

**McKinley  
Elementary School**



**2008-2009  
Annual Report**

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# **Overview**

## **Community Description**

McKinley elementary serves 214 students in grades K – 5 in Cadillac, Michigan. We also have a GSRP program serving Cadillac is an industrial community of 10,000 residents in the city and another 10,000 in the area immediately surrounding the city. It is part of a school district that includes five elementary schools, a 6th and 7th grade middle school, an 8th and 9th grade junior high, a high school for grades 10 through 12 as well as an alternative high school to meet the specific needs of some students. Aside from the Public school system, the community also includes a Catholic school for grades Pre-K through 7, and two Christian schools for grades Pre-K through 12.

The community is comprised of many automotive-related industries as well as headquarters for several worldwide corporations. The community also boasts a lucrative resort business during the summer months. The greater Cadillac community is expanding due to increased retail businesses locating in the area. The community has experienced a growth rate of about 12% per decade for the past two decades and another 6% is anticipated during the next five years. The median income per household in the Cadillac area is estimated at \$38,406 in 2006.

## **Unique Local Insights**

McKinley Elementary is a neighborhood school.. Although it is a neighborhood school, 46% of our population is picked up by a personal vehicle, and only 17% using school transportation. Our school of choice population is at 4%. The houses in the immediate vicinity are single-family dwellings for middle-to low-income households.

# Vision and Mission Statements and Goals

## **Vision:**

McKinley Elementary School believes that all students will have the academic and social skills and strategies to be successful lifelong learners.

## **Mission:**

The mission of McKinley is to create a learning community where there is success for all, preparation for tomorrow, and learning for a lifetime.

## **Values:**

- We do what's best for kids.
- We provide a safe learning environment.
- We recognize diversity and respect all individuals.
- We uphold standards of integrity, excellence and quality.
- We promote life-long learning for all.
- We believe education is a shared responsibility of the learning community (students, parents, staff, administration, and board)
- We are responsible and accountable partners with our community.

## **Goals:**

1. By the end of third grade, 100% of students will meet or exceed the third grade standard of literacy (reading at the third grade level). All students will increase their proficiency in reading based on state and district standards and benchmarks.

Strategies:

McKinley staff will implement the scientifically-based comprehension strategies to improve student understanding in subject areas.

- Early reading intervention program (RTI)
- Differentiated learning styles
- Summer school
- Before/after school tutoring program
- Take home kits
- Weekly Response to Intervention Meetings

Indicators: MEAP – Level 1 and 2  
 Success Maker Data  
 Comprehensive Needs Assessment (3 x's a year)  
 DIBELS Assessment

2. Students will increase proficiency in Math by 3% at all levels. All students will increase proficiency in mathematics on state and district standards and benchmarks.

Strategies:

McKinley staff will collaboratively align the curriculum both across the grade levels and within each classroom. Instructional strategies used to teach the curriculum will be differentiated to meet the needs of all students, especially our 4<sup>th</sup> grade boys.

- Implement Minute Math Tests (add/sub, mult./div.)
- Focus on problem solving skills
- Follow ISD wide pacing guides
- Student mastery of math skill appropriate for grade level

Indicators: Meap-Level 1 and 2  
 District wide assessment  
 Success Maker Data

3. Students will maintain proficiency in Science at all grade levels

Strategies:

Staff will provide students with a defined list of vocabulary terms. The terms will relate to the State standards for each grade K-5. These terms will be systematically taught using Marzano's Vocabulary process.

- 3<sup>rd</sup> –5<sup>th</sup> grade lab class once a week
- Identifying Similarities and Differences
- Scientific Method

Indicators: Improved MEAP scores  
 Classroom Grade

4. Students will increase proficiency by 3 % in Social Studies at all grade levels.

Strategies:

- Study of Core Democratic Values at each grade
- Realignment of Curriculum, Scope and Sequence,
- Standards and benchmarks
- Field trips related to curriculum if applicable
- Procurement of supplies to support goals if applicable

Indicators: Improved MEAP scores

5. Every McKinley student will participate in the writing process three times a year to help measure AYP, with a 3 % increase on MEAP Test.

Strategies:

All staff will implement the Collins Writing System while using the 6+1 writing traits.

- Mark Dressel/Collins Writing (3 FCA's)
- Teacher share writing ideas
- List of writing strategies in classroom
- Train writing coaches – who train staff
- 6 + 1 Writing Traits

Indicators: comprehensive needs assessments-3 x's a year  
Improved MEAP Scores  
MLPP Writing Assessments

## **District Administration, School Board, and Building Directory**

### **Central Office**

421 S. Mitchell St.  
Cadillac, Michigan 49601  
231-876-5000

#### **Superintendent:**

Assistant Superintendent:  
Director of Curriculum and Instruction:  
Community Schools:

#### **Paul Liabenow**

Pat Briggs  
Jerry Sinkel  
Kenneth Gorlewski

**Cadillac Area Public Schools Board of Education:**

CAPS-Board of Education consists of seven members from a cross section of the community, all of whom are active in their professional lives. Public Board meetings are held at least once a month.

**President: Craig Weidner**  
Steve Anderson  
Gary Rexford  
Eric Baker  
Judy Coffey  
Roger Hopkins  
Michael Stebbins

McKinley Elementary Staff:

Principal	Jennifer Wilhelm
Administrative Assistant:	Peggy Jones

Classroom teaching Staff:

Kindergarten	Lisa McCumber Diane Ferritto
First Grade	Dana Salladay Laura Marion
Second Grade	Kathy Arends
Second/Third Split	Megan Martin
Third Grade	Sandy Adams
Fourth Grade	Randy Mitchell
Fourth/Fifth Split	Sandy Morse
Fifth Grade	Deb Rensberry

**Support Staff:**

Counselor	Dave Embertson
Reading Teacher	Heidi Stange
Para-professional	Renee Alderman

Special Education  
Art  
Physical Education  
Vocal Music

Health Aide

Cook  
Custodians  
Playground Aides

Cheryl DeKryger  
Anna Gooden  
Chad Plaxton  
Kaitlyn Adams  
Jenny Koll  
Mary VanderVelde  
Sandy Moore  
Ann Fuller  
Terry Kent, Dan Nelson  
Lynn Yurack, Jeanette Nelson, Tammy Potter,  
Michelle Thompson, Karen Dahlstrom

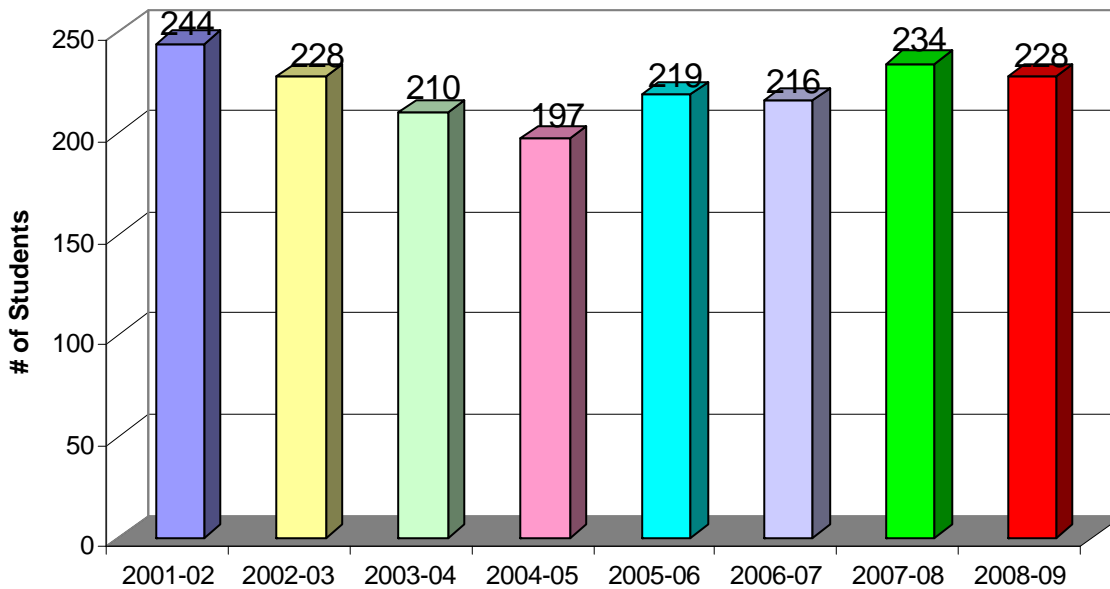
# Student Information

## Student Enrollment:

McKinley School's current enrollment for the 2008-2009 school year is 228 students. Of those 228 students 72% were economically disadvantaged. The student population has fluctuated over the past five years and the disadvantaged population has remained relatively stable with the exception of the 2008 –2009 school year. This past school year saw a decrease in student population with 9% increase of students receiving free or reduced lunch.

The average class size for all grade levels is 23 students per classroom. Two split classrooms were in session due to student enrollment and budget "right sizing"

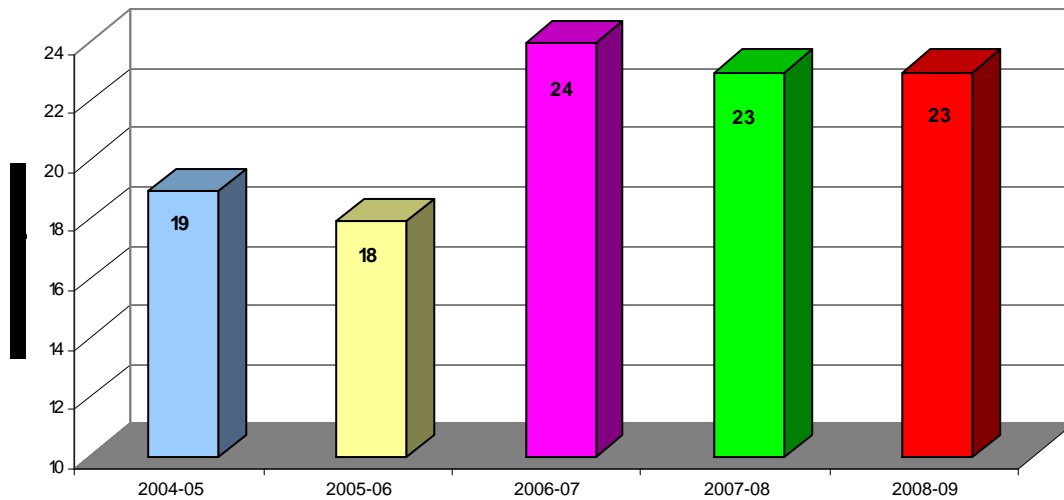
McKinley Enrollment 2001-2009



Group	Total McKinley Elementary Enrollment									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	107	54.3%	116	53.0%	124	57.4%	155	66.2%	173	66.2%
Ethnicity	10	5.1%	7	3.2%	12	5.6%	9	3.8%	9	3.8%
Students with Disabilities	22	11.2%	32	14.6%	31	14.4%	32	13.7%	32	13.7%
Limited English Proficient (LEP)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Homeless	2	1.0%	0	0.0%	1	0.5%	0	0.0%	0	0.0%
Migrant	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Male	86	43.7%	112	51.1%	116	53.7%	125	53.4%	127	53.4%
Female	111	56.3%	107	48.9%	100	46.3%	109	46.6%	141	46.6%
Total Population	197	100.0%	219	100.0%	216	100.0%	234	100.0%	268	100.0%

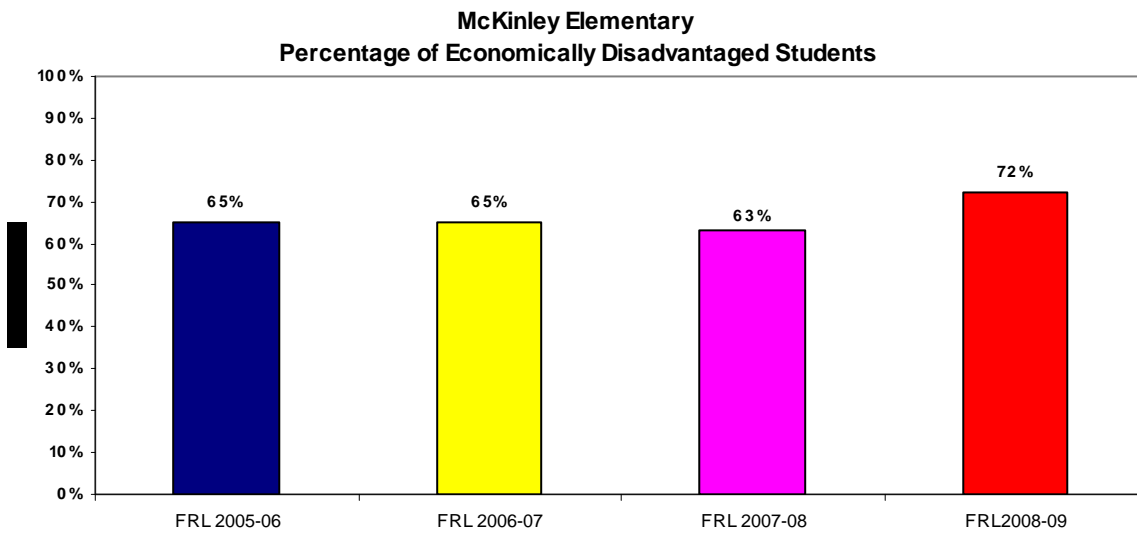
## Class Size

McKinley Average Class Size 2004-2009



## Economically Disadvantaged

McKinley strives to provide a quality education for all students despite their economic situation. Current data indicates a gradual increase in the percentage of economically disadvantaged students at McKinley. As a result of this trend, McKinley staff are monitoring our disaggregated data closely to ensure that inequities between economically disadvantaged students and other students does not grow. The Cadillac area, while growing, continues to support a significant number of economically disadvantaged families. Michigan and specifically Cadillac has the highest unemployment rate of all fifty states.



