



Priority School Improvement Plan

Harwood Elementary School

Warren Consolidated Schools

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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.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Harwood's 2014-2015 school year began with a merge of Hatherly Elementary and Harwood students and personnel. Eight Hatherly teachers replaced Harwood teachers, and approximately 40% of the students from Hatherly now attend Harwood replacing previous students who now attend other buildings in the district. In addition to the merging of the schools, Harwood's CI program moved to another building within the district.

In regard to enrollment trends, we discovered that Harwood's overall enrollment decreased from 428 students at the beginning of the year to 418 students. Over a three year period the largest drop in attendance was at the beginning of the 2013-2014 school year when an apartment complex that was in Harwood's attendance area closed; not all students stayed in the district attendance area creating a decrease in enrollment of approximately 40 students.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

In regard to attendance, we discovered that Harwood's attendance rate was stable and averaged 89%. Harwood has a group of 53 students who have over 15 absences, this is a concerning trend with the 2014-2015 student population. The challenge these absences create is that a majority of these are not performing at grade level and are missing classroom instruction as well as intervention support that is provided as part of our Multi-Tiered System of Support. A third of these students are part of our Superintendent Dropout Challenge designed to provide students with a mentor to promote a positive attitude about school.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

In regard to disciplinary trends we discovered office referrals decreased from 59 to 26. We noted that most referrals came from kindergarten and fifth grades with the majority of those occurring on the bus or playground. However, we did experience an increase in out-of-school suspension from the 2013-2014 school year to the 2014-2015 school year; there was an increase of 7 suspensions from 6 to 13. Our bus suspensions decreased from 5 to 2 and there were less bus referrals from transportation this school year as well. We believe that the newly implemented signing of a bus contract by parents and students upon the first bus referral helped to establish an understanding of the expectations when using district provided transportation.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

In regards to our recent concern with students who have more than 15 absences, we are creating a watch list for the 2015-2016 school year. Students who are on this list will have a parent meeting requested by the school administrator as soon as the student has one absence. The meeting will outline the impact that their child's absences has on their academic progress and provide the parents with strategies to support getting their child to school on time and sustaining from absences that are not due to student illness.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The veteran teaching staff at Harwood brings many years of experience and training to the school environment, which has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

All of our staff at Harwood are veteran teachers. These teachers have been working in the district for many years; however, redistricting and closure of Hatherly Elementary School has created movement based on teacher evaluation status.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The number of absences was low and did not impact student achievement

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Although the substitute teachers that we use in Warren Consolidated are qualified individuals it can be difficult to step in as a visiting teacher and implement lessons plans in the manner of the classroom teacher. Instructional practices go beyond simply knowing the content, they should be aligned to students' needs through differentiation of instruction, thus the impact on student comprehension when receiving instruction from a guest teacher may not yield the same results.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

When reviewing the data, our team leaders have a minimum of ten years or more experience and are predominately from the upper grade levels as well as support staff. Inclusion of team leaders from the lower grade levels and staff members from four to eight years experience will help to better represent the demographics of our teaching staff.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

In reviewing the results of the Interim Self Assessment, the staff rated the following areas as strengths:

- All staff members participate in a continuous program of professional learning.
- The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
- Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
- The school establishes and maintains a clearly defined and comprehensive student assessment system.
- Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

In reviewing the results of the Interim Self Assessment, the staff rated the following areas as challenges:

- Leadership and staff supervision and evaluation processes result in improved professional practice and student success.
- Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
- Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.
- The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

12. How might these challenges impact student achievement?

Lack of support staff and inconsistencies in grading standards across grade levels negatively impact student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The following actions could be incorporated into the School Improvement Plan to address these challenges:

- Grade level common assessments
- Additional support staff provided through district
- Peer walk-throughs
- Time provided for multi-grade level meetings

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Harwood has implemented a MTSS model that provides a process to identify and respond to all students with disabilities. Intervention programs are reviewed every quarter to ensure all students receive the necessary support to achieve. Students who qualify for special education services all have personalized goals outlined in their IEPs.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Type to Learn is a computer typing class available for grades 3-5.

Bosch Science Program is a grant-based science discovery program offered for 4th and 5th grade students.

Dreambox is a computer based math intervention program offered for students in grades 3-5.

Chess Club teaches students the fundamentals of chess during lunch recess and is offered for 4th and 5th grade students.

Harwood Title I Summer Reading Program was offered two days a week to students in grade 1-5 looking to build upon basic grade level reading skills.

Harwood's Staff/Student mentor program pairs students with staff members to provide additional academic and emotional support in all grade levels.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Extended Learning Opportunities are available to all students at appropriate grade levels. Once a student has expressed interest in joining an Extended Learning Opportunity, parents are notified and complete the necessary permission forms.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Principal does regular walk-throughs to ensure implementation of state content standards. Content standards are modeled in the classrooms by district trainers. Vertical and horizontal peer observations are conducted. Teacher logs show that the standards are being implemented. Teacher perception survey provides self-assessment data about implementation. Agendas are submitted following all meetings and trainings

to record implementation of the state content standards.

As part of our priority school status our general education classroom teachers took the Surveys of Enacted Curriculum in the content area of math. Data results will be reviewed and analyzed in the full to see how our curriculum implementation aligns with what is outlined by the state.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We did not complete the screener.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

No Current MSTEP Data

Spring IOWA Data - Strengths by grade level

1st Grade: Key Ideas; demonstrated strength in identifying central ideas, connecting/extending ideas and summarizing

2nd Grade: Key Ideas; demonstrated strength in identifying central ideas, literary devices and text features

3rd Grade: Author's Craft; literary devices and text features (our third graders were below the national norm in all areas)

4th Grade: Key Ideas; demonstrated strength in identifying central ideas

5th Grade: Key Ideas; demonstrated strength in identifying central ideas

Overall our reading strengths, with the exception of third grade, demonstrated strength on the IOWA of identifying central ideas. However, although this is the noted area of strength, the percentage of students answering correct in these domains is still below the national average.

19b. Reading- Challenges

Using the Spring 2015 IOWA results, our greatest challenges are in the area of comprehension and our students struggling to demonstrated the ability to interpret/summarize both explicit and implicit meaning from text.

19c. Reading- Trends

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According to the MEAP results for 2011-2012 for our EL population, 51.1% (n=24) students were in the bottom 30%. Furthermore, 38.3% (n=18) were ranked in the middle 40% and 10.6% (n=<10) were ranked in the top 30%. According to the MEAP results for 2012-2013 for our EL population, 46.7% (n=28) students were in the bottom 30%. Furthermore, 33.3% (n=20) were ranked in the middle 40% and 11.7% (n=<10) were ranked in the top 30%. The data shows a 3.5% increase for those who have moved out of the bottom 30%. According to the MEAP results for 2011-2012 for our ED population, 38.3% (n=57) students were in the bottom 30%. Furthermore, 39.6% Transformation Redesign Diagnostic Harwood Elementary School Page 12

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(n=59) were ranked in the middle 40% and 22.2% (n=33) were ranked in the top 30%. According to the MEAP results for 2012-2013 for our ED population, 35.8% (n=63) students were in the bottom 30%. Furthermore, 40.3% (n=71) were ranked in the middle 40% and 19.9% (n=35) were ranked in the top 30%. The data shows a 2.5% increase for those who have moved out of the bottom 30%.

3rd GRADE MEAP READING:

The 2011-12 Top 30/Bottom 30 MEAP reading analysis shows that 38.1% (n=24) 3rd grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 3rd grade students at the school. Additionally, 44.4% (n=28) were ranked into the middle 40%, while 17.5% (n=11) of all Harwood Elementary School 3rd graders ranked in the top 30%.

