and other staff through District professional development, in how to reach out to, communicate with, and work with parents/guardians as equal partners in the education process.
- H. To the extent possible, coordinate and integrate parent/guardian involvement programs and activities with early intervention programs that encourage and support parents in more fully participating in the education of their children.
- I. Provide each school's discipline plan along with an attendance policy.
- J. Arrange flexible scheduled parent/teacher conferences and parent/guardian requested conferences, at least two (2) conferences annually; to inform parents/guardians of students' progress.
- K. Schedule regular meetings and brainstorming sessions to provide parents/guardians the opportunity to share concerns and desires, to better improve the school environment and student achievement.
- L. Send home a parent/guardian-student-teacher compact that outlines how parents/guardians and school staff will share the responsibility for improved student achievement of their children. This compact shall be discussed and revised as necessary at least annually at school meetings.
- M. Post PTA/PTO meetings, and parent/guardian involvement meetings on the District website and in District and School Newsletters.
- N. Publish District and School Newsletter(s) informing parents/guardians about the parent/guardian involvement plan and other events at the school(s). This newsletter will also send a positive invitation to parents/guardians to participate in various activities while providing parents/guardians information at a glance about scheduled District and school meetings and activities.
- O. Send folders home (on a regular basis) to keep parents/guardians abreast of individual student progress and maintain open lines for communication.
- P. Distribute home language surveys annually to identify students for whom English is a second language to provide a means for developing individualized instruction when needed.
- Q. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- R. Encourage active faculty participation in PTA or PTSO.
- S. Have students perform at various functions throughout the community.
- T. Encourage parents/guardians to serve as chaperones for class field trips and other school activities.

- U. Form an advisory council of District staff and parents/guardians to assure parents are involved in an organized, ongoing and timely way, in the planning, review and improvement of the school Parent/Guardian Involvement Plan.
1. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent/guardian involvement activities to improve student academic achievement and school performance.
 2. Incorporate the District wide Parent/Guardian Involvement Policy into its local education agency plans developed under Section 1112 of the ESEA.
 3. Provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians with migratory children in a language, to the extent practicable, that they will understand.
 4. Provide a process for parents/guardians to submit comments or concerns about the plan to the State Department of Education.
 5. Involve the parents/guardians of children served in Title I, Part A schools in decisions about how the one percent (1%) of Title I funds (parent/guardian involvement funds) are spent and ensure that no less than ninety-five percent (95%) of the one percent (1%) reserved go directly to the schools.
 6. Establish a District wide Title I Parent/Guardian Advisory Committee comprised of parents/guardians representing each school receiving Title I funds under 1112.
 7. Annually review the progress of each school to determine whether the school is making adequate yearly progress (AYP) and implement requirements under section 1116 as required.
 8. Hold each building accountable for the planning and implementation of parent/guardian involvement activities that are developed with Title I parents/guardians to support and improve student achievement. This may include but not be limited to: building parent/guardian advisory committee, PTO, literacy nights, Parent/Teacher conferences, school improvement team and professional staff development.
 9. Coordinate and integrate parent/guardian involvement strategies in Part A with parental/guardian involvement strategies under the following other programs: Reading First, Young 5's, Michigan School Readiness, and local preschool programs through the coordination of the District's early childhood center programs.
 10. Conduct an annual evaluation completed by the District Title I Parent/Guardian Advisory Committee which will identify barriers to greater participation by parents in parental/guardian involvement activities. The School District will use the findings of the evaluation about its Parent/Guardian Involvement Policy and activities to design strategies for more effective parental/guardian involvement, and to revise, if necessary (and with the involvement of parents/guardians) its Parent/Guardian Involvement Policies.
 11. Communicate via annual reports, District report cards, State and national test results, web page, PTO, Title I parent/guardian meetings and parent/teacher conferences.

Relations with Parents/Guardians

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

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

- A. participating in school functions, organizations and committees;
- B. supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. requiring their child to observe all school rules and regulations;
- D. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- E. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- F. reading all communications from the school, signing, and returning them promptly when required;
- G. limit and monitor my child's TV, video games, and computer usage to ten (10) hours per week;
- H. encourage fifteen (15) to thirty (30) minutes of daily reading at home;
- I. assist my child in meeting the English Language Arts and Math State proficiency standards;
- J. attending conferences set up for the exchange of information on their child's progress in school.