## Instructional Day

The basic instructional day in each building was as follows:

Begin: 8:50 A.M. Dismissal: 3:45 P.M.

McKinley students were provided 178.5 days of instruction in the 2007-2008 school year.

## Support Services and Programs

McKinley Elementary has a process in place to identify students experiencing difficulty mastering the states academic achievement for Reading and Math. Supplemental programs under the RTI model are divided into three categories: Generalized Supplemental Interventions, Title One Programs, and Targeted Interventions.

- Desegregation of MEAP Scores
- DIBELS screening 3x a year for all K-5 students
- Fully Implemented Response to intervention Team/ Program to identify students who are at-risk academically and offer a weekly progress monitoring and interventions that include differentiated instructional strategies
- Reading Specialist working with students K-5
- 1 Title One Para-pro used to assist with identified “at risk’ students
- Literacy work stations implemented to offer small group interventions daily by the classroom teacher
- Data meetings held 3 times a year to discuss with teachers and administration individual student progress and differentiation of instruction
- Read Naturally & Lexia Computer Program interventions
- Weekly progress monitoring of mathematical computation skills for 2<sup>nd</sup> – 5<sup>th</sup> grade students

### **Success Maker Enterprise (SME):**

SME is a one on one instructional computer program which provides math and language arts instruction and practice. Students work on the SME program 4-5 days a week for 20-30 minutes each time. Reports are generated and shared with the classroom teacher and parents.

### **Brain Gym:**

Brain Gym is a series of simple movements that are used with students to enhance the experience of whole-brain learning. These activities make all types of learning easier, and are especially effective with academic skills. This program is devised to better motivate, entice, reinforce, drill, and “stamp-in” learning. The result is whole-brain learning. Brain Gym activities allow students to access the parts of the brain previously inaccessible to them. The changes in learning and behavior are often immediate and profound.

**Motor Moms and Dads**

Motor Moms and Dads is a gross motor program that is run by parent volunteers who are specifically trained by the Occupational Therapists. Students are monitored and reassessed three times a year.

**Finger Funatics**

Finger Funatics is a fine motor program that is run by parent volunteers who are specifically trained by the Occupational Therapists. Students are monitored and reassessed three times a year.

**Title One Programs:****Reading Specialist:**

The Reading Specialist provides supplemental programming for at risk students in grades K-5. Small group literacy instruction is provided daily. A variety of programs are implemented to teach the five key areas of literacy. Professional development is developed and provided by the three Reading Specialists within the district in order to maintain effective core instruction. The Reading Specialists compile data for our Comprehensive Needs Assessment and analyze student needs so that interventions can be offered to those who need it under the RTI model.

**Title One Paraprofessionals:**

McKinley Elementary has a full time paraprofessional . She offers support in the lower level classrooms by providing small group instruction in the areas of phonics, sight words, phonemic awareness, and comprehension. She also provides assistance in our computer lab with SME, Read Naturally, and Study Island.

Upper Elementary students receive support from the paraprofessional in the content areas. Students are pulled out and given assistance as needed in the areas of Math, Science, and Social Studies.

**Targeted Supplemental Interventions:****Read Naturally:**

Read Naturally is a computer-based, individual, leveled reading program, that provides students practice with timed readings to increase oral reading fluency. It also gives students practice with reading comprehension questions.

**Sight Word Buddies:**

Sight Word Buddies is a first/second grade program intended to build sight word recognition. Younger students are paired with older students for 15 minutes a day to use multi-sensory activities.

**Fluency Partners:**

Fluency Partners is a program designed for students who need to improve their reading fluency. The Fluency Partners are trained by an RTI Team member on how to use the repeated reading technique.

**Reading Buddies:**

Lower elementary are paired with upper elementary students in Reading Buddies to provide more opportunities for the students to practice reading aloud at their reading levels.

**Blending Buddies:**

At risk lower elementary students are paired with upper elementary students to practice blending sounds into words.

**Skills Coaches:**

Skills Coaches are volunteer tutors. Skills Coaches are provided to students who are not making adequate reading progress. They work under the direction of an RTI Team member. When students are identified weak in a specific reading area, the skills coaches are trained on how to use a supplemental kit. The supplemental kits provided are:

Phonemic Awareness, Alphabetical Principal, Rhyme, Sight Word, Fine Motor, Beginning Math, Time, Money, and Measurement, Phonological Awareness, and Blends and Digraphs.

**Additional Support Services:****After School Tutoring:**

After School Tutoring is provided for K-5 students that have been identified through our Comprehensive Needs Assessments as being at risk. Pre and post assessments are given to the students to assess growth during tutoring period.

**Foster Grandparents Program:**

Foster grandparents are used within the building all year. They are provided with different strategies to support all academic areas when working with students. Foster grandparents work with those students that have been identified as needing extra interventions.

**Summer Reading Program:**

The Summer Reading Program provides those identified through our Comprehensive Needs Assessment as at risk readers with more support during the summer. This five-week program focuses on teaching the five key areas of literacy. The students work in small groups (six students with one teacher) and receive individualized instruction for 3 hours daily. The data that's gained through summer school is provided to the child's next teacher so that interventions continue.

## **Transition Plan**

### **Preschool Transition Plan**

Our GSRP teachers and paraprofessionals observe the incoming three year olds transitioning from our ISD and Headstart programs. The students and parents visit our classrooms. Mapping is completed on each student with the WMISD teachers, McKinley teachers, paraprofessionals, and the student's parent(s). Our GSRP staff completes a Denver screening and one home visit with the incoming GSRP students.

### **MSRP Students transitioning into Jr. Kindergarten and Kindergarten:**

All Jr. Kindergarten and Kindergarten staff attend transitioning meetings with incoming students from Headstart and the WMSID. All students who are 5 by December 1<sup>st</sup> are encouraged to attend our Jr. Kindergarten and Kindergarten Roundup. During roundup, our teachers assess each student. Once the assessment is completed a teacher will meet with the parent and discuss their child's results. This assessment helps us decide if the student is ready for Jr. Kindergarten or Kindergarten.

### **Fifth Graders Transitioning into the Middle School:**

The Middle School principal visits our Fifth Grade students. He explains the procedures and policy for the Middle School. The students attend the Middle School for one day in May, participating in a mini schedule, which includes receiving their food card and eating lunch there. The parents are invited to visit the Middle School on a designated evening. The fifth graders pick up their schedules in August and have the opportunity to experiment with their lockers, visit the classrooms, and meet the principal and their teachers.

## **School wide Comprehensive Plan**

### **Schoolwide Reform Strategies**

#### **RTI- Response to Interventions**

McKinley Elementary is in the process of adopting the Response to Intervention model. This multi-tiered model is based on the principles that we can effectively teach all children, and through early intervention, we can ensure reading success for all students and decrease the number of students in special education. The goals of our RTI project are:

1. Reduce the number of students identified as needing special education services under the category of Learning Disabled in the area of reading.
2. Increase the number of students reading at benchmark within the school districts.
3. Change identification from the IQ discrepancy model to a Response to Intervention model.
4. Restructure special education services so that students who are truly learning disabled can receive high quality, research-based, intensive instruction needed to remediate their reading disability. Special education will no longer be a life sentence.

These goals have been accomplished by:

1. Using reliable and valid assessments to identify students at risk for reading difficulties/disabilities early. We use DIBELS and MLPP as screening assessments as well as progress monitoring assessments.
2. Providing appropriate and high quality core and supplemental interventions based on the student data.
3. Involving parents in their student's education by offering very specific activities tailored to their child's needs.
4. Systematically monitoring the progress of each at risk student and making adjustments to the plan as needs.
5. Analyzing data on a school-wide basis and providing classroom/grade level recommendations as needed. To ensure that teachers have the resources to carry out the recommendations.

Providing professional development opportunities along with the general education department to further knowledge in the area of reading (i.e. LETRS and Teachers Reading Academies).

CAPS eight core principles included in RTI are:

1. We can effectively teach all children.
2. Intervene early
3. Use a multi-tier model of service delivery
4. Use a problem solving method to make decisions within a multi-tiered model.
5. Use research-based scientifically validated interventions/instructions.

6. Monitor student progress to inform instruction
7. Use data to make decisions
8. Use assessment for three different purposes: screening applied to all children to identify those who are not making academic progress at expected rates, diagnostics to determine what children can and cannot do in important academic domains and progress monitoring to determine if academic interventions are producing desired effects.

## **Program Evaluation Assessment Plan**

In order to do an assessment screening on all K-5 students, we developed a comprehensive needs assessment (CNA) which is given to all students three times a year. It consists of DIBELS and MLPP assessments that cover all literacy skills in order to help us better identify struggling students. Then we are able to use that data to guide classroom and supplemental (Title I) instruction.

Comprehensive Needs Assessment has criteria that have been established for each assessment at all grade levels for the three assessment periods.

Kindergarten:

1. MLPP: Rhyme Choice and Rhyme Supply, Segmenting and Blending, Letter ID and Sound, Writing, Teacher Recommendation.
2. DIBELS: Initial Sound Fluency, Letter Naming Fluency, Sound Naming Fluency, Phoneme Segmentation.

First Grade:

1. MLPP: Letter ID and Sound, Rhyme Choice and Supply, Segmenting and Blending, Letter ID and Sound, Writing, Oral Reading Record, Teacher Recommendation
2. DIBELS: Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency.

Second Grade – Fifth Grade:

1. MLPP: Writing, Retelling, Teacher Recommendation
2. DIBELS: Oral Reading Fluency

Once students are identified as at-risk, we administer additional assessments when necessary to dig deeper, such as MAZE comprehension, Quick Phonics Screener, and Curriculum Based Measures. These tools help us to individualize our instruction further.

All assessors were highly trained on administering MLPP and DIBELS assessments.

These assessors are monitored periodically to ensure the integrity of data. Once the assessments are completed, the RTI Team reviews the reports with the classroom teacher. The RTI Team provides the teachers with a process for analyzing their data as a whole class as well as individual student data. The RTI Team also uses the CNA data to assess strengths and gaps in the curriculum. The RTI Team identifies specific teaching techniques that could account for strong or weak scores in a specific area. Once these techniques are identified, they are shared with all teachers who are provided with resources to implement change.