The 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that 29.6% (n=21) 3rd grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 3rd grade students at the school. Additionally, 38% (n=27) were ranked into the middle 40%, while 28.2% (n=20) of all Harwood Elementary School 3rd graders ranked in the top 30%.

The trend in the student proficiency rate varied on the MEAP reading assessment in 2011-12 (39%) increased in 2012-13 (41.2), and then decreased in 2013-2014 (34.4%)

4th GRADE MEAP READING:

The 2011-12 Top 30/Bottom 30 MEAP reading analysis shows that 26.8% (n=15) 4th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 4th grade students at the school. Additionally, 35.7% (n=20) were ranked into the middle 40%, while 37.5% (n=21) of all Harwood Elementary School 4th graders ranked in the top 30%.

The 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that 38.5% (n=25) 4th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 4th grade students at the school. Additionally, 30.8% (n=20) were ranked into the middle 40%, while 29.2% (n=19) of all Harwood Elementary School 4th graders ranked in the top 30%.

The trend in the student proficiency rate on the MEAP reading assessment showed a decrease from 2011-12 (57%), 2012-13 (44.6%) to 2013-14 (47.7%).

5th GRADE MEAP READING:

The 2011-12 Top 30/Bottom 30 MEAP reading analysis shows that 30.8% (n=16) 5th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 5th grade students at the school. Additionally, 38.5% (n=20) were ranked into the middle 40%, while 30.8% (n=16) of all Harwood Elementary School 5th graders ranked in the top 30%.

The 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that 26.8% (n=15) 5th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 5th grade students at the school. Additionally, 41.1% (n=23) were ranked into the middle 40%, while 28.6% (n=16) of all Harwood Elementary School 5th graders ranked in the top 30%.

The trend in the student proficiency rate on the MEAP reading assessment showed a decrease from 2011-12 (61%), 2012-13 (55.8%) to 2013-14 (48.1%).

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on

tiered instruction if appropriate.

Our Reform Redesign Plan/School Improvement outlines our Multi-Tiered System of Support (MTSS) that is designed to provide all students with instruction using guaranteed viable curriculum. In addition students will receive Tier 2 differentiated instruction within the classroom that targets their specific skill deficit. Our EL students and our most at-risk students will receive Tier 3 intervention support from our ESL Teachers and Title one Teacher. Our interventionists will work closely with the classroom teacher to target the strategies that students are struggling most with in the area of comprehension and fluency. Our special education students will receive instruction using Corrective Reading and additional support as outlined in their IEPs. All students in the bottom 30% will be progress monitored by the intervention team, resource room teacher or the classroom teacher. Grade level intervention meetings will be embedded into the school calendar allowing all staff members who provide service to a student to meet every 4-5 weeks to assess student progress and develop a continued plan of support.

20a. Writing- Strengths

No current MSTEP data

Spring 2015 IOWA

The demonstrated area of strength was in the area of Planning and Organizing, specifically relevance of ideas. However, as in reading our strengths are still below the the nation's average of percent correct.

20b. Writing- Challenges

The greatest challenge that we face is that overall our students are still demonstrating difficulty with oral language skills and reading skills which negatively impacts their written language skills. Our instructional staff has to spend a great amount of time during whole group instruction building background knowledge and vocabulary when modeling writing. Although the students are demonstrating growth and engaging in whole group writing it is challenging for them to transfer the skills into their independent work.

20c. Writing- Trends

We do not have current MSTEP data to analyze, however the trend from 2010 to 2013 was a decrease in student writing scores on the MEAP assessment. With the shift in the format of assessing student writing in grades 3-5 we are anticipating identifying strengths and

weaknesses that will support our plan to increase our students' ability to demonstrate their proficiency on school and state assessments.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Classroom teacher will continue to engage students in whole group instruction and build background knowledge and vocabulary through the use of anchor texts. In addition we will continue to use informational texts within guided reading having students use supporting evidence from the texts within their written tasks. We will also begin to have students use multiple reading sources to complete opinion, narrative and informational texts writing. Our intervention groups, instruction provided by our ESL teachers and Title I teacher, intervention blocks will include reading, vocabulary and writing rotations in a one hour block.

21a. Math- Strengths

No Current MSTEP data

Spring 2015 IOWA - Strengths by Grade Level

First Grade: Data Analysis; ability to interpret data and make predictions and Computation with Whole Numbers; adding and subtracting without regrouping.

Second Grade: Algebraic Patterns/Connections; modeling with expression and equations and Computation with Whole Numbers; subtracting with regrouping.

Third Grade: Number Sense and Operations, however the percent correct is below the national percent correct

Fourth Grade: Number Sense and Operations and Geometry

Fifth Grade: Computing fractions with the same denominators

21b. Math- Challenges

Our challenges within math vary from grade level to grade level. The foundational challenge is that a majority of students lack an understanding of basic number sense at each grade level. As we infuse the mathematical practices into our curriculum instruction and

increase the rigor with the use of math tasks, students are struggling to write explanations, model using provided strategies and explain orally the steps they take in problem solving.

21c. Math- Trends

3RD GRADE MEAP MATHEMATICS:

The 2011-2012 Top 30/Bottom 30 MEAP math analysis shows that 39.7% (n=25) students at Harwood Elementary performed at the bottom 30% as compared to other 3rd grade students in the school. Furthermore, 31.8% (n=20) were ranked in the middle 40%, while 28.6% (n=18) were ranked in the top 30%.

The 2012-2013 Top 30/Bottom 30 MEAP math analysis shows that 25.7% (n=18) students at Harwood Elementary performed at the bottom 30% as compared to other 3rd grade students in the school. Furthermore, 41.4% (n=29) were ranked in the middle 40%, while 28.6% (n=20) were ranked in the top 30%.

There is a decreasing trend in proficiency from 2011-2012 (33%) to 2012-2013 (26.5%) 2013-2014 (22.5%) in third grade mathematics.

4TH GRADE MEAP MATHEMATICS:

The 2011-2012 Top 30/Bottom 30 MEAP math analysis shows that 19.6% (n=11) students at Harwood Elementary performed at the bottom 30% as compared to other 4th grade students in the school. Furthermore, 28.6% (n=16) were ranked in the middle 40%, while 51.8 (n=29) were ranked in the top 30%.

The 2012-2013 Top 30/Bottom 30 MEAP math analysis shows that 40% (n=26) students at Harwood Elementary performed at the bottom 30% as compared to other 4th grade students in the school. Furthermore, 27.7% (n=18) were ranked in the middle 40%, while 30.8% (n=20) were ranked in the top 30%.

There is a decreasing trend in proficiency from 2011-2012-(49%) to 2012-2013 (35.4%) 2013-2014 (22.73%) in fourth grade mathematics.

5TH GRADE MEAP MATHEMATICS:

The 2011-2012 Top 30/Bottom 30 MEAP math analysis shows that 34.6 (n=18) students at Harwood Elementary performed at the bottom 30% as compared to other 5th grade students in the school. Furthermore, 50% (n=26) were ranked in the middle 40%, while 15.4 (n=<10) were ranked in the top 30%.

The 2012-2013 Top 30/Bottom 30 MEAP math analysis shows that 26.8% (n=15) students at Harwood Elementary performed at the bottom 30% as compared to other 5th grade students in the school. Furthermore, 44.6% (n=25) were ranked in the middle 40%, while 25% (n=14) were ranked in the top 30%.