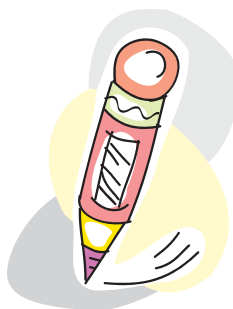
The District Parent/Guardian Involvement Policy will be developed jointly with and agreed on with, parents/guardians of children participating in Title I, Part A programs, as evidenced by an annual review of the Title I Parent Advisory Committee. This committee should be representative of participating Title I schools.

Parent compacts/agreements will be reviewed annually by the Title I Parent Advisory Committee in the Spring of each year and distributed to parents/guardians/students in the Fall of each school year.

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

Adopted 12/20/04

Holland Early Childhood Center Parent/Student/School Contract



Every Title I school has a Parent-School Contract. The contract outlines what teachers, parents and students need to do to maximize student achievement. Our school believes that families and school staff should work in partnership to help each student reach his/her highest potential.

As the Parent I will do these activities to promote learning

- Attend parent-teacher conferences and other school functions
- Encourage my child to follow school rules
- Make sure homework is completed
- Send my child to school daily
- Limit television and video games
- Provide a rich home environment, including good nutrition and adequate sleep

As the Student I will do these activities to promote learning

- Complete all school work
- Come to school prepared
- Give my parent my Thursday Folder every week
- Read/be read to at home every day for 15-30 minutes
- Follow school and classroom rules

As the Classroom Teacher I will do these activities to promote learning

- Make school a positive place
- Work towards excellence
- Motivate students to learn
- Communicate with parents regarding their student's progress, i.e. report cards
- Have high expectations for students
- Maintain open lines of communication with parents
- Hold parent-teacher conferences in the Fall and Spring to discuss student progress



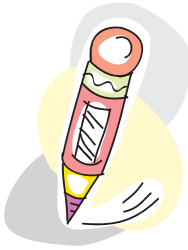
Parent Signature

Student Signature

Teacher Signature

Escuela West K-7

Contrato de Padre/Estudiante/Escuela



Cada Escuela que maneja Título I tiene un contrato de Padre – Escuela. El contrato subraya lo que deben hacer los maestros, padres, y estudiantes para maximizar el éxito de los estudiantes. Nuestra escuela cree que nuestras familias and el personal académico deben trabajar conjuntamente para ayudar a cada estudiante en lograr su mas alto potencial.

Como Padre de Familia hare estas actividades para promover el aprendizaje.

- Atender las conferencias de Padres- Maestros y otras funciones de la escuela.
- Educar a mi hijo a que siga y respete las reglas de la escuela.
- Asegurarme de que las tareas se cumplan.
- Mandar a mi hijo a la escuela todos los días.
- Limitar la televisión y los video juegos
- Proveer un ambiente sano, incluyendo una buena nutrición y un descanso (dormir) adecuado.

Como Estudiante hare estas actividades para promover el aprendizaje.

- Hacer todos los trabajos (tareas) de la escuela.
- Ir a la escuela preparado(a).
- Entregar a mi papa/mama mi Carpeta de Jueves de cada semana.
- Leer o que alguien me lea en la casa todos los días por 15 a 30 minutos.
- Seguir las reglas de la escuela así como también el del salón de clases.

Como Maestro (a) hare estas actividades para promover el aprendizaje.

- Hacer de la escuela un lugar seguro/positivo.
- Trabajar hacia la excelencia.
- Motivar a los estudiantes para aprender.
- Comunicarse con los padres acerca del progreso de su hijo(a), i.e. tarjetas de calificación.
- Tener altas expectativas de los estudiantes.
- Mantener una comunicación abierta con los padres
- Mantener las conferencias de padres-maestros en el otoño y en la primavera para discutir el progreso de los estudiantes.



Firma del Padre

Firma del Estudiante

Firma del Maestro(a)