# COORDINATION AND INTERGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES

<u>School Wide Components:</u>	<u>Fund Source:</u>	<u>Programs:</u>
1. Comprehensive Needs Assessment	General Funds	School-wide Assessment Program
2. School Reform Strategies	General Funds State Grant Section 31A Funds	School/District Improvement/ Schoolwide Plan
4. Instruction by Highly Qualified Teachers	Title IIA and General Funds	School/District Improvement Plan
5. Strategies to Attract Highly Qualified Teachers	General Funds (1) Title II, Part A (2)	New Teacher Orientation Program (1)  Mentoring Program(1)  District Professional Development Plan (1,2)  ISD Professional Development Plan (1,2)  Conferences to Support Continual learning (1,2)  Clean and Attract Work Environment (1)  Appreciation Gifts (1)
6. Highly Qualified and Ongoing Professional Devel.	General Funds (1) Title II A (2)	Collins Writing (2)  Balance Assessments (2)  Instruction Strategies (1,2) Common Assessment Tr. (1,2)  Professional Learning Communities (1,2)  Writing Support Group (1,2)

		<b>Six Traits of Effective Writing for Upper Elem. (1,2)</b>
<b>7. Strategies to Increase Parent Involvement</b>	<b>General Funds (1) Title 1 (3)</b>	<b>Open House (1)  Parent Learning Nights (3) Love and Logic Parent (3)</b>
<b>8. Teacher Participation in Making Assessment Decisions</b>	<b>General Funds (1) Title II A (2)</b>	<b>Balanced Assessment Training (2)  Curriculum Meeting (1)  Instructional Advisory Committee Meetings (1)  Grade Level Meetings(1)  School Improvement Team Meetings (1)</b>
<b>9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards</b>	<b>Title 1 Funds (3) General Funds (1) Section 31 A (4) Title II D Funds (5) Title V Funds (6) Title II, A (2)</b>	<b>Extended Day (3,6)  Parent Training (3)  Summer School (3,1,4)  Social Work Services (3)  Paraprofessionals (3)  Support Materials (1)  Support Groups (3)  Additional Teacher Support (3)  Technology (1,5)  Small Class Size (1)</b>
<b>10. Coordination and Integration of Federal, State, and Local Program and Resources.</b>	<b>Title I General Funds (1) (3)</b>	<b>Coordination of funds is completed by the State And Federal Programs Coordinator with staff, Administration and Central Office. (1,3)</b>

**At our Elementary Schools, we also coordinate and integrate the following programs from our local organizations to enhance, supplement and support our general education program:**

**Kids Hope** – This is a highly training adult mentoring program designed to provide the at-risk students with a caring adult from the First Baptist Church who monitors the student’s progress in the affective and academic domains.

**Cadillac Mental Health** – Franklin School works closely with the organization to provide our high need students with outside counseling services that are more intensive than we are able to provide within the school setting.

**OASIS** – This is a shelter for women and children from abuse situations. We work with this home to develop a positive and productive line of communication to increase the academic and social transition into our school for these needy children.

**Department of Social Services** – Our partnership is designed to help children that may be neglected or abused find refuge from these situations and change this negative behavior so families may be more nurturing and loving.

**Chartwells Food Services** – We have work cooperatively in developing a wellness program for the children of Franklin that teaches good nutrition, physical exercise and positive social habits that lead to a healthy lifestyle.

**Foster Grandparent Program (Catholic Human Services)** – We have grandparents “adopt” classrooms to assist the classroom teacher in small groups and individual settings to increase reading support.

**Junior Achievement** – We have teamed with businesses and industries within Cadillac to provide speakers who help our students understand the relevance of learning and its relationship to jobs and financial gain.

**Chamber of Commerce** – Members of our chamber of commerce visit our school and help our students to understand the manner in which the chamber and businesses influences and benefits our community.

**Wexford-Missaukee Intermediate School District** – We work closely with our ISD to develop common assessments, coordinate professional develop, provide evaluations for unique learners, and monitor curriculum changes and cooperative bidding on materials and supplies. We also work close with them as students transition from their pre-school programs to our elementary programs.

**DARE** – Our fifth grade students are instructed by trained Wexford County Deputies in the dangers of drug use and methods of resisting negative peer pressure.

**Cooley Alternative Education Tutors** – Our community alternate school students tutor our Kindergarten students in the areas of Mathematics and Language Arts.

**Cadillac Mercy Hospital** – Members of their staff provide training to our staff for crisis prevention and other student wellness programs.

## School Improvement Plan

### *McKinley Elementary*

#### Goals:

1. By the end of third grade, 100% of students will meet or exceed the third grade standard of literacy (reading at the third grade level). All students will increase their proficiency in reading based on state and district standards and benchmarks.

#### Strategies:

McKinley staff will implement the scientifically-based comprehension strategies to improve student understanding in subject areas.

- Early reading intervention program (RTI)
- Differentiated learning styles
- Summer school
- Before/after school tutoring program
- Take home kits
- Weekly Response to Intervention Meetings

Indicators: MEAP – Level 1 and 2  
Success Maker Data  
Comprehensive Needs Assessment (3 x's a year)  
DIBELS Assessment

2. Students will increase proficiency in Math by 3% at all levels. All students will increase proficiency in mathematics on state and district standards and benchmarks.

#### Strategies:

McKinley staff will collaboratively align the curriculum both across the grade levels and within each classroom. Instructional strategies used to teach the curriculum will be differentiated to meet the needs of all students, especially our 4<sup>th</sup> grade boys.

- Implement Minute Math Tests (add/sub, mult./div.)
- Focus on problem solving skills
- Follow ISD wide pacing guides
- Student mastery of math skill appropriate for grade level

Indicators: Meap-Level 1 and 2  
District wide assessment  
Success Maker Data

3. Students will maintain proficiency in Science at all grade levels

Strategies:

Staff will provide students with a defined list of vocabulary terms. The terms will relate to the State standards for each grade K-5. These terms will be systematically taught using Marzano's Vocabulary process.

- 3<sup>rd</sup> –5<sup>th</sup> grade lab class once a week
- Identifying Similarities and Differences
- Scientific Method

Indicators: Improved MEAP scores  
Classroom Grade

4. Students will increase proficiency by 3 % in Social Studies at all grade levels.

Strategies:

- Study of Core Democratic Values at each grade
- Realignment of Curriculum, Scope and Sequence,
- Standards and benchmarks
- Field trips related to curriculum if applicable
- Procurement of supplies to support goals if applicable

Indicators: Improved MEAP scores

5. Every McKinley student will participate in the writing process three times a year to help measure AYP, with a 3 % increase on MEAP Test.

Strategies:

All staff will implement the Collins Writing System while using the 6+1 writing traits.

- Mark Dressel/Collins Writing (3 FCA's)
- Teacher share writing ideas
- List of writing strategies in classroom
- Train writing coaches – who train staff
- 6 + 1 Writing Traits

Indicators: comprehensive needs assessments-3 x's a year  
Improved MEAP Scores

1. MLPP Writing Assessments

## **Curriculum**

Cadillac Area Public School embraces a curriculum reflecting Michigan Content Standards and Benchmarks and national standards. Our School Improvement goals show our desire to improve the performance of all students across all curricular areas. All McKinley students learn to use technology and refine their skill as they apply technology across content areas. The district curriculum guides, Michigan Content Standards and Benchmarks, textbooks, technology plan, computer software and personnel are focused on the desired student outcomes in each of our five goals. The Instructional Advisory Council, district and building content committees review and update curriculum and materials throughout the year to support student-learning goals and to assure alignment to Michigan Content Standards and Benchmarks. All McKinley students engage in challenging and purposeful learning that prepares them for the future.

## **Accreditation Status**

McKinley Elementary is accredited through the State of Michigan earning a grade of a B as determined by the 2008 Education Yes! Report Card. McKinley met the Adequate Yearly Progress (AYP) for the 2003, 2004, 2005, 2006, 2007 and 2008 school years set forth by the No Child Left Behind (NCLB) legislation once again.

## **School Improvement Plan Review**

McKinley's School Improvement Team meets at the beginning of each school year as means to ensure an understood focus for the school year. The team meets again at the end of the school year to evaluate the building's progress toward our goals. In addition, the team meets monthly for the purpose of ensuring the building maintains focus on the agreed upon goals.

In the event that student performance indicators reveal additional or different student needs, the team will analyze the data and make changes to the plan accordingly.

## **Decision Making Progress**

McKinley maintains an active School Improvement Team that consists of teaching staff, support staff, administration, and parents. Ideas and information gained from our many assessments are analyzed to assist in the development and implementation of goals for the school; including professional development and Title I plans. All stakeholders are invited to participate in the development, review and evaluation of the school improvement plan.

## **Technology**

McKinley Elementary School provides professional development for all staff in technological knowledge, application and integration. Staff members are encouraged to evaluate emerging technologies and to incorporate technology in the classroom. Both staff and students use technology for knowledge acquisition, communication, information management, problem solving, creative expression, research and design across disciplines. McKinley continues to identify individual student's needs and to address those needs through all appropriate means including the use of technology. McKinley uses the district technology plan that is on file with the Michigan Department of Education.

## **Careers**

McKinley Elementary School prepares students for future career choices by collaborating with the community in order to develop the skills, attitudes, and behaviors needed to attain and maintain a job. We believe that students need to see a clear connection between what they have learned in school and what they will need to succeed in a career. McKinley Elementary teachers introduce students to various career opportunities that are available as a integrated portion of each unit of study. Junior Achievement is also a significant part of our career awareness and employability skill program. Scheduled days and times are planned throughout the year for all kindergarten through fifth grade students to be involved in this program which helps prepare students for the expectations of business, industry and the work force.

# **Title One Programs:**

Title 1 Plan 2006-2011

## **Assessment for Title I Services**

Title I plan development and service implementation are the responsibility of the Lincoln School Improvement Team and building principal. Title I plans are developed based on student performance on identified academic success indicators on a Comprehensive Needs Assessment. These assessments include, but are not limited to: NCS, MLPP, MEAP, District Common Assessments, Teacher observations, writing samples, student grade reports, CSI, Dibels and Fast Forward. Those students showing the greatest need for academic assistance are provided supplemental services through Title I.

**I. Content areas covered:** Math, Reading, Writing, Science, and Social Studies.

**II. Program delivery:** All students in grades (K-5) have the opportunity to receive Title 1 services if they are in academic need.

**III.**

### **Program Staff:**

1. Reading Specialist- The Reading Specialist provides supplemental programming for at risk students in grades K-5. Small group literacy instruction is provided daily. A variety of programs are implemented to teach the five key areas of literacy. Professional development is developed and provided by the three Reading Specialists within the district in order to maintain effective core instruction. The Reading Specialists compile data for our Comprehensive Needs Assessment and analyze student needs so that interventions can be offered to those who need it under the RTI model.
2. Title I Paraprofessional- Cadillac Area Public Schools has a full time paraprofessional in every elementary. They offer support in the classrooms by providing small group instruction in the areas of phonics, sight words, phonemic awareness, and comprehension. They also provide assistance in our computer lab with SME, Read Naturally, and Study Island.
3. School Counselor- Cadillac Area Public Schools provides Lincoln School with one counselor for two and a half days per week. The counselor's primary duty is to provide support for students so that they may be successful in their learning. Support activities would include: Divorce coping groups, implementing the Second Step program, career awareness lessons, assisting in finding outside therapy for the student, and individual support.

### **IV. Instructional Approaches:**

1. Success Maker (Math & Reading)
2. Teacher assistant provides direct instruction for small groups of students or provides the classroom teacher release time to work with small groups of students.

3. Certified tutors in the core subjects of Science, Math, Language Arts, and Social Studies for students' mastery of the core outcomes.
4. Small groups within the classroom will receive instruction with occasional pull out instruction if the student's needs are best met in this setting.

#### **V. Supplies and other needs for 2007-2008**

1. Additional software
2. Additional hardware
3. Teaching supplies/ CSI
4. Motivational items for students

#### **VI. Parent/School Connection:**

Parents receive a student/parent handbook in the beginning of each school year in which they are to read it, sign the statement that he/she has read it and return the signed statement into the office. This signed statement then gets recorded in their child's file. The handbook states the **Parental Involvement Plan (2112)p7:**

In Accordance with PA 107, Cadillac Area Public Schools has a Parental Involvement Plan that includes the following: Title I (Parent Compact Letter page 89), District Child Study, home visits, Parent Teacher Organizations, student activity nights, counseling programs, progress reports, parent organizations, Parent Teacher Conferences, PA 25 and 226, booster organizations, websites, newsletters, information gathering and communications.

**Parents' Responsibility** is defined in the handbook page 7.

In Cadillac Schools, parents are expected to assist the school staff in resolving any problems concerning their child. It is expected that parents will respond in a manner that will promote a positive atmosphere for learning. We believe education is a joint effort with the family and school working together to meet your child's educational goals.

Parent/school connections in which parents participate in:

1. Weekly teacher newsletters will inform parents of instructional support they are able to provide for their child.
2. Progress reports every five weeks, report cards every nine weeks
3. Parent/teacher conferences twice a year.
4. Title 1 Family Night dinner to inform our parents of programs and services.
5. VIP Day
6. Home Kits and Fluency Packet Parent Training
7. MEAP results sent home
8. Parents are member of the School Improvement Team
9. DARE Graduation
10. Parent newsletter on the website and a hardcopy is given to each student on Friday.
11. Love and Logic
12. Parents are member of the School Improvement Team
13. Family Fun Day
14. PTO Open House
15. Response to all parent communications with in a 24 hour period

16. Make It Take It Family Kits
17. Home visits for MSRP, Jr. Kindergarten and Kindergarten students

#### **VII. Staff Development Needs:**

1. Professional development in all core areas.
2. Opportunities to discuss students' and teachers' needs.
3. Computer software and hardware training.