There is an increasing trend in proficiency from 2011-2012-(19%) to 2012-2013 (28.3%) 2013-2014 (33.33%) in fifth grade mathematics.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Currently half of our grade level teams have received professional development in Number Talks and the remaining will receive the training in the 2015-2016 school year. The use of number talks provides students the opportunity to demonstrate their understanding of mentally

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solving problems presented by the teacher within a whole group lesson. Students are able to develop their understanding by building on input from their peers. The district will also continue to align our math curriculum to the Common Core Standards increasing the rigor through the use of math tasks and performance tasks that required students to explain "how" a problem is solved opposed to simply completing the algorithm. We will continue to implement a 90 minute math block with a minimum of 60 minutes of direct instruction. Additionally students performing in the bottom 30% will continue to receive small math group support.

Our staff will also review and analyze the results from the Surveys of Enacted Curriculum to align the amount of instructional time we are spending within each Common Core Standard. Preliminary results indicate that we have misalignment with our instruction at each grade level.

22a. Science- Strengths

In the content area of Science our lower elementary students demonstrated a greater area of strength on the Life Science IOWA assessment. Our upper elementary students area of strength was on the Physical Science IOWA assessment. On classroom formative assessments students have improved their ability to transfer information from literacy instruction to project based learning activities.

22b. Science- Challenges

The challenges we encounter in the content area of science is with our students who are at-risk in reading. It is difficult to to teach the grade level content using resources that are not at the students' reading level. Also with our students oral language, reading and writing deficits we have increased our literacy block which alters the amount of instructional time left to teach the science and social studies content. Our Reform Redesign/School Improvement plan outlines the integration of science into the reading content area. Additionally on the IOWA assessment our upper elementary scores reflect a greater negative difference than our lower elementary as compared to scores across the nation.

22c. Science- Trends

5th GRADE SCIENCE:

The 2011-12 Top 30/Bottom 30 MEAP reading analysis shows that 30.8% (n=16) 5th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 5th grade students at the school. Additionally, 38.5% (n=20) were ranked into the middle 40%, while 30.8% (n=16) of all Harwood Elementary School 5th graders ranked in the top 30%.

The 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that 30.4% (n=17) 5th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 5th grade students at the school. Additionally, 37.5% (n=21) were ranked into the middle 40%, while 28.6% (n=16) of all Harwood Elementary School 5th graders ranked in the top 30%.

The trend in the student proficiency rate on the MEAP science assessment showed a decrease from 2008-2009 (28%), 2009-2010 (<10%), 2010-2011 (<10%), 2011-2012 (<10%), 2012-2013, (<10%), 2013-2014 (<10%).

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School Sub-Group Data:

According to the MEAP results for 2011-12, 40.3% (n=60) of Harwood Elementary School's ED population were in the bottom 30%, 39.6% (n=59) were in the middle 40% and 20.1% (n=30) were in the top 30. Our EL population shows that 61.77% (n=29) of Harwood Elementary School's students were in the bottom 30%, 29.8% (n=14) were in the middle 40% and <10% (<10) were in the top 30% according to the MEAP results.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our plan to address the challenges within science are to integrate and increase the amount of informational reading within our small group reading instruction. In 2014-2015 all grade levels, kindergarten-fifth, received professional development on how to utilize appropriate resources within guided reading and instructional strategies to engage students in activities as an extension from the guided reading lesson. We are also in the process of developing resources that align to each grade level's content that align to our students' DRA2 reading levels.

To improve their comprehension and writing skills using informational text, we plan to infuse the use of multiple text sources that require students to identify evidence from when writing opinion, narrative and informational pieces of writing. The intended goal is that this approach will improve both their comprehension and writing skills.

23a. Social Studies- Strengths

In analyzing our IOWA data results our lower elementary and third grade strengths on the summative assessment were in Economics and Civics and Government. Our fourth and fifth grades struggled in all areas of social studies with a minimal positive effect in Economic Principles.

23b. Social Studies- Challenges

As with science, the social studies curriculum is above many of our students reading proficiency level. Due to of our recently developed 3 hour language arts block we are improving at maximizing our instructional time by integrating the social studies content into our differentiated guided reading groups.

23c. Social Studies- Trends

In past practice when our students have been assessed on their Social Studies proficiency at the 6th grade level they have performed below the state and district average.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our plan to address the challenges within social studies will be the same as our goal for science. It is our belief that if we increase the usage of informational text within guided reading with the focus on science and social studies we can cover these two contents within our extended language arts 3 hour block. Providing students with instructional strategies when reading non-fiction text, through modeling and oral discourse, will strengthen their proficiency when reading and writing independently. Providing students frequent opportunities to select evidence from cross-text reading will increase their ability to identify the important information within the topic.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Overall the highest level of satisfaction among students include the following:

- They feel they try their best
- The understand our PBIS program and behavior expectations
- Their teachers teach so they can understand the lesson

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The overall lowest level of satisfaction among the students include the following:

- Activities in the classroom are only sometimes interesting
- Only 54% of the students who took the survey feel they can always get extra help when needed
- Biggest problem at school is the behavior of their peers

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

To address the lowest areas of satisfaction outlined by the students we will continue to provide all students with support when students are having difficulty and assuring them that they should feel comfortable and confident see support. The students who have participated in lunch time programs, such as the Bosch Science Program and Chess Club, indicated high levels of satisfaction and interest in continuing in the future. We will continue these high interest programs as a means of keeping students engaged in developing strategies to problem solve and create to support their academic work in the classroom. Our PBIS program promotes positive behavior through positive reinforcement and recognition. We will continue to develop our SOAR program and peer support groups to encourage students who have discipline issues as a means of keeping a safe environment for all.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

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25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

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25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

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26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The overall highest level of satisfaction among teachers/staff include the following:

- High expectations are set for all students
- Instruction differentiated to meet the needs of the students
- Teachers effectively identify when their students are struggling
- An overall high level of respect for colleagues and administration
- 80% of the staff indicated that the reading and math monitoring logs support our initiative to implement strategies with fidelity

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The lowest level of satisfaction among teachers/staff include the following:

- Students lack of good work habits
- Student self motivation
- Lack of parental support and participation

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We are continuously seeking inviting ways to bring parents to workshops to help them support the students at home. We had a literacy

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workshop, math night and science activity day that involved educating parents on strategies they can use when engaging in at home activities. We are also providing parents with curriculum guides in math that support some of the rigorous strategies that the students are using to solve math tasks.

Prior to the MSTEP testing we created motivational teams to support the students, involved them in goal setting, had a dynamic motivational speaker for the kids and created a message that builds on the foundation that effort makes a difference. We intend to continue building self-motivation within the students in their daily work with this process.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

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28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

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28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

-

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Students in grades 1-5 are tested annually each fall and spring in the areas of literacy and math using the norm standardized IOWA Test of Basic Skills.	

Label	Assurance	Response	Comment	Attachment
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 in the box below.	Yes	The Harwood Elementary School Annual Report can be accessed at: www.mischooldata.org .	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school services students in grades K-5.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are an elementary school, therefore EDPs do not apply.	

Label	Assurance	Response	Comment	Attachment
5.	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Sharon Irvine, Ed.S, Esq. Chief Human Resources Officer 31300 Anita Warren MI 48093 (586) 698-4098	

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Harwood Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Harwood Home School Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Harwood staff collaboratively participated in the comprehensive needs assessment throughout the year during PLCs, data dialogue and staff meetings during the 2015-2016 school year. Data reports were accessed either electronically or on paper from Data Director, MI School Data and PowerSchool. The school improvement team led the analysis process during PLC meetings. Staff identified achievement gaps in math, reading, and writing for all students and sub groups. Staff then looked for trends in the data, based on the demographics. Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals. The school improvement team used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP Team leaders communicated with staff at PLC meetings to ensure all stakeholders were involved in the process.

