



# **School Improvement Plan**

**Allen Elementary School**

**Southgate Community School District**

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Southgate, MI 48195-1801

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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.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Allen Elementary School is located in a suburban community that is 6.8 square miles, and is one of four elementary schools in Southgate Community School District. Allen is a neighborhood school. We have approximately 360 students in kindergarten through fifth grade and approximately 48% of our population is economically disadvantaged students. Southgate was founded in 1934. Our system includes 4 elementary schools, 1 middle school, 1 high school. Asher Advantage Academy (adult and alternative education), Beacon Day Treatment Center, and a Special Education Transitions Program.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The purpose of Allen Elementary is to offer a high quality education for all students. Teachers use the Common Core State Standards as a measure of skills that students should achieve. Teachers use ongoing assessments to check for student achievement towards these grade level expectations. The data from these assessments help determine which students need extra support. The current data includes: Local Assessments such as, Guided Reading Levels, District Writing rubric scores, and skill area levels for all academic areas including science and social studies. Teachers officially turn in a list of students who need extra assistance in September, January, and March. Students who are At-Risk receive extra support in a number of ways. Once identified students may receive extra help from an Interventionist during the day. We also use school social workers to assist students who are struggling in other non-academic areas.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Allen Elementary increased in proficiency in the following content areas: Student Engagement and Higher Order Thinking Skills

Allen Elementary will have a concentrated focus on continuing improving student proficiency in student engagement and higher order thinking, through continued implementation of Total Participation Techniques and the Higher Order Thinking Question Stems as well as Student Centered Instructional Strategies. We will review the Data Walk Data to ensure implementation and progress.

The District has recognized that many 5 year olds coming to school are not prepared for success in a traditional Kindergarten. Based on this needs assessment, the District decided to implement a Transitional Kindergarten to support the needs of these students.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Allen will continue to focus on Higher Order Thinking and Student Engagement to raise student achievement in English Language Arts (Reading/Writing), Math, Science, and Social Studies. Resources and schools goals will focus on these areas of concerns.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The school improvement plan is completed by the building principal, several certified staff members and parents. The parents of the School Development Team reviewed this data, agreed with the conclusions, and will support the goals. This is a dynamic document that will be updated and revised on an annual basis. In order to determine our goals, strategies, and action plans the team looked at many sources of data. This data included both state and locally developed assessments.

At our annual Title I parent meeting, we present our current plan/goals and recruit additional parents to participate as a school improvement team member. Each year the team determines a calendar of meetings that are held after school. Parents are made to feel welcome and comfortable at the meetings. They are encouraged to participate in all discussions and work sessions regarding the school goals and data. The meeting agenda and minutes are posted on the schools website and parents are able to subscribe to the webpage. If they subscribe, they receive and email with the upcoming agendas and past minutes of all meetings on a monthly basis. This allows parents who may not be able to attend any or all meetings to have input and be informed throughout the school year.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The representatives currently are: two 5th grade teachers, one Kindergarten teacher, one 1st grade teacher, one third grade teacher, one 4th grade teacher, the speech and language teacher, the reading specialist teacher, the building principal, and 5 parents from various grade levels. One of the 5th grade teachers is the chairperson of the team. The responsibilities are divided among the group.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan is shared with all stakeholders at various meetings, at the Title I Annual Parent meeting and posted on our website for anyone to view. Stakeholders are encouraged to call or or send emails if they have any questions or concerns regarding the improvement plan.

# 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?**

Our enrollment has steadily declined over the last few years. Our challenges include: district reconfiguration, movement of high quality certified teaching staff (or teacher layoffs), keeping a positive culture and climate, and declining resources/funds.

### **Student Demographic Data**

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

Attendance continues to be a concern in grades K-5. Parents are more likely to keep students out of school for a variety of reasons beyond our control. It is almost impossible