## **Assessment**

### Standardized and Authentic Assessments

Student achievement toward lesson objectives and curricular goals are continuously assessed at McKinley Elementary. Teachers assess students through the use of authentic classroom assessments on a daily basis through the use of projects, writing samples, and daily academic work. It is expected by administration and the School Improvement Team that these assessment results will be used, by teachers to drive classroom instruction goals and objectives. The school also implements benchmark assessments developed by grade level curriculum teams quarterly in Mathematics and English Language Arts. Fifth grade students are assessed for elementary school exit readiness through the credentialing process in the areas of reading, writing, mathematical problem solving, mathematical computation, career awareness, and employability skills.

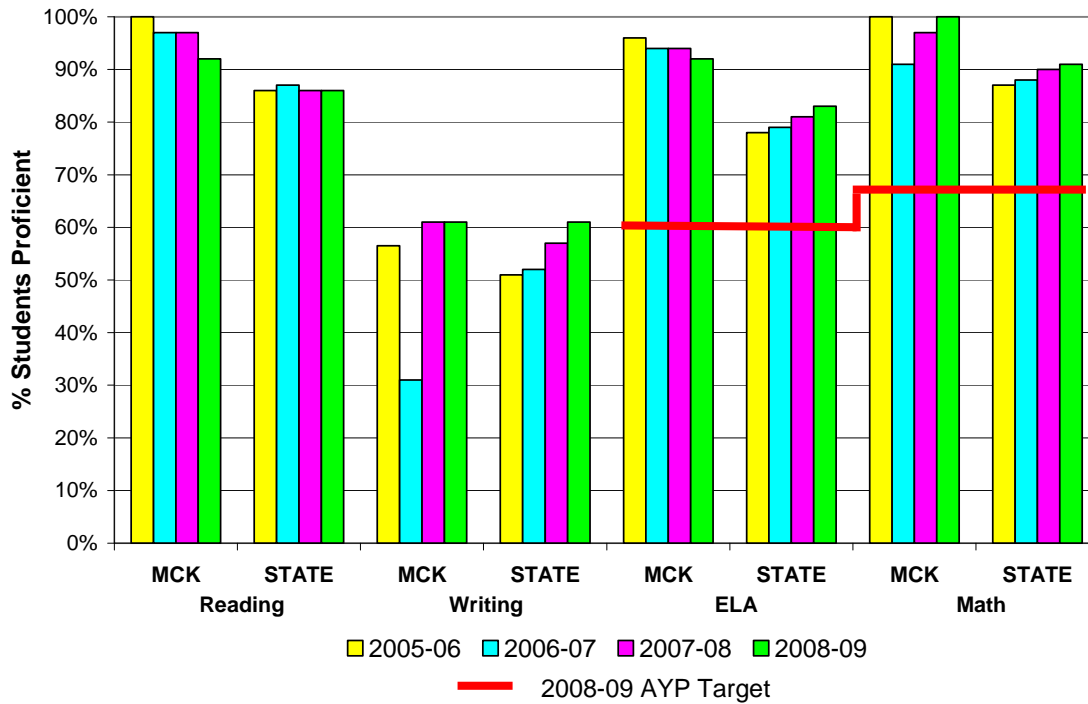
### MEAP Analysis

McKinley third graders scored high in Reading and the total ELA areas on the MEAP with scores above 95%. In writing McKinley third graders scored 60%, but are still above the state average. In Math our scores are above 95% also. For fourth grade we scored 100% in Reading and above 90% in the total ELA score. In math we scored just below 90% but above the state average. The fifth graders scored above the state average in all areas on the ELA. In Math we also were above the state average.

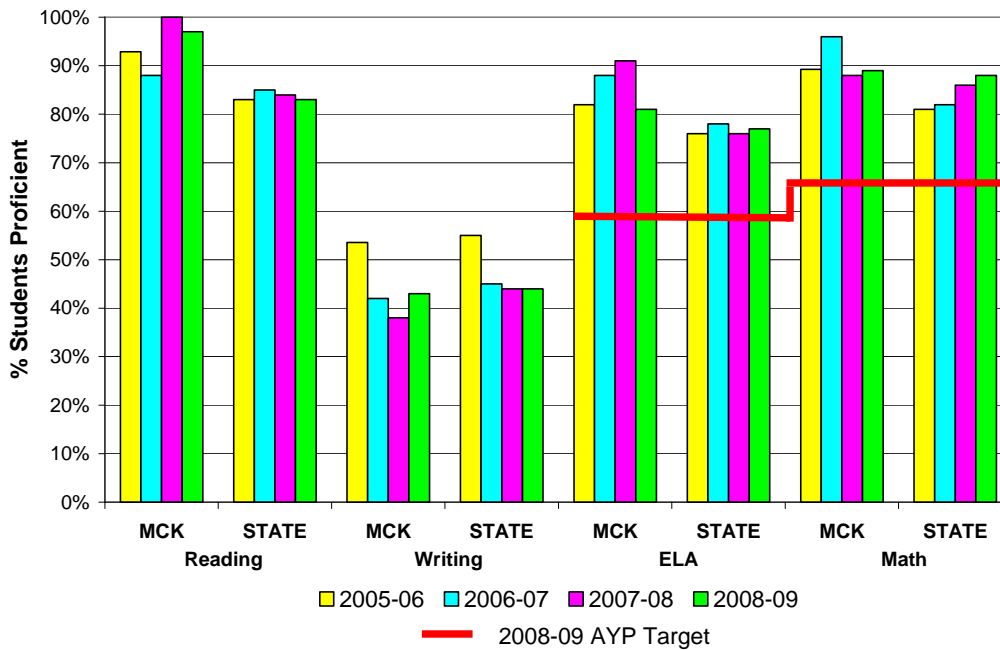
Skills that McKinley needs to continue to improve on are writing and math. These skills are being taught at all grade levels in Language Arts, Math and Science according to the state core curriculum. To insure that these skills are being taught at the appropriate levels McKinley follows the Wexford-Missaukee ISD pacing guides.

# MEAP Data

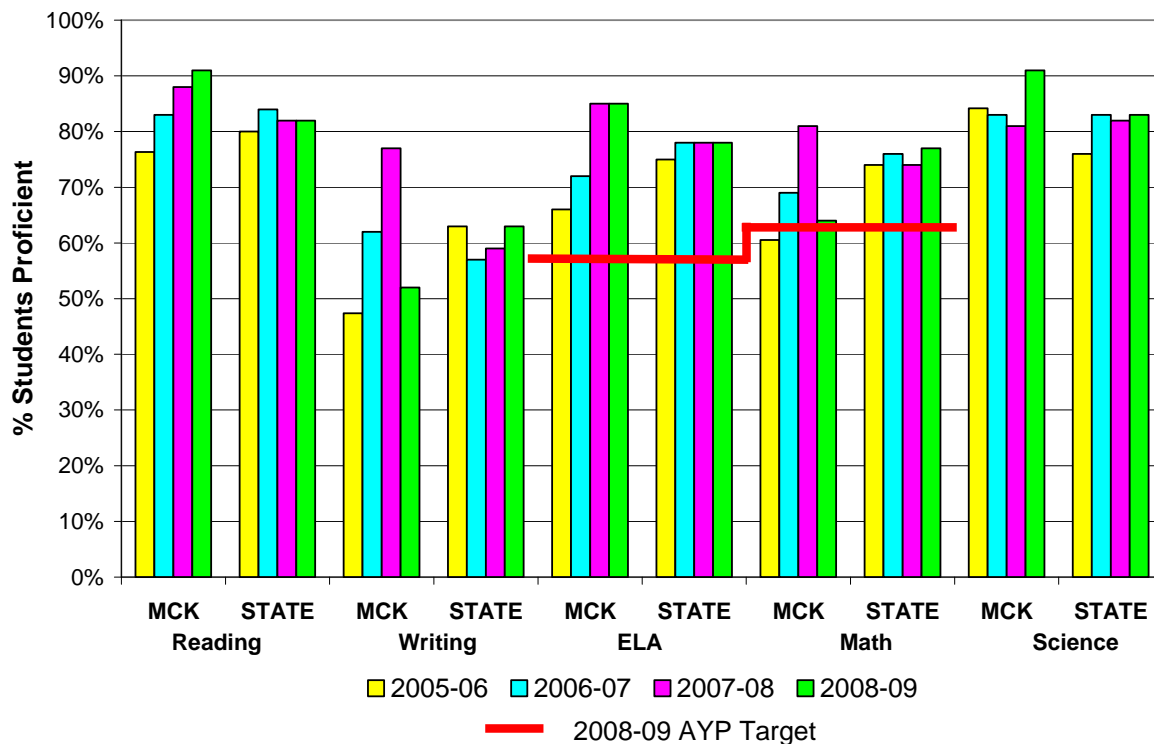
## 3rd Grade MEAP Scores 2005-2009



## 4th Grade MEAP Scores 2005-2009

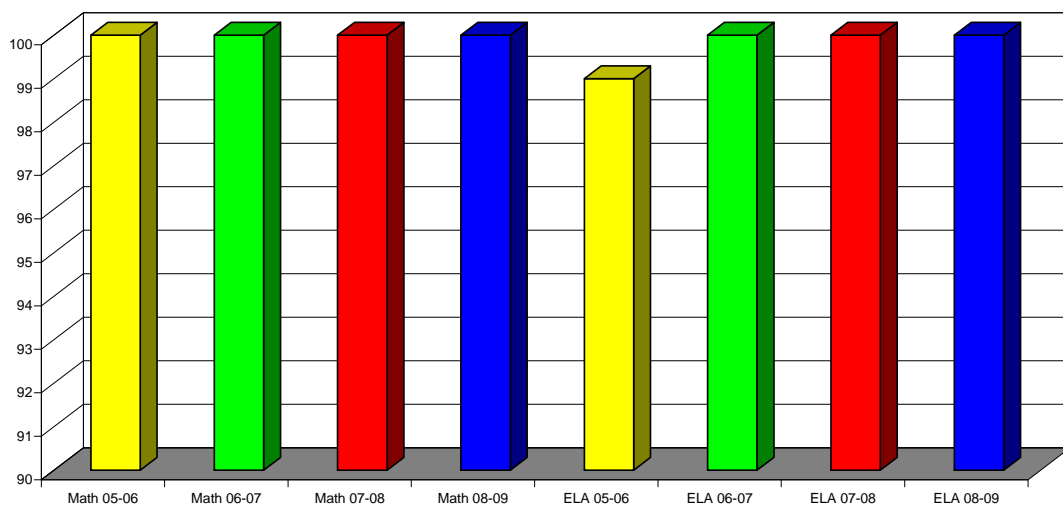


### 5th Grade MEAP Scores 2005-2009



### Percent of Students Taking MEAP

#### McKinley Elementary Percent of Students Tested on MEAP



MCKINLEY ELEMENTARY MEAP RESULTS % OF STUDENTS TESTED  
 DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	ELA	MATH
All Students	2007-08	100%	100%
	2008-09	100%	100%
White	2007-08	100%	100%
	2008-09	100%	100%
Students with Disabilities	2007-08	*	*
	2008-09	*	*
Economically Disadv.	2007-08	100%	100%
	2008-09	96%	96%
Male	2007-08	100%	100%
	2008-09	100%	100%
Female	2007-08	100%	100%
	2008-09	100%	100%

\* Demographic groups not shown or not listed are not statistically significant and will not be reported

\*\* All data has been rounded to the nearest percentage

## Demographics

Federal legislation for No Child Left Behind requires results from state English language arts (ELA), math, science, and social studies assessments (MEAP) be disaggregated by major demographic groups to show comparisons in students achievement. Groups with fewer than 30 students are not considered statistically significant and are not included in this report. McKinley strives to test all students in each demographic group. A summary of the data comparing McKinley, CAPS, and the State of Michigan is shown.