The Reform Redesign Plan and School improvement matters were addressed with parents at monthly PTO meetings. They were helpful in providing the parent perspective. Parents worked specifically on parent involvement activities and analyzing parent input.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The results, gathered from student achievement data (state and local assessments), school programs/process data (progress monitoring results, self-assessments, Title I Program Review/Evaluation), perception data (various stakeholder surveys), and demographic data, were shared and examined during PLC and staff meetings.

What was examined:

The team examined school enrollment by grade and ethnicity/racial groups; attendance data by grade/race/ethnicity; discipline data and mobility trends.

What was discovered/concluded: (May 1, 2016)

Demographics Data:

In regard to enrollment trends, we discovered that Harwood's overall enrollment decreased from 425 students to 374, the decrease was attributed to lower kindergarten enrollment and the movement of approximately 25 students in grades 1st through 5th grades to other Warren Consolidated schools and surrounding districts.

In regard to attendance, we discovered that Harwood's daily attendance rate increased from 89% to 95%, we believe the increase is attributed to monitoring excessive absences and tardies and meeting with parents throughout the year. In regard to mobility trends, we discovered that Harwood had 33 students enter after the start of the first day of school and 15 students leave after the first day of school.

In regard to disciplinary data we had 68 minor infraction office referrals and 77 major infraction office referrals, of which 24 resulted in out-of-school suspensions. Although the referral rate is high, only 4% of the student population are repeat offenders, which indicates that our Positive Behavior Intervention Support Program is effective for the majority of our student population. The majority of all incidents occur on the playground or bus.

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Perception Data:

6 parents, 24 teachers, and 105 students completed the survey.

The parent survey was conducted throughout the 2015-2016 school year online. A summary of the results demonstrates that parents believe they have a clear understanding of how their child is performing academically. Parents are aware of behavior expectations at Harwood and they believe that Harwood provides a safe, secure, orderly learning environment. A small percentage of parents feel that they are not clearly informed on a regular basis on how their child is being graded.

The staff survey data shows that Harwood staff is given a clearly defined curriculum. The staff holds high expectations for student learning, they have access to relevant curriculum which they modify and accommodate to meet the needs of struggling students. The staff feels that Harwood provides protected instructional time.

The student survey shows that students feel the staff holds high expectations, are encouraging and fair, and know when they are struggling. Students feel that they know academic and behavioral expectations and generally like all aspects of Harwood Elementary.

Program/Process Data:

Our team examined the findings of the AdvancED Interim Self Assessment and our Title I program evaluation.

Our self assessment found that school-wide student achievement and subgroup gaps are areas in need of improvement. We feel our strengths are in the areas of leadership, district approved resources, and effective communication. Our Title I program evaluation found areas that needed improvement are program documentation and parent education/involvement. Our strengths are found in available resources such as Leveled Literacy Intervention (LLI), Reading Mastery, Title I nights, and teacher student relationships. Therefore, we need to continue to fund these activities. The team believes Harwood staff would benefit from content rich leveled reader libraries in teacher's classrooms to support curriculum.

1st Grade

Based on the results of the of the 2015-2016 IOWA assessment:

Fall 2015 ELA National Percentile Ranking (NPR) 51/Spring 2016 NPR 73

Fall 2015 Math Total NPR 32/Spring 2016 NPR 69

2nd Grade

Based on the results of the of the 2015-2016 IOWA assessment:

Fall 2015 ELA National Percentile Ranking (NPR) 30/Spring 2016 NPR 60

Fall 2015 Math Total NPR 32/Spring 2016 NPR 84

3rd Grade

Based on the results of the 2015-2016 IOWA Fall Assessment:

Fall 2015 ELA National Percentile Ranking (NPR) 31 /Spring 2016 NPR 45

Fall 2015 Math Total NPR 31/Spring 2016 NPR 50

4th Grade

Based on the results of the of the 2015-2016 IOWA assessment:

Fall 2015 ELA National Percentile Ranking (NPR) 36/Spring 2016 NPR 48

Fall 2015 Math Total NPR 28/Spring 2016 NPR 52

5th Grade

Based on the results of the of the 2015-2016 IOWA assessment:

Fall 2015 ELA National Percentile Ranking (NPR) 31/Spring 2016 NPR 39

Fall 2015 Math Total NPR 32/Spring 2016 NPR 47

DRA2 Results: Kindergarten- 36% on or above level; Grade.1 - 35% on or above level; Grade 2- 50% on or above level;
Grade. 3 - 57% on or above level; Grade. 4 - 48 on or above level and Grade. 5 - 56% on or above level.

Additional Kindergarten Student Achievement Data:

MLPP Letter and Sound Identification Spring 2016: 80% of the students were able to identify all of their letters and sounds.

Based on the results of the of the 2015-2016 grade level comprehensive math assessment: 82% of the students scored an 80% or higher.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Our first big idea is to strengthen our core curriculum implementation. Alignment of our curriculum, instruction, and assessment practices, while maximizing instructional time is needed to decrease variance in curriculum implementation, which will increase student achievement. Our second big idea establishes a Multi-Tiered Support System (MTSS) process. This process will focus on identifying student deficits, providing tiered instruction at each ability level, timely progress monitoring, and collaboratively analyzing data results to assess gains and develop instructional plans. Our MTSS model will align with our Professional Learning Community vision.

Goal 1:

All students will improve in the area of reading according to local and state standards.

This goal is connected to our priority needs and the needs assessment based on our data. It shows that reading is a significant area of deficit based on achievement results and staff and parent surveys. The subgroup with the largest gap is English Learner students in 3rd, 4th, and 5th grades. In addition, our first graders had the highest percentage of students performing at a Level one on the Spring 2015 WIDA.

Goal 2:

All students will improve in the area of writing according to local and state standards.

This goal is connected to our priority needs and the needs assessment based on our data. It shows that writing is a significant area of deficit based on achievement results and staff and parent surveys. The sub group with the largest gap is English Learner students in 4th grade. In addition, our students performed the lowest on the WIDA in the area of written expression in comparison to the other domains.

Goal 3:

All students will improve in the area of mathematics according to local and state standards.

This goal is connected to our priority needs and the needs assessment based on our data. It shows that math is a significant area of deficit based on achievement results and staff and parent surveys. Specific sub groups with the largest gaps are: English Learner students in 3rd, 4th, and 5th grades.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Each goal has been clearly written to identify the needs of all students and identified subgroups. The goals are aligned to reflect the conclusions drawn from the comprehensive needs assessment. Students identified as disadvantaged due to significant achievement gaps have been identified by their non-proficient status on State Assessments, IOWA, district writing assessment and DRA2.

EL students receive Tier 2 and Tier 3 instruction from our Language Acquisition teachers, Title I teacher and Para Professionals and differentiated instruction within the classroom.

The needs of the Economically Disadvantaged students receive intervention support with the classroom Tier 2 model as well as Tier 3 support from the Title 1 teacher.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

All students will benefit from our first big idea to strengthen our core curriculum implementation. Alignment of our curriculum, instruction, and assessment practices, while maximizing instructional time is needed to decrease variance in curriculum implementation, which will increase student achievement.

All students will benefit from our second big idea which establishes a Multi-Tiered Support System (MTSS) process. This process will focus on identifying student deficits, providing tiered instruction at each ability level, timely progress monitoring, and collaboratively analyzing data results to assess gains and develop instructional plans. Our MTSS model will align with our Professional Learning Community vision.