### 3RD GRADE ELA MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in School at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	94%	84%	79%	0%	6%	69%	25%
	2007-08	94%	85%	81%	0%	6%	58%	36%
	2008-09	92%	91%	83%	0%	8%	64%	28%
Male	2006-07	89%	81%	75%	0%	11%	63%	26%
	2007-08	100%	82%	78%	0%	0%	71%	29%
	2008-09	83%	86%	81%	0%	17%	61%	22%
Female	2006-07	100%	88%	84%	0%	0%	77%	23%
	2007-08	88%	89%	84%	0%	12%	44%	44%
	2008-09	100%	95%	86%	0%	0%	67%	33%
White	2006-07	94%	84%	84%	0%	6%	69%	25%
	2007-08	94%	85%	85%	0%	6%	55%	39%
	2008-09	94%	91%	87%	0%	6%	65%	29%
Economically Disadv.	2006-07	89%	83%	68%	0%	11%	73%	16%
	2007-08	91%	80%	71%	0%	9%	59%	32%
	2008-09	95%	90%	74%	0%	5%	80%	15%
Students with Disabilities	2006-07	*	60%	50%	*	*	*	*
	2007-08	*	59%	53%	*	*	*	*
	2008-09	*	63%	55%	*	*	*	*

\* Other demographic groups are not statistically significant and will not be reported

### 3RD GRADE MATH MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in School at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	91%	94%	88%	0%	9%	38%	53%
	2007-08	97%	93%	90%	0%	3%	42%	55%
	2008-09	100%	95%	91%	0%	0%	41%	59%
Male	2006-07	95%	98%	88%	0%	5%	37%	58%
	2007-08	100%	92%	90%	0%	0%	47%	53%
	2008-09	100%	93%	92%	0%	0%	37%	63%
Female	2006-07	85%	90%	88%	0%	15%	39%	46%
	2007-08	94%	94%	90%	0%	6%	38%	56%
	2008-09	100%	98%	91%	0%	0%	44%	56%
White	2006-07	91%	94%	92%	0%	9%	38%	53%
	2007-08	97%	93%	94%	0%	3%	39%	58%
	2008-09	100%	96%	95%	0%	0%	39%	61%
Economically Disadv.	2006-07	84%	92%	80%	0%	16%	42%	42%
	2007-08	95%	90%	84%	0%	5%	40%	55%
	2008-09	100%	94%	86%	0%	0%	57%	43%
Students with Disabilities	2006-07	*	89%	73%	*	*	*	*
	2007-08	*	78%	77%	*	*	*	*
	2008-09	*	79%	80%	*	*	*	*

\* Other demographic groups are not statistically significant and will not be reported

#### 4TH GRADE ELA MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in School at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	88%	78%	78%	0%	13%	83%	4%
	2007-08	91%	85%	76%	0%	9%	65%	26%
	2008-09	81%	84%	77%	3%	16%	73%	8%
Male	2006-07	85%	79%	74%	0%	15%	77%	8%
	2007-08	89%	86%	73%	0%	11%	57%	32%
	2008-09	83%	85%	74%	6%	11%	77%	6%
Female	2006-07	91%	78%	81%	0%	9%	91%	0%
	2007-08	93%	84%	80%	0%	7%	73%	20%
	2008-09	79%	83%	79%	0%	21%	68%	11%
White	2006-07	91%	80%	83%	0%	9%	86%	5%
	2007-08	91%	86%	82%	0%	9%	65%	26%
	2008-09	80%	84%	83%	3%	17%	74%	6%
Economically Disadv.	2006-07	75%	69%	65%	0%	25%	75%	0%
	2007-08	88%	82%	63%	0%	12%	63%	25%
	2008-09	83%	82%	64%	0%	17%	79%	4%
Students with Disabilities	2006-07	*	56%	64%	*	*	*	*
	2007-08	*	52%	43%	*	*	*	*
	2008-09	*	59%	44%	*	*	*	*

\* Other demographic groups are not statistically significant and will not be reported

#### 4TH GRADE MATH MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in School at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	96%	89%	85%	0%	4%	50%	46%
	2007-08	88%	90%	86%	0%	12%	44%	44%
	2008-09	89%	89%	88%	0%	11%	43%	46%
Male	2006-07	100%	87%	85%	0%	0%	62%	38%
	2007-08	84%	90%	86%	0%	16%	47%	37%
	2008-09	94%	91%	88%	0%	6%	61%	33%
Female	2006-07	91%	91%	85%	0%	9%	36%	55%
	2007-08	93%	89%	86%	0%	7%	40%	53%
	2008-09	84%	87%	88%	0%	16%	26%	58%
White	2006-07	95%	90%	88%	0%	5%	45%	50%
	2007-08	88%	90%	91%	0%	12%	44%	44%
	2008-09	89%	90%	92%	0%	11%	43%	46%
Economically Disadv.	2006-07	92%	88%	75%	0%	8%	59%	33%
	2007-08	88%	87%	77%	0%	13%	54%	33%
	2008-09	83%	87%	80%	0%	17%	37%	46%
Students with Disabilities	2006-07	*	54%	64%	*	*	*	*
	2007-08	*	66%	65%	*	*	*	*
	2008-09	*	55%	68%	*	*	*	*

\* Other demographic groups are not statistically significant and will not be reported

### 5TH GRADE ELA MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in School at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	72%	81%	78%	10%	18%	62%	10%
	2007-08	85%	83%	78%	0%	15%	58%	27%
	2008-09	85%	84%	78%	0%	15%	70%	15%
Male	2006-07	87%	82%	74%	7%	6%	80%	7%
	2007-08	86%	83%	75%	0%	14%	72%	14%
	2008-09	94%	85%	76%	0%	6%	75%	19%
Female	2006-07	57%	80%	82%	14%	29%	43%	14%
	2007-08	83%	83%	81%	0%	17%	41%	42%
	2008-09	76%	82%	81%	0%	24%	64%	12%
White	2006-07	74%	82%	83%	7%	19%	63%	11%
	2007-08	88%	84%	84%	0%	13%	58%	29%
	2008-09	84%	84%	84%	0%	16%	68%	16%
Economically Disadv.	2006-07	62%	73%	65%	15%	23%	54%	8%
	2007-08	71%	77%	65%	0%	29%	50%	21%
	2008-09	83%	81%	66%	0%	17%	74%	9%
Students with Disabilities	2006-07	*	42%	42%	*	*	*	*
	2007-08	*	35%	42%	*	*	*	*
	2008-09	*	56%	42%	*	*	*	*

\* Other demographic groups are not statistically significant and will not be reported

### 5TH GRADE MATH MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in School at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	69%	77%	76%	3%	28%	31%	38%
	2007-08	81%	79%	74%	0%	19%	50%	31%
	2008-09	64%	81%	77%	3%	33%	37%	27%
Male	2006-07	93%	80%	77%	0%	7%	40%	53%
	2007-08	71%	79%	75%	0%	29%	35%	36%
	2008-09	63%	82%	78%	0%	39%	30%	31%
Female	2006-07	43%	72%	75%	7%	50%	22%	21%
	2007-08	92%	78%	73%	0%	8%	67%	25%
	2008-09	65%	79%	76%	6%	29%	41%	24%
White	2006-07	70%	77%	83%	4%	26%	33%	37%
	2007-08	83%	79%	81%	0%	17%	50%	33%
	2008-09	63%	82%	89%	3%	34%	35%	28%
Economically Disadv.	2006-07	54%	67%	62%	0%	46%	23%	31%
	2007-08	71%	72%	60%	0%	29%	50%	21%
	2008-09	65%	79%	64%	4%	31%	43%	22%
Students with Disabilities	2006-07	*	35%	46%	*	*	*	*
	2007-08	*	41%	44%	*	*	*	*
	2008-09	*	56%	47%	*	*	*	*

\* Other demographic groups are not statistically significant and will not be reported

### 5TH GRADE SCIENCE MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in School at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	83%	84%	76%	3%	14%	52%	31%
	2007-08	81%	83%	82%	0%	19%	43%	38%
	2008-09	91%	90%	83%	0%	9%	61%	30%
Male	2006-07	93%	83%	77%	0%	7%	46%	47%
	2007-08	79%	84%	82%	0%	21%	29%	50%
	2008-09	94%	91%	83%	0%	6%	56%	38%
Female	2006-07	71%	85%	75%	7%	22%	57%	14%
	2007-08	83%	81%	82%	0%	17%	58%	25%
	2008-09	88%	89%	83%	0%	11%	65%	24%
White	2006-07	85%	83%	83%	4%	11%	52%	33%
	2007-08	88%	84%	89%	0%	12%	46%	42%
	2008-09	91%	89%	89%	0%	9%	60%	31%
Economically Disadv.	2006-07	69%	77%	62%	8%	23%	46%	23%
	2007-08	79%	80%	70%	0%	21%	43%	36%
	2008-09	87%	88%	72%	0%	13%	61%	26%
Students with Disabilities	2006-07	*	59%	46%	*	*	*	*
	2007-08	*	41%	62%	*	*	*	*
	2008-09	*	70%	64%	*	*	*	*

\* Other demographic groups are not statistically significant and will not be reported

### Students Not Achieving State Standards

Low achieving, at-risk, and special needs students are provided support through Individual Education Plans (IEP's), Section 504 Plans, Title I Reading Teachers and Paraprofessionals, CSI and an after school-tutoring program. McKinley also has the services of a full time counselor whose main responsibility is to assist students in coping with social and emotional issues that are adversely affecting their academic progress.

## Comprehensive Needs Assessment

CAPS uses a Comprehensive Needs Assessment (CNA) to assess literacy skills and prescribe interventions for struggling elementary students. Each grade level uses several assessments that are administered three times per year. Results are shown below. Students are ranked using the following rubric:

**Intensive – At Risk, Low Performing**

**Strategic – Moderately At Risk, Intermediate Performing**

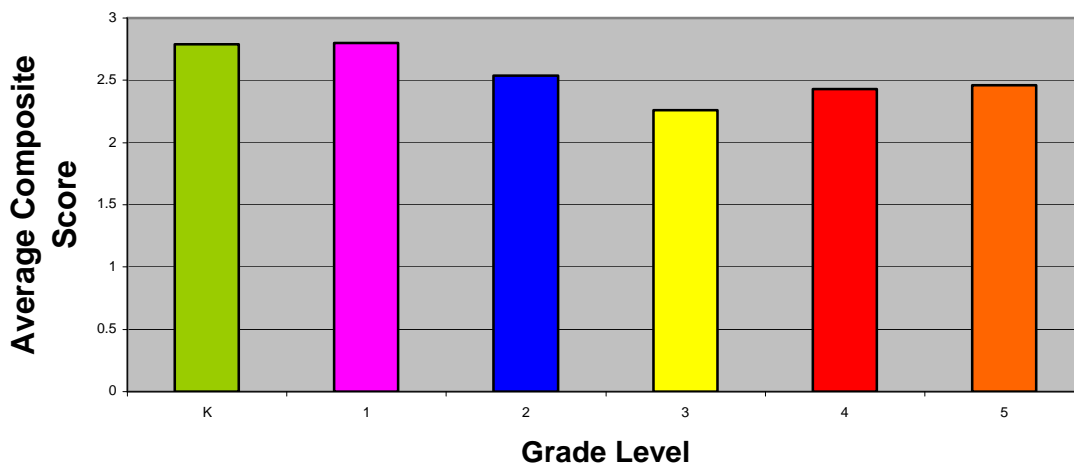
**Benchmark – At or Above Grade Level**

### Comprehensive Needs Assessment

CAPS uses a Comprehensive Needs Assessment (CNA) to assess literacy skills and prescribe interventions for struggling elementary students. Each grade level uses several assessments that are administered three times a year, October, January, and May.

### CNA Results

#### McKinley Grade Level CNA Literacy Composite Scores



This chart shows the average composite score for each grade level. In order to get the composite score, each assessment listed in the section “Program Evaluation- Assessment Plan” was given a certain weight, and all scores were compiled into one score per student. The scores range from 1 to 3, 0-1.5 is at risk, 1.5-2.5 is moderate risk, and 2.5 to 3 is benchmark.

McKinley Elementary results show that at the kindergarten level, the average composite score was 2.75 indicating that the majority of students exiting kindergarten are at benchmark level for literacy. Likewise, the average first and second grade students were also at benchmark. Third, fourth, and fifth grade students on average were in the moderate risk category. This shows us that our RTI interventions and Title I Programs in K-2 have been effective. It also drives us to change core instruction and interventions in our third through fifth grade in order to achieve more student successes in literacy.

### **Needs Assessment Analysis**

Based on our CNA, we can determine that our kindergarten and first grade programming and interventions have been very successful. The majority of students in those grades are achieving at a benchmark level. Therefore, next year we will continue with those programs at that level. We can also conclude from the CNA results that expansion of interventions is necessary for second through fifth grade. We will also provide professional development at those levels to enhance the core curriculum instruction

### **CNA Development Process**

The Comprehensive Needs Assessment was developed with collaboration from Title I Reading Specialists and Wexford Missaukee ISD Curriculum consultants. Reliable and valid assessments were chosen from MLPP and DIBELS in order to encompass all five key areas of literacy. Classroom teachers were trained in administering and analyzing those assessments. Professional development was provided through LETRS, Teacher Reading Academies, and DIBELS so that teachers could effectively offer systematic, explicit instruction.

### **CNA Conclusions**

MLPP and DIBELS assessments were chosen by the Title I staff for each grade level's CNA. With the help of Title I staff, teachers administer assessments and report data back to the Reading Specialists. The Reading Specialists then compile the data into a comprehensive database that is shared with teachers, administrators, and school board members. We use that data to guide our instruction, to determine interventions necessary, and to change programming. This data has been gathered and saved for five years so that we can track students' progress and watch for instructional trends that need to be addressed.

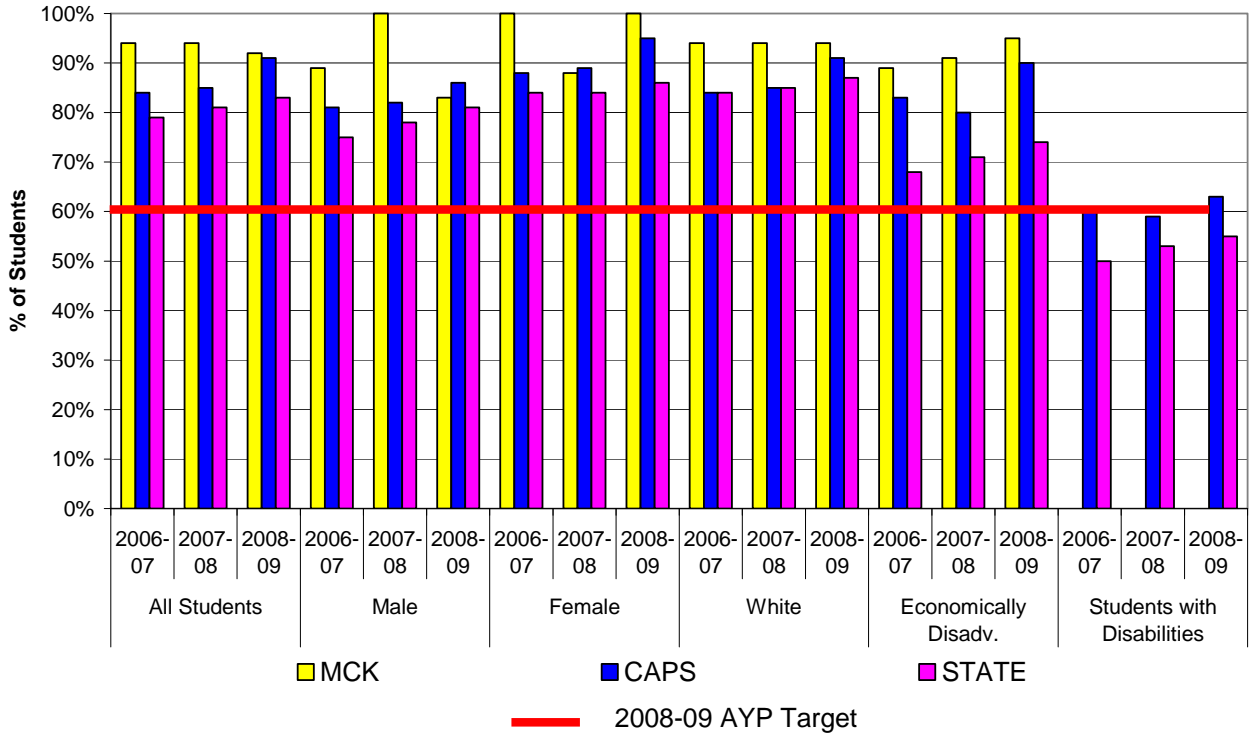
# Accreditation Status and Adequate Yearly Progress

## Accreditation Status for 2006-2008 From the Education Yes! Report Card

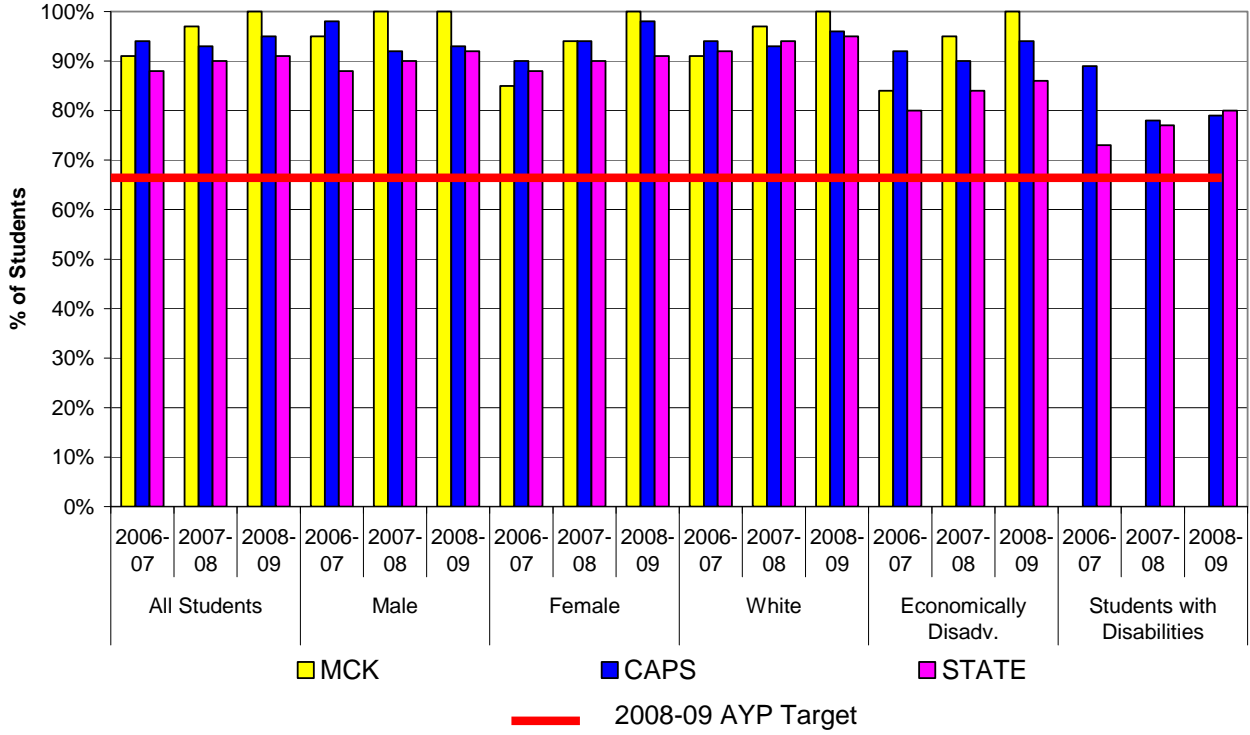
School	Title 1 School	AYP Phase 2008-09	Grade for 2007-08	AYP	Grade for 2008-09	AYP
McKinley Elementary	Yes	0	A	Met AYP	A	Met AYP
District				Yes		Yes

## Achievement Results for 2006-2008

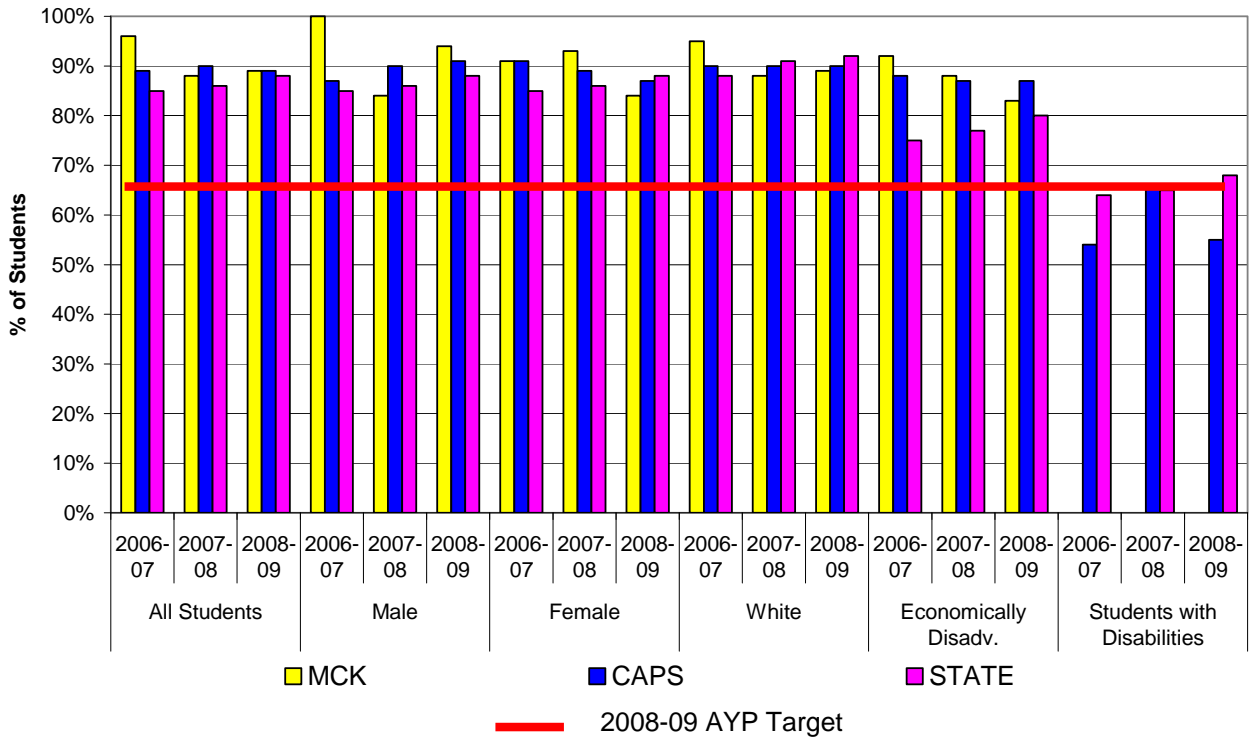
### 3rd Grade McKinley Elementary Percent of Students Proficient on ELA MEAP



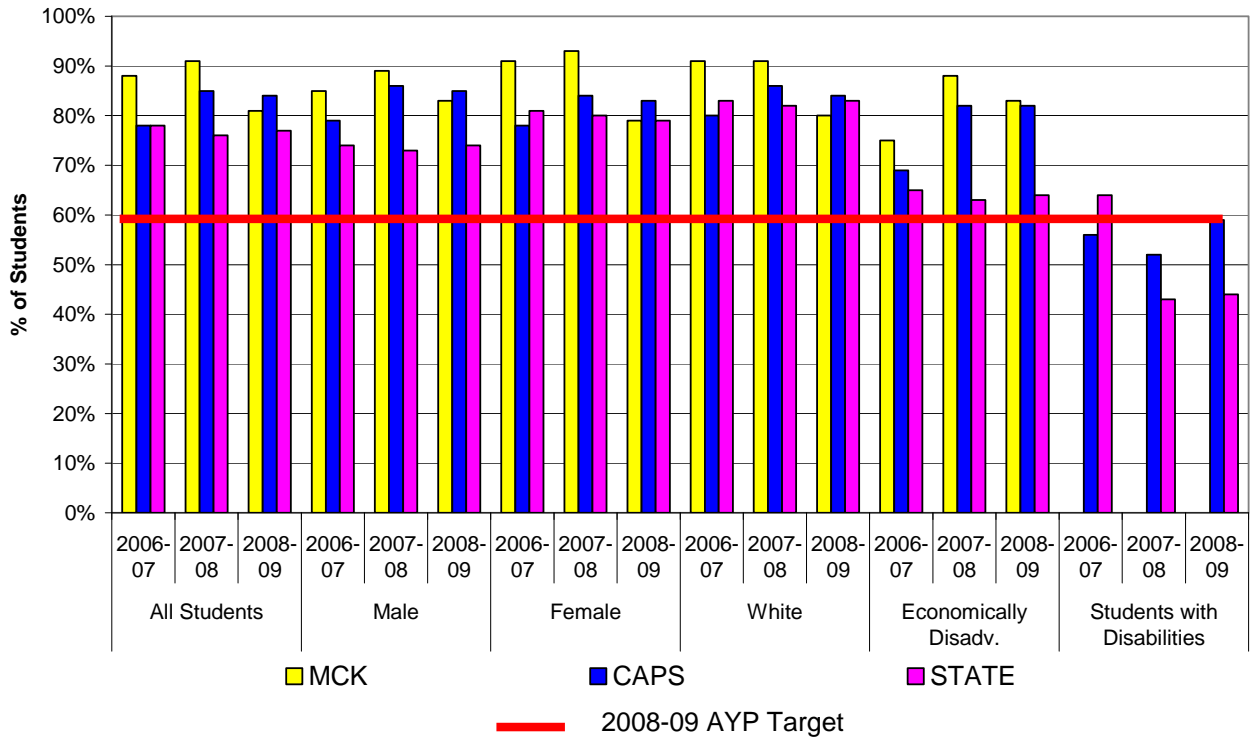
### 3rd Grade McKinley Elementary Percent of Students Proficient on Math MEAP