In the area of reading, the staff will implement a variety of strategies in order to increase achievement for all students. Strategies include: Balanced literacy utilizing guided reading and individual and small group interventions to reinforce whole group instruction. Science resources are available in our literacy library to K-5 teachers to integrate science into our literacy blocks. These resources allow the teachers to provide students instruction aligned to their grade level content using a range of leveled readers that meet the needs of their students. Classroom teachers have received training on developing text dependent questions to support students in using evidence from the text to strengthen comprehension skills when reading complex texts.

In the area of writing, staff in grades 1st-5th and intervention teams have received professional development on writing to complex text to support the common core standards. The focus is on identifying and utilizing key vocabulary terms which enables students to write to complex texts. All writing responses support the development of informational, opinion and narrative writing. Strategies include: small group instruction with the use of thinking maps and Writer's Workshop strategies.

In the area of mathematics, the staff will implement a variety of strategies in order to increase achievement for all students. Strategies include: Direct instruction utilizing district approved curriculum, summative/formative assessments, differentiated math instruction, individual and small group interventions to reinforce whole group instruction. Teams work in collaboration to identify Power Standards and unwrap them to establish learning targets for each unit of study. Through the use of pre-assessments, teachers identify prerequisite skills that students need support with and address those needs in mini lessons and small group instruction. Grade level common formative assessments continue to be developed and used to assess the students at the target level. Data outcomes are used to identify mastery level and support those in need of additional Tier 2 instruction.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

All methods and strategies in Harwood Elementary's Reform/Redesign/schoolwide plan address an increase in either quality or quantity of instruction.

Students who are disadvantaged or are an identified subgroup, will receive an increase in quality, supplemental instruction implementing brain-based, research supported activities and programs in order to bridge the gap in achievement. From McRel's Classroom
SY 2016-2017

Instruction that Works, all teachers post daily learning objectives for all math instruction. Strategies such as non-linguistic representations, advanced organizers, and cooperative learning are included in the administrator's walk through evaluation tool.

Tier 1 instruction has been adjusted to incorporate oral language by providing students the opportunity to use oral discourse to enhance their vocabulary, speaking skills, and ability to explain their thinking and reasoning when problem solving. Additionally, our whole group instruction is aligned at each grade level and from grade to grade, to support the scaffolding of skills that students develop in reading and writing.

Students will be exposed to an increase in the quantity of instruction through our Multi-Tiered System of Support program. This supplemental instruction provides additional time for students to receive reading instruction in comprehension, fluency and decoding strategies.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The comprehensive needs assessment findings indicate achievement gaps for English Learners across grade levels. To address the significant needs of this sub-group, staff utilizes research based reform strategies such as Balanced Literacy to provide direct instruction for all learners. Small group instruction is provided to address the needs of English Learners in all subject areas. Students also receive additional support from Title 1 staff and Language Acquisition staff using guided reading and balanced literacy through Leveled Literacy Intervention at students' instructional reading levels. Our strategies support our students' deficits in the areas of reading comprehension and written expression. Our increase in oral discourse and strengthening of our Tier 1 instruction and Tier 2 interventions provide our students with the necessary intentional modeling and exemplar student examples needed to support their development.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Strategies in the schoolwide plan that provide interventions for students who need the most instructional support include:

- Small group interventions in all academic areas given by the Classroom Teacher,
- Title I Teacher - Small group support that targets specific skill deficits including the use of the Leveled Literacy Intervention program
- Language Acquisition Teacher - Small group support that targets oral language and decoding skills including the use of Mondo Oral Language and Reading Mastery
- Language Acquisition Para Professional - Supports development of oral language in kindergarten
- Teacher led after-school literacy and math family nights.
- Instructional staff - Utilizes multiple measures of data including formative/summative assessments, DRA2, and district/state assessments in order to identify students who need additional instructional support.
- Intervention team meetings are held each trimester for classroom teachers and support staff to communicate the effectiveness of the intervention strategies and discuss progress monitoring outcomes. This is also where staff communicates the next step in the students' plan for intervention.

5. Describe how the school determines if these needs of students are being met.

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Student data is monitored throughout the year during the PLC process, grade-level meetings, intervention team meetings and school improvement meetings. The building administrator, Title I staff, EL staff, special education staff, and general education staff examine a variety of student-level data. Data-Director reports provide state assessments, IOWA, DRA2, and common formative assessment data. This is supplemented with classroom grades accessible through Power School. Data analysis is a regular part of PLC and staff meetings where intervention staff and general education staff come together to determine the academic impact for students, and make mid-course adjustments for students.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>All staff (teachers and paraprofessionals) have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resource Department monitors the personnel files for accuracy.</p>	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>All staff (teachers and paraprofessionals) have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resource Department monitors the personnel files for accuracy.</p>	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The turnover rate for this school year was less than 10%.

2. What is the experience level of key teaching and learning personnel?

7 % of Harwood's staff has 0-4 years of experience.

19% of Harwood's staff has 5-10 years of experience.

69% of Harwood's staff has 11-15 years of experience.

15% of Harwood's staff has 16-20 years of experience.

0 % of Harwood's staff has 20+ years of experience.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Harwood Elementary School offers the following to attract prospective candidates:

1. Harwood Elementary School is a Michigan Blue Ribbon School
2. Curriculum steering committee and professional staff development funding for teachers
3. Competitive salary and benefits package
4. Classroom computer and email system for each staff member
5. Curriculum specialists to support classroom teachers
6. Positive school climate-shared decision-making through the Professional Learning Communities (PLC) model of school improvement
7. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committees, Teacher Leader Academy at MISD, Teacher Union leadership
8. Media center with full-time media specialist; distance learning programs
9. Full-time Instructional Technology department and tech support
10. Harwood teachers benefit from District and School-level Professional Development opportunities
11. "Teacher of the Year" Awards
12. Scheduled professional development offers the opportunity for staff members to develop and maintain the skills needed to address the needs of all our students.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

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Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system which includes Ventures Self-Assessment and Ventures Interview results. Candidates who meet the job qualifications are selected and building principals determine the candidates for interview. An interview team will make recommendation for hire to the Human Resource Dept. and the Superintendent.

In order to attract and retain highly qualified teachers, Warren Consolidated offers the following:

1. District Wide Accreditation by AdvancEd
2. Sixteen Blue Ribbon Schools (2 National Blue Ribbon Schools)
3. District mentoring System
4. New teacher Academy provided by Macomb Intermediate School District (MISD) and district-level training
5. Curriculum Steering Committee funding staff development for teachers
6. Competitive Salary and Benefits package
7. Classroom computer, interactive whiteboard projector system, Mediacast, and email for each staff member
8. Curriculum and Instructional Technology Specialists to support classroom teachers
9. Positive School Climate-shared decision-making through the Professional Learning Communities (PLC)
Model of School Improvement
10. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy at MISD, teacher Union leadership
11. Media centers with specialists in each building
12. Distance learning programs
13. Full-time Instruction Technology department and tech support
14. District and School-level Professional Development opportunities
15. District provided mentors

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

This year we did not experience a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Professional learning the staff receives include:

McREL's "Classroom Instruction That Works" MISD Workshop

Common Core: How to Implement the 8 Mathematical Principles into Instructional Practice

Differentiated Reading Instruction: Balanced Literacy

Developing Collaborative Teams

Writing Scoring Clinic for District Common Writing Assessments

How to develop and implement a MTSS program in your school

MISD principals and assistant principals series

WIDA, understanding the data

Developing and Improving Writing for ELs

Corrective Reading

Reading Mastery

Easy CBM

Instructional Learning Cycle (Balanced Assessment)