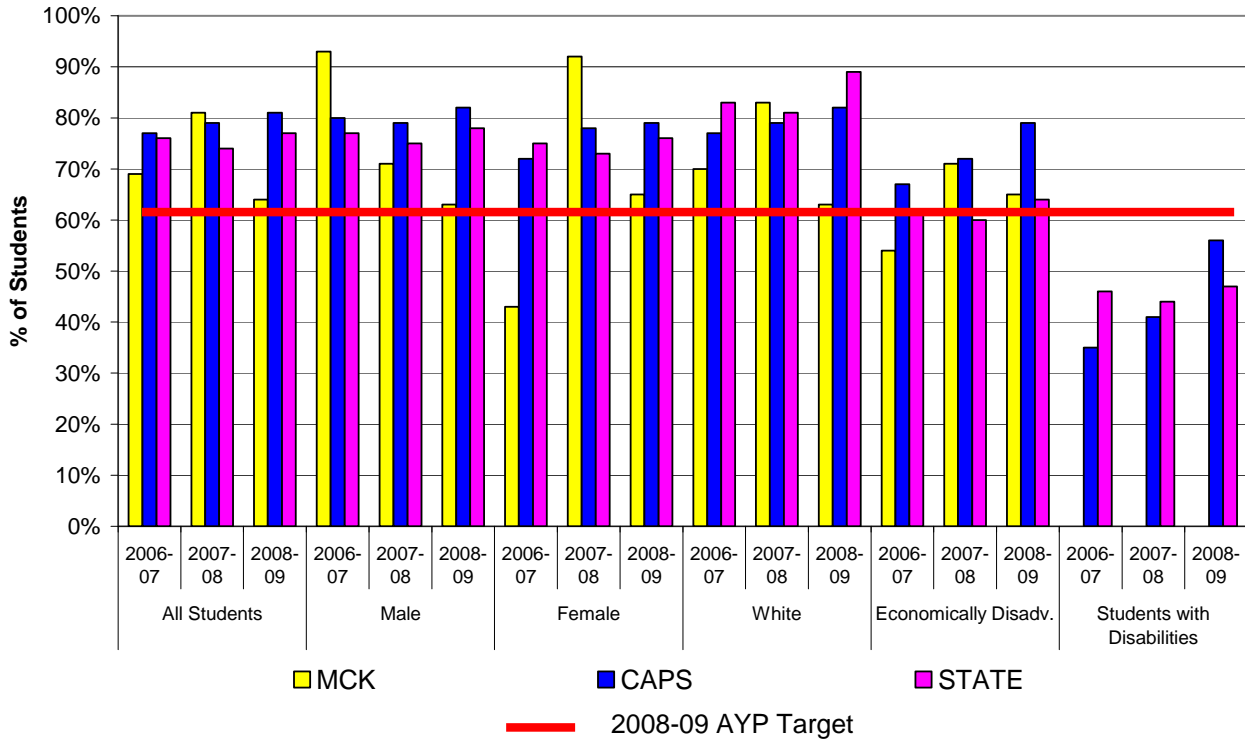
### 4th Grade McKinley Elementary Percent Students Proficient on Math MEAP



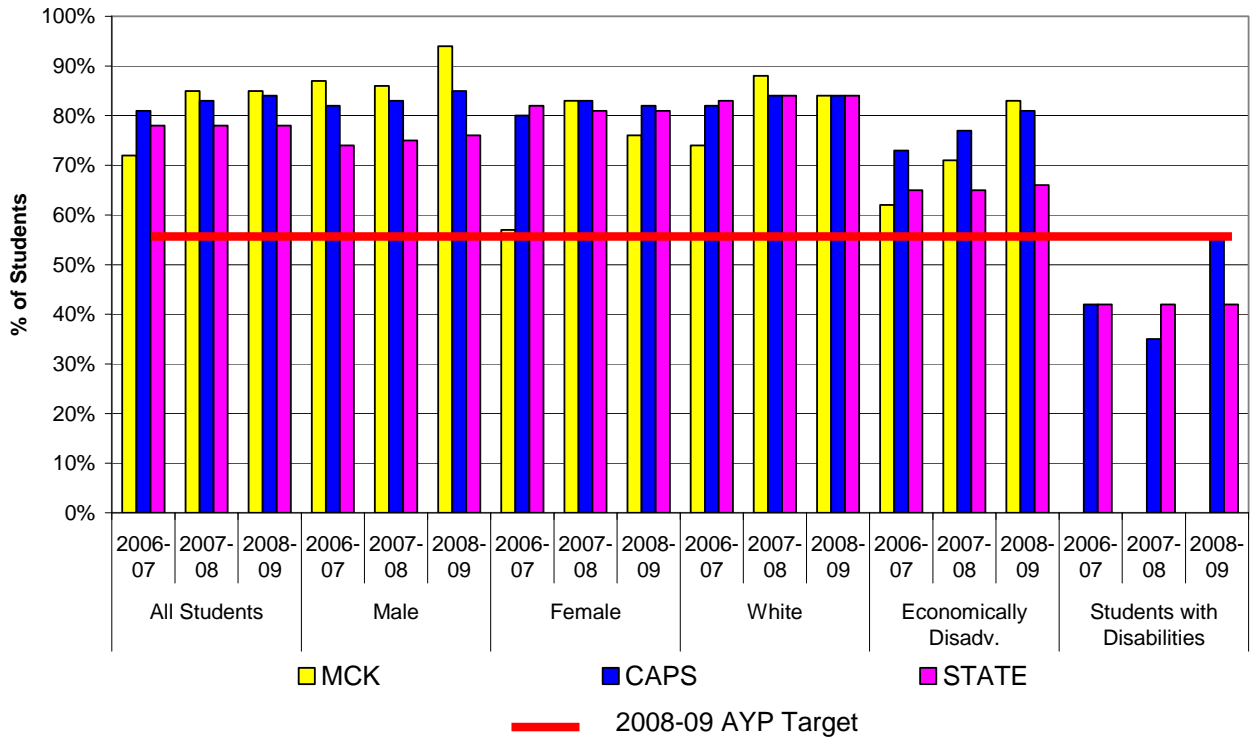
### 4th Grade Mckinley Elementary Percent Students Proficient on ELA MEAP



### 5th Grade McKinley Elementary Percent Students Proficient on Math MEAP



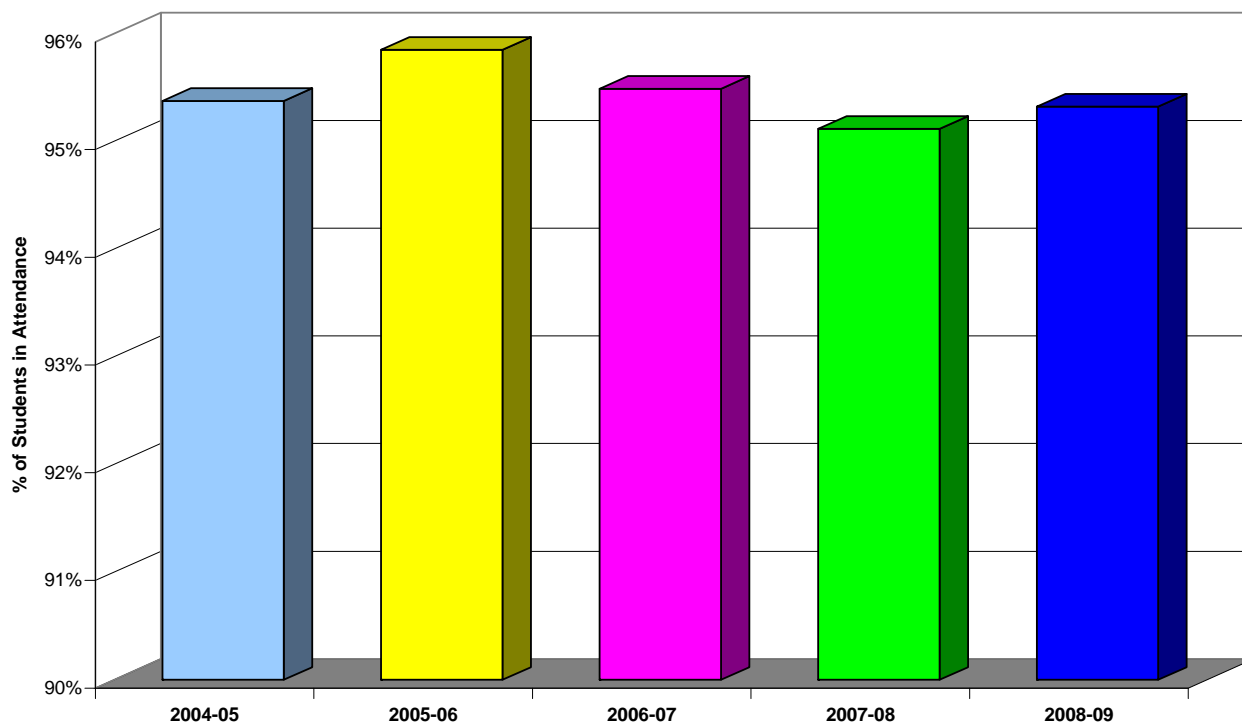
### 5th Grade McKinley Elementary Percent Students Proficient on ELA MEAP



## Other Indicators

McKinley consistently exceeds state and national requirements for average daily attendance.

**McKinley Average Daily Attendance Summary 2004-2009**



McKinley AYP Attendance Rates 2007-2008			
Group	ELA	Math	State Target
All Students	95.05%	95.05%	85.00%
Male	94.93%	94.93%	85.00%
Female	95.17%	95.17%	85.00%
White	95.10%	95.10%	85.00%
Economically Disadv.	94.13%	94.13%	85.00%
Students with Disabilities	93.32%	93.32%	85.00%

## **Parent Involvement**

McKinley parents have many opportunities to be involved in their children's learning. A school wide bi-weekly newsletter is sent home with all students. Many teachers send home frequent classroom newsletters as well. We host a Back to School Open House to introduce all staff members (instructional staff, recess, custodial, and parent volunteers) to parents.

All parents are invited to be members of the McKinley Parent Teacher Group. The purpose of this group is to support the school improvement goals and encourage additional parent involvement with their child's education. McKinley also has a Title One Night where the school improvement goals and MEAP test results are shared with parents.

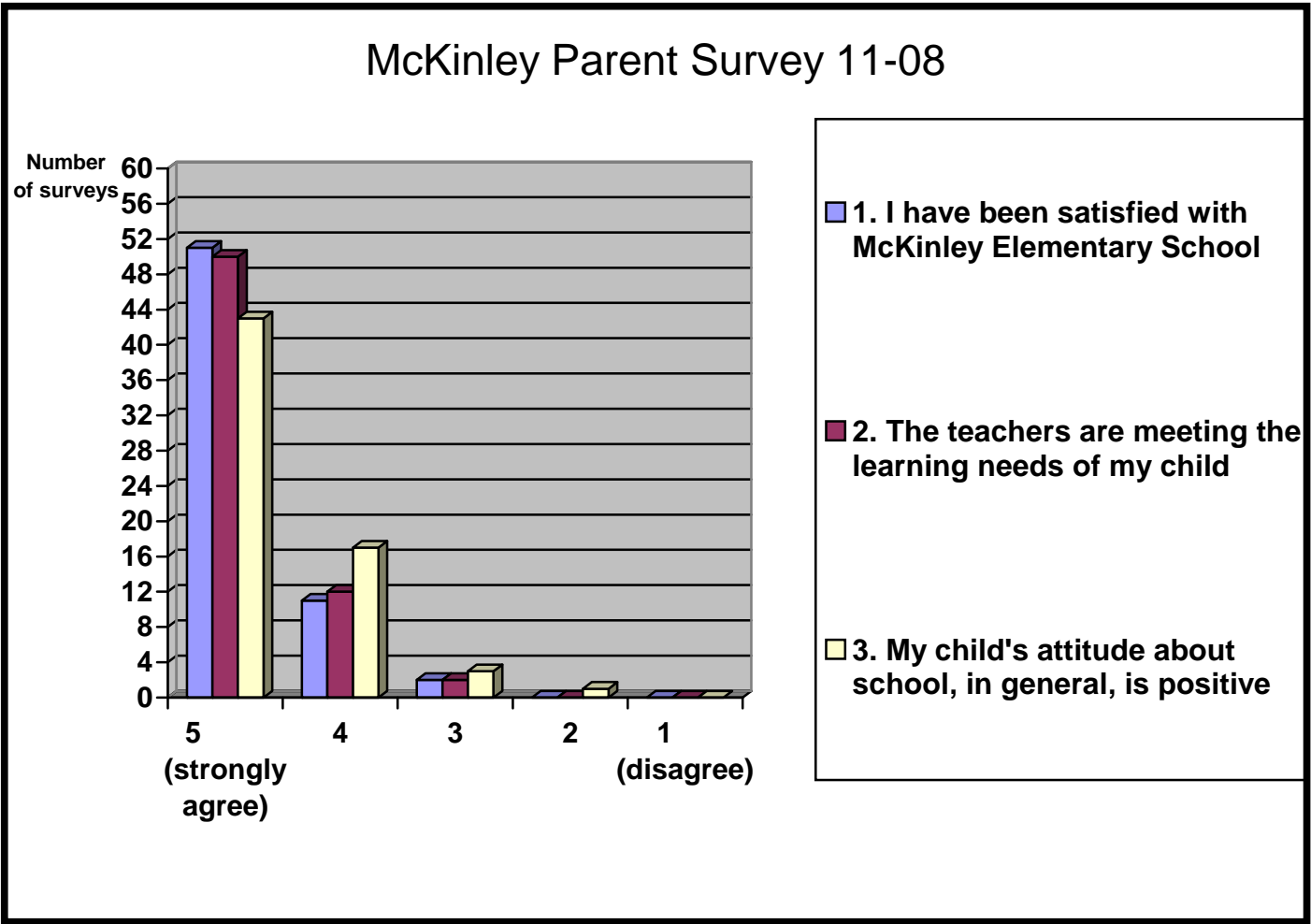
Parent Teacher conferences are held in the fall and spring to communicate about the child's individual progress and assessment results. A survey is given to parents during conferences to measure parent involvement at McKinley. The McKinley School Improvement Committee reviews the results of this survey at a monthly meeting.

At fall conferences teachers explain the school-parent compact and parents are asked to sign a copy for the current school year.

(11-12-08)

**McKinley Elementary School**  
**Parent Survey**  
**2008-09**

<b>Total Surveys:</b> 65	<b>5</b> <b>Strongly</b> <b>agree</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b> <b>Disagree</b>
<b>Question 1</b>	<b>51</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>Question 2</b>	<b>51</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>Question 3</b>	<b>43</b>	<b>17</b>	<b>4</b>	<b>1</b>	<b>0</b>



#### 4. What do you like about McKinley Elementary?

- Progress reports would be helpful. I would like to see these sent home regardless of the students' grades
- The help they've given me with my son
- Teachers genuinely care about the students and it shows
- Everything! I feel that my son is receiving the BEST education possible
- We like the school. It is smaller and more caring about the students
- Friendly Staff. Helpful and caring
- Teachers are friendly and greet me when I enter the school
- The extra assistance for my son, who needs help!
- My child loves to go to school every day. It's good to know that she enjoys being here.
- Friendly staff
- I absolutely love the staff here! Everyone is great.
- The helpful staff! Well-behaved students!
- All teachers and staff are very helpful and friendly
- Teachers have been great with my son.
- Teachers
- They are nice
- The staff is friendly and available to us
- All of the staff love their jobs which is helpful to the children's' learning
- Friendliness of staff and willingness of teachers to help
- We love our teachers!!
- I love that my daughter is in a small class
- (That) my children love going to school everyday
- Friendly staff. Very organized, safe environment. Awesome, caring teachers (That's from my daughter!)
- It's a smaller more personal school
- Small size. Caring teachers. Positive and friendly environment.
- Helpful and caring staff. In 14 years of (having) children in McKinley, I've been extremely pleased with all of the staff – very personable.
- I love McKinley School. The staff is great. It is such a positive, encouraging, and caring learning environment. I feel blessed that my child goes to McKinley.
- My child enjoys going and likes his teachers
- The caring staff has always been very accommodating by going above and beyond to challenge my son (*name withheld*) academically.
- Everything! We are so pleased with McKinley – our child loves Mrs. McCumber! From her school bus ride in the morning, to her lunch, to her class, we are very happy about everything

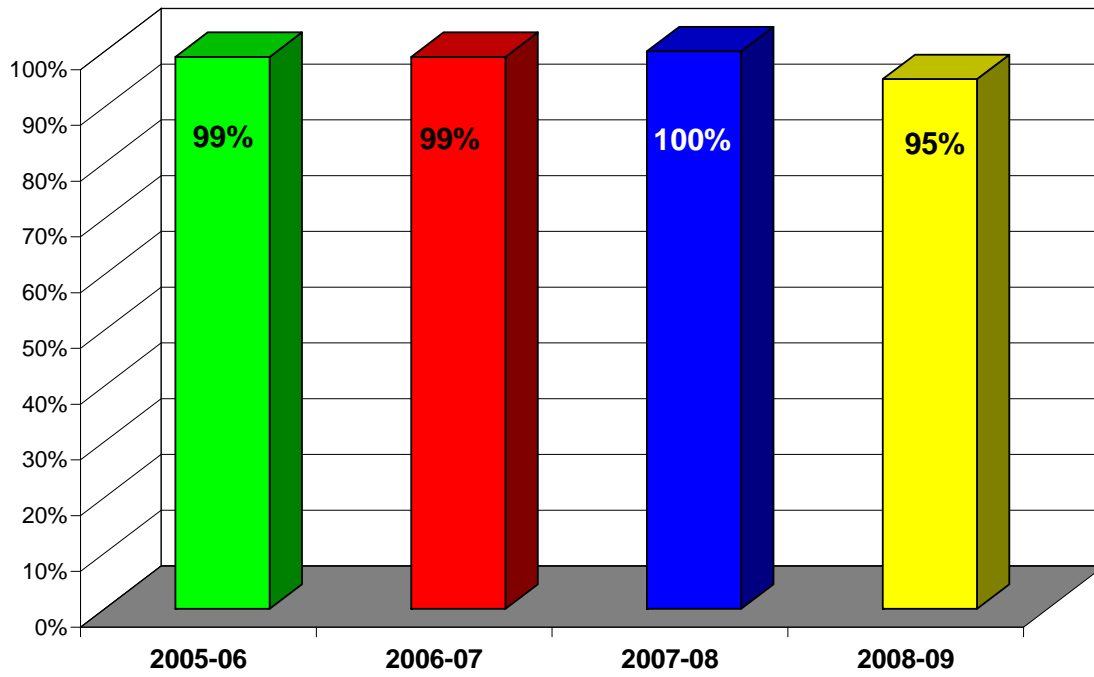
- All the help my child is getting and how his teacher has helped him grow
- How supportive everyone is
- Teachers work well with the children and the parents
- Caring and supportive staff
- Great teachers and staff (smile)
- The work ethic of the teachers
- I really like that the *principle* has always known everything that goes on, and that children are
  - expected to behave in an appropriate manner. Everyone is very friendly.
  - That my children have never been so happy about going to school! They love it.
  - Friendly staff; ratio of teachers to children
- Everything. Everyone is always friendly and helpful and caring. My son (name withheld) has
  - enjoyed going to McKinley school
- I like the staff – those that I know are dedicated and caring

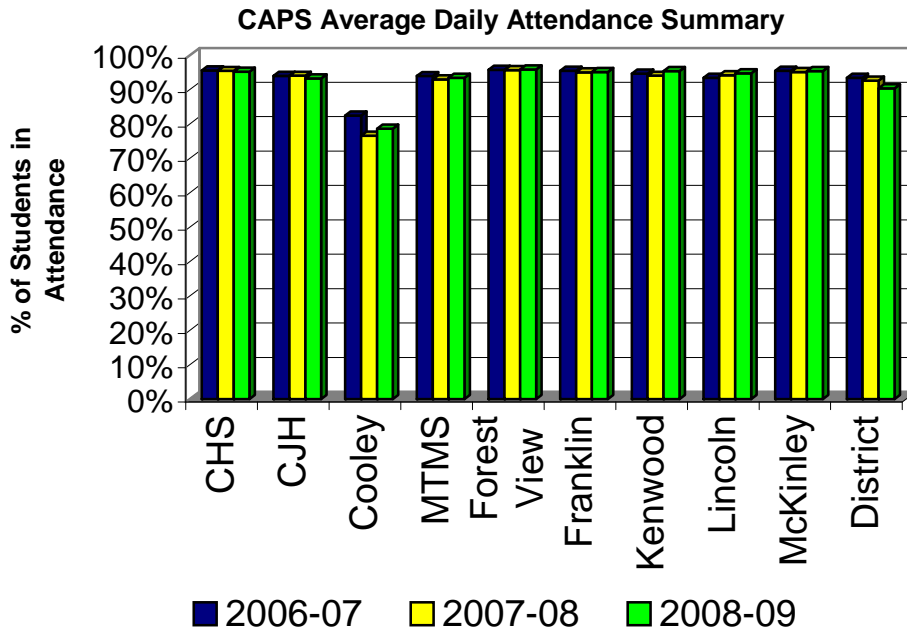
**5. Are there general comments you would like to make about your school?**

- a) Progress reports would be helpful. I would like to see these sent home regardless of the students' grades
- b) Make important issues school wide – not just classroom known
- c) McKinley Rocks! Thanks to everyone!
- d) I strongly think that the kids need some kind of deviders or something where they hang their coats up. I do not like my child's coat or backpack touching other kid's because of the spread of lice. They really need deviders or little "cubbies" where each can have their coats alone!!
- e) To date, our experience with the school has been positive
- f) Thanks for caring about my child's academic needs!
- g) Great!!
- h) My son has learned so much and I feel he is taken care of very well. You guys are doing an awesome job!
- i) You all do a great job, and you don't receive enough recognition for this
- j) I'm very happy
- k) Good Job
- l) Thank You for all you do!
- m) Great School
- n) Great Job
- o) I hope that classes for my children will remain small. We had problems in the past with a large class, and it was too overwhelming. The children can't all get the help they need in such large classes. Need a JK here for next year!
- p) I am very impressed with how much progress my children have made so far this year

- q) I would just like to say Thank You for making my daughter's transition from home to school so easy and enjoyable for her.
- r) Don't feel the end of day pick up procedure is improved. Too much congestion in school parking lot with children going to cars. A couple of aides/assts can't watch everyone. We feel you should pick your child up at the classroom – to be released by their own teacher.
- s) I've used school of choice to keep our three (3) children in McKinley.
- t) Keep up the ~~good~~ GREAT work!!! Thank You!!!
- u) The reading instructional support is great. The school always looks neat and organized
- v) Keep up the good work.
- w) Hopefully she'll understand more English ahead
- x) I think it is a great school and will miss it next year
- y) The parent participation is awesome
- z) I am very impressed with the progress that both of my children have made this year
- aa) Just Thank You to everyone for all the help being so friendly and caring
- bb) McKinley has been a positive part of my child's life

**Percent of Parents Attending Conferences: 2005-2009**





**CAPS Instructional Staff Information, Qualifications, and Professional Development**

Teaching Experience

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.	14	1	1	5	7
2. Indicate the number of years, each of the teachers has been assigned to this school.		4	5	3	2

Highly Qualified Teachers & Strategies to Attract Highly Qualified Teachers

During the 2007/2008 school year, 100% of the McKinley Elementary School professional staff met the “Highly Qualified Teacher” definition set forth by the NCLB legislation. All teacher assistants and paraprofessionals met the highly Qualified definition set forth by the NCLB legislation, Sec 1114,1119 (a)(3) in our audit. All teachers and paraprofessionals have their mandated credentials in their personnel file at central office and in the McKinley office. McKinley Elementary teacher and paraprofessional turnover is minimal. We have taken great pride in hiring the best highly qualified teachers and paraprofessionals to meet the needs of our students.

## Teacher Certification

### High Quality Professional Development

McKinley Elementary School's School Improvement Team and administration ensures that all staff members are provided opportunities to strengthen their professional skill. Each goal area has a specific action plan in which professional development plans are developed. This ensures alignment of professional development activities with the stated academic goals. It is the responsibility of the goal chairperson and the building principal to assure that these plans are implemented. A calendar of scheduled Staff Development activities, are handed out to every staff member and copies are keep on hand in the building office for anyone to view.

## Appendix – Schoolwide Program Components Index

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