Number Talks

Growing Good Readers

Common Core Writing to Complex Text

Thinking Maps

2. Describe how this professional learning is "sustained and ongoing."

All professional development within our Reform Redesign plan will be continued for any teachers who have not received training. Scaffolding of training will continue in the content areas of language arts and math. Sustainability will be achieved through the support of our District Content Specialists, support from the Macomb Intermediate School District, teacher leaders and outside sources when necessary. The scheduling for our professional development will be embedded into our school calendar through the use of Title I set aside funds, staff meetings and PLC meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Harwood PD Plan 2016-2017

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Throughout the school year, parents had numerous opportunities to provide input for the schoolwide plan. Through various written and online surveys, PTO meetings, Title I meetings, and Monthly English Learner parent meetings, parents gave feedback on issues regarding the school-wide plan such as:

School safety

Communication

Overall care of staff and students

Academic expectations

Behavioral expectation

MSTEP and IOWA assessment questions/feedback

Parent representative(s) are invited to be members of the School Improvement Team by the principal. The community is provided monthly updates at the PTO meetings. The parent feedback is helpful in providing the school staff with perspectives from parent stakeholders.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

At Curriculum Night, parents received the Home-School Compact, the Parent Involvement Policy, and literature for Understanding the Common Core. The compact was reviewed, signed and returned. All parents are invited to attend fall and spring Title 1 Informational / Evaluation Meetings. This year our parents were invited to attend monthly parent meetings hosted by our Language Acquisition teachers and Title I teacher, where they were provided with literacy strategies to support their children at home. Parents are further encouraged to volunteer in the classrooms working on strategies within the plan. At home, parents are offered many opportunities to support the strategies implemented and communicated at school such as; classroom reading logs as a monitoring tool, and other take home literacy and math activities to extend learning.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

The plan is formally reviewed by stakeholders each spring using all four data measures (achievement, program/process, demographic and perception data). Parent input is provided throughout the year through a variety of surveys at parent events, and other informal meetings (parent involvement events, PTO meetings, conferences, open houses, etc.)

Additionally, all stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year. A Title I Spring Evaluation Meeting is held, at which time all relevant data is shared with parents, in an understandable and accessible format, in order to fully inform them of the current status of the plan. The SIP team will consider all stakeholder ideas when updating the plan for the new school year using feedback from this meeting, as well as, all other data measures.

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Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		2016-2017 Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Harwood Elementary School provides activities outlined in the ESEA Section 1118 (e), Building Capacity for Involvement, in the following ways:

1. Provides assistance to parents to understand content standards, assessments, Title I programming, monitor child progress and how to work with educators.

The district webpage provides a video on "Parent Portal" information (parent log-in to check student attendance, overall grades, and class progress).

2. Provides materials and training for parents. The district webpage link to parent resources is available through various websites, and content-specific video tutorial sites; summer preschool program provides training and materials on reading to young children. Parent online education classes are provided through the Title I program. In addition, the Title I teacher provides training to parents on how to use online programs to support the home-to-school connection. Translated vocabulary is used to support, math, science, and other schoolwide education initiatives and goals are provided to the EL parents by the Language Acquisition Staff. Harwood provides a variety of resources for the school community: books, Blessings in a Backpack, and Coats for Kids.

3. Follow the school model described in Joyce Epstein's "School Family Community Partnerships."

4. Coordinates with parent involvement in other programs.

The other programs include: Green School Environmental Awareness Support, Title I, and English learners.

5. Provides information in a format that is understandable to parents. Warren Consolidated Schools (WCS) provides information to parents in a variety of formats to meet the needs of our diverse population. In addition, interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. The district also uses Language Line, a real-time translator phone service. Included on the district webpage are video tutorials for accessing the service, and the site is translatable by selecting a language scrolled at the bottom.

6. Provides other reasonable support as requested. Harwood staff regularly makes accommodations to provide parental support. Parent teacher conferences are scheduled with flexibility; including before and after school, during prep periods, and phone conferences to accommodate parent schedules. Harwood Elementary School provides activities outlined in the ESEA Section 1118 (f), Accessibility for disabled parents, LEP parents, and parents of migratory children, in the following ways:

Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services, which are provided to communicate student progress. Parents are invited to attend parent meetings providing them with resources, training, and home strategies to support the online programs implemented in the school. Parents are encouraged to share their suggestions with staff in order to identify student and parent needs.

All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability to translate information immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families have transportation resources upon request.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

During the Spring Title I Evaluation meetings (in addition to the review of all four data sets), the parent plan and compact are reviewed by parents. The achievement, demographic, program/process, and perception data being reviewed simultaneously with parent involvement components allows parents to have a voice in evaluating the current program. Parents may request or plan for revisions of the parent components for the following year.

This is one of two formal occasions that parents are asked to identify their needs relative to supporting the academic success of their students. These meetings are the Spring Evaluation meeting and the Fall Title I Informational meeting. This is combined with the perception data/feedback parents provide throughout the year regarding parent activities and needs (via surveys following each parent event, and planning meetings for future parent events). This data is compiled by the School Improvement Team and used to revise the parent programming, plan, and compact.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Staff will compile and analyze the evaluation results and create strategies to address the needs as identified in the survey results. Data will be shared and used at PLC and SIP meetings to improve and direct our instruction. In addition results from the evaluation will also be used as agenda items and topics for the 2016-2017 monthly parent meetings hosted by our Language Acquisition Teachers and Title I teacher.

8. Describe how the school-parent compact is developed.

The plan was developed through a collaborative effort of all stakeholders including parents. It is reviewed at the Title I Spring Evaluation meeting at which time parents are given an opportunity to make further suggestions for improvement. The school-parent compact addresses the responsibilities of parents, students, and teachers, describing a true partnership for learning between the home and school. It represents the accountability that we each have to each other as stakeholders in the Harwood community.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The compact is given to parents and discussed at Harwood's Curriculum Night at the beginning of the school year. All stakeholders are asked to sign the compact. Staff revisits the compact at Fall Parent-Teacher Conferences in November while meeting with parents. Specific areas of concern, or need for support, are shared with parents in relation to their child's academic progress.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Does not apply.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		2016-2017 School-Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Harwood provides translators at informational meetings: Meet the Teacher/Curriculum Night, Title I/EL parent meetings, conferences, and IEP meetings. In addition, the Family Resource Liason provides translated assessment documents. Staff utilizes the Language Line on an as-needed basis for translation services.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Harwood will provide informational meetings and learning opportunities for incoming kindergarteners. The principal will provide an opportunity for preschool students to learn about the Harwood school environment with a building tour. This year we have outlined in our budget to provide a kindergarten camp designed to assess our students' letter and sound identification and expose them to the routines of the classroom before school begins. At this time they will have the opportunity to meet the teacher, tour the school and become familiar with transportation and food service procedures. This allows an opportunity for students to participate in a school-wide setting and become familiar with daily routines and structure before school begins.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Head Start, Great Start Reading Program (known as "World of Fours") and preschool programs operate in several elementary schools. Parents of preschoolers are invited to school events and meetings. A district-level informational meeting is held on two evenings. Parents are invited through district mailings and through preschool programs. All kindergarten registration information is available on the district webpage and in elementary school offices. Registration is available daily and scheduled evening dates at our Administration Building. Interpreters are available to assist non-English speaking families. Our district offers literacy and oral language training to preschool parents during the summer and yearlong programs at various elementary school sites. If a parent feels their children may be a candidate for transitional kindergarten the district provides testing to assess the options of placement that will support the child's academic and social success.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Decisions about curriculum, instruction, and assessments are made with the help of all stakeholders at Harwood. The SIP team, in conjunction with the staff, is involved in making decisions that help drive the direction of our school. Harwood teachers work in professional Learning Community (PLC) meetings to create and/or select formative and summative assessments to help drive instructional practice. This year two of our grade level teams participated in the Balanced Assessment/Instructional Learning Cycle Training to enhance and develop our process of looking at data to guide our development of common assessments at each grade level. Staff will participate in surveys in order to reflect on the value of the teacher-made assessments and will ensure that the core standards are being prioritized and taught. The principal will monitor the implementation of these assessments and data outcomes.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

The staff work individually and collectively to analyze data during our Professional Learning Communities (PLC) meetings, grade level, grade level intervention meetings and staff meetings. All staff members and support staff utilize this time to disaggregate and analyze data, collaborating with their grade level groups as well as multi-grade level groups. Instruction is driven by the information gained during PLC's and is based on the national, state, and district guidelines regarding curriculum. Moving forward in fully implementing the Instructional Learning Cycle building wide, we will prioritize our standards to create learning targets, develop pre and post assessments aligned to the learning targets, implement units of study and provide differentiated support to students who do not demonstrate 80% or better proficiency on the common assessment. Child Study Teams also review the data to determine additional intervention needs or possible testing for special education services.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The school has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Reading

Grade Span: K-5

Identification/criteria for selection:

Students who fall below grade level expectations according to their DRA-2 levels (intervention/below level), M-STEP proficiency (not proficient), IOWA (not meeting growth target), classroom performance (teacher recommendation), and grade level summative assessments (teacher recommendation) are identified as at-risk.

Writing

Grade Span: K-5

Identification/criteria for selection:

Students who fall below grade level expectations according to, DRA-2 (Intervention/Below Level), classroom performance (teacher recommendation), District Writing Assessment and grade level summative assessments/performance tasks (teacher recommendation) are identified as at-risk.

Math

Grade Span: K-5

Identification/criteria for selection:

Students who fall below grade level expectations according to their M-STEP proficiency (not proficient), IOWA (not meeting growth target), classroom performance (teacher recommendation), and grade level summative assessments (teacher recommendation) are identified as at risk.

Students will exit support services when they meet the following criteria:

Title I: Students who reach their grade level according to the DRA2

EL: Students receive a WIDA level of 5 or higher

Resource Room: Students that no longer qualify for services, based on a thorough Special Education evaluation.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students receive interventions from a variety of sources including Title I, Language Acquisition, Para Professionals, Teachers, and the resource room.

Priority School Improvement Plan

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Interventions Include:

Reading

Grade Span: K-5

Title I: Students who have been given Title I services, as identified by their DRA-2 scores (intervention/below level) and MSTEP proficiency scores (not proficient/partially proficient), will receive small group intervention five times a week to provide intense intervention in the area of reading comprehension, fluency, and accuracy.

EL: Students who have been given English language services, as identified by WIDA level 1,2 and 3, DRA-2 scores (intervention/below level) and MSTEP proficiency scores (not proficient/partially proficient), will receive small group intervention five times a week to provide intense intervention in the area of reading comprehension, fluency, and accuracy.

Resource Room: Students who have been given teacher consultant services through the IEP process will receive small group intervention two times a week to provide intense intervention in the area of reading comprehension, fluency, and accuracy.

Resource Room: Students who have been given resource room services through the IEP process will receive small group intervention five times a week to provide intense intervention in the area of reading comprehension, fluency, and accuracy.

Writing

Grade Span: K-5

Title I: Students who have been given Title I services, as identified by their DRA-2 scores (intervention/below level) and MSTEP proficiency scores (not proficient/partially proficient), will receive small group intervention where writing is provided as an extension activity to work on grammar and the writing process.

EL: Students who have been given English language services, as identified by WIDA level 1, 2, and 3, DRA-2 scores (intervention/below level) and MSTEP proficiency scores (not proficient/partially proficient), will receive small group intervention where writing is provided as an extension activity to work on grammar and the writing process.

Resource Room: Students who have been given resource room services through the IEP process will receive small group intervention in the focus area of grammar and the writing process.

Math

Grade Span: K-5

Instructional Staff: Teachers identify at risk students through MSTEP proficiency scores (not proficient/partially proficient), IOWA (not meeting growth target), summative assessments (teacher recommendation), and they will receive small group intervention where concepts are reviewed and retaught.

Resource Room.: Students who have been given resource room services through the IEP process will receive small group intervention in the focus areas of math fluency, computation and applied problems.

Science

Grade Span: K-5

Instructional Staff: Teachers identify at risk students through M-STEP proficiency scores (not proficient/partially proficient), summative assessments (teacher recommendation), and they will receive small group intervention where concepts are reviewed and retaught.

Social Studies

Grade Span: K-5

Instructional Staff: Teachers identify at risk students through M-STEP proficiency scores (not proficient/partially proficient), summative assessments (teacher recommendation), and they will receive small group intervention where concepts are reviewed and retaught.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

District provided curriculum resources contain guidance and materials related to differentiated instruction. Guided reading materials, manipulatives, and investigative activities are included. Currently, staff is using a variety of activities to meet the learning needs of their students including: DRA-2 leveled groups where guided reading is practiced (reading, science, social studies, writing). Words Their Way and Sitton Spelling are differentiated spelling and word study programs that are utilized at Harwood Elementary School. Thinking Maps are used to support independent student writing where students can work at their own level. Formative and summative assessments are used to create groups for small group activities geared toward different learning levels of understanding (math, reading, social studies, science, and writing). Additional small group intervention is provided daily by classroom teachers to reteach concepts and address prerequisite skill deficits. Online extension activities are set up at each student's ability level including, but not limited to: Raz-Kids, Xtra Math, Ten Marks.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Federal Resources: Title I, Title II, Title III, IDEA - (Intervention Teachers, Intervention Materials, Content Specialists, Professional Development, Special Education Staff)

State Resources: State Per-Pupil Allowance (General Fund), GSRP (Great Start Readiness) - (K-12 Teachers, Counselors, Special Education Staff, World-of Fours Teachers)

Local Resources: Community Volunteers, WCS Educational Foundation

Harwood Elementary coordinates with the following community groups to provide programs and resources that support school-wide achievement:

Blessings in a Backpack

BOSCH

National Honor Society

Michigan State Police

Sterling Heights Fire Department

Detroit Institute of Arts

Henry Ford Museum

Detroit Zoo

DTE

Detroit Science Center

Sterling Heights Public Library

Our Title I teacher provides supplemental and timely instructional support to students during the school day that align with instructional strategies support the students' specific deficits. Parent involvement activities are designed and implemented throughout the school year. Parents have multiple opportunities for providing input into the school-wide SIP program.

Title IIa funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Balanced Literacy, job embedded guided reading coaching support, diagnostic assessment learning (DRA2), Instructional Learning Cycle/Balanced Assessment PD, Number Talks, Math Strategy PD, Oral Language PD, and Common Core: Writing to Complex Text. Additionally, our school receives an annual allocation to support school improvement activities such as literacy workshop/training and math training aimed at supporting school improvement goals.

Title III, Federal Grant funds, provide supplemental instruction support to eligible students. Family resource assistants work directly with EL families at meetings and by phone to support parents as they learn about the American school system.

Building level budgets also provide resources for additional instructional materials.

Priority School Improvement Plan

Harwood Elementary School

Blessings in a Backpack is a district initiative whereby staff and community volunteers provide weekend backpacks of food for eligible students. This program is supported 100% by donations.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment:

General Fund -

- Professional Learning Community meetings; SIP Team meetings, Grade Level Intervention Meetings and Staff Meetings

2. Schoolwide Reform Strategies:

General Fund -

- Professional Learning Communities model of school improvement (based on the work of Richard DuFour)

Title I A -

- Specific Title I strategies for the building

3. Highly Qualified Staff:

4. Attract and Retain Highly Qualified Staff:

General Fund -

- All staff (teacher and paraprofessionals meet the criteria for Highly Qualified
- District/School level mentoring system
- New teacher academy provided by the Macomb Intermediate School District (MISD)
- Curriculum Steering Committees
- Competitive Salary and Benefits package
- Classroom computer, e-mail system, interactive white boards in all classrooms
- Curriculum specialists to support classroom teachers
- Positive School Climate - shared decision making through the PLC model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committee, PBIS Committee, Teacher Leader Academy (MISD)
- Staffed media centers; distance learning capabilities, building WIFI
- Full time Instructional Technology Department

5. Professional Development:

General Fund -

- Curriculum Steering Committee funding opportunities available for Staff to Apply to various Professional Learning Opportunities

General Fund and Title II -

- District level professional development in core areas (writers workshop, guided reading, DRA(2), science, math, social studies, Data Director, Differentiated Instruction, Classroom Instruction that Works, MTSS, Balanced Assessment/ILC , Number Talks

Title II -

- PLC and School Improvement Training

Title I

Priority School Improvement Plan

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-Monthly Grade Level Meetings and Grade Level Intervention Meetings three times annually

Title III

- Differentiated Instruction for ELs
- Oral Language Development (and assessment)
- Writing

Title I -

- Differentiated Instruction
- Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)
- Reading Mastery
- Math: Differentiated Instruction, Number Talks, Oral Discourse
- Building Level Title I Professional Development Plan:

6. Parental Involvement:

General Fund -

- District webpage with parent education sites; translation available in major languages
- ELL Tutor/translators available for parent meetings/communication
- ELL Parent Advisory Committee (meet 3x/year)
- ELL Parent Involvement Meetings (6-8x/year at different schools)
- ESL Classes through Community Services
- ELL Parent Education DVDs
- "Language Line", on-demand interpretation service via phone system
- Spring and Fall Parent-Teacher Conferences
- "PowerSchool" Program: online progress reports, lesson plans and grade book; Parent Portal
- Automated Phone Fan-out system;

Title I -

- Fall Title I Meeting and Parent-School Compact and Building Plan Review
- Spring Title I Evaluation Meeting
- Parent Focus / Survey Groups
- Title I Parent Workshops: Literacy and math

Volunteer/Community Services -

- Parent participation in School Improvement Process and Title I Evaluation;
- IEP meetings for Special Education students
- Classroom/media center volunteers/field trip/camp supervision;
- PTO/Boosters membership (school and district level)
- District American Education Week Poster Contest;
- Warren Consolidated Schools Health Council, Health Advisory Committee and District
- Blessings in a Backpack
- Michigan State Police
- Sterling Heights Fire Department
- Macomb Water Shed
- Detroit Institute of Arts
- Henry Ford Museum
- Detroit Zoo

Priority School Improvement Plan

Harwood Elementary School

- DTE

- Excel Group

PTO Leadership; District School Improvement Team; ELL Parent Advisory Committee

7. Preschool Transition:

Title I, IDEA, General Fund -

- Kindergarten Orientations

- GSRP - World of Fours - preschool program for at-risk students

8. Assessment Decisions:

General Fund -

- Professional Learning Community meetings

- SIP Team meetings

- District Curriculum/Assessment Committee

-Instructional Learning Cycle/Weekly collaborative grade level meetings

9. Timely & Additional Assistance:

Title I, Title III, General Fund -

- Title I Teachers

- Title I Aides;

- Before/After-school/Extended Programs

- Language Acquisition teachers, aides

- Family Resource Assistant

General Fund -

- Genessee ISD Program GEN NET

General Fund, IDEA -

- Resource Room Teachers

- Teacher Consultants

General Fund, Sec. 107/WIA Core Grants -

- Adult ESL Program

10. Coordination & Integration of Federal, State & Local Resources:

Title I, General Fund -

- Administrator of State and Federal Programs

- Central Office Administrators

- Building Staff

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The plan coordinates and integrates the following federal, state, and local programs and services in a manner applicable to the grade level:

Our Department of Nutrition Services provides Federally subsidized, nutritious breakfast, lunch, and after school snacks during the school

year and in the summer at no or low cost to eligible students.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff use data from multiple sources: MSTEP, IOWA, District and building common assessment, staff, parents and students perceptual and implementation surveys and focus groups to determine the level of progress being made on the school goals during our PLC meetings. Implementation of instructional strategies is monitored by the staff on a regular basis through a review of lesson plans, monthly monitoring logs, grade level dialogue and strategy implementation guides to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction. At-risk students will be monitored monthly by the intervention staff to determine the appropriateness and effectiveness of interventions, as well as, collectively with classroom teachers during grade level intervention meetings that will occur every 7-9 weeks.

The final evaluation submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, prior to the end of the school year, addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Quarterly monitoring reports are submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The final year-end evaluation report, also submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, will include data from multiple sources, MSTEP, Iowa, District and Building Common Assessments as well as staff, parent, and student perception surveys.

Through the evaluation process all stakeholders, including parents, have the opportunity to share comments and offer suggestions for possible changes to improve the plan for the following year. This occurs during school improvement meetings, PTO meetings, and also by attending a Title 1 Spring Evaluation Meeting. The SIP team will review all data, including academic impact data, and consider all ideas during this evaluation process, updating the plan for the upcoming school year. The final evaluation addresses both questions of academic impact, as well as questions regarding strategy and implementation, as outlined in the MDE Program Evaluation Tool.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Through Data Director, we have the ability to monitor progress of groups of students relative to all of the achievement data housed in the system (MSTEP, IOWA, District and Building Common Assessments). These reports are used by staff at PLC meetings, as well as the School Improvement Team during the final program evaluation process. Beginning of the year data is examined together with end of year data in order to determine growth and academic impact. Additionally, at risk students will be monitored monthly by the intervention staff, in collaboration with the classroom teachers as part of our MTSS process, to determine the appropriateness and effectiveness of interventions.

The results of this progress monitoring process is also used within the final evaluation process (completed by the school improvement team SY 2016-2017

following the Title I Spring Evaluation Meeting to which all parents are invited) in order to fully answer questions of academic impact, strategy selection and implementation, as outlined in the MDE's Program Evaluation Tool.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

As instructional leaders, the SIP team, along with all school staff members, review and revise the plan as needed based on the four measures of data, and any progress monitoring data collected at that time. Parents serving on the SIP team and Parent-Teacher Organization (PTO) have the opportunity to attend the SIP meetings and provide valuable input regarding student and family needs. All families are invited to attend the Title 1 Spring Evaluation Meeting as another means of providing further input or suggestions. Families are updated monthly on our progress through our school newsletter, website and at PTO meetings, and are encouraged to provide feedback which is documented and maintained by the School Improvement Team. All four types of data are examined during the evaluation and revision process, and revisions to the plan are made by the team. The revised Reform Redesign Plan/School Improvement Plan is then submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs at the conclusion of each school year via the ASSIST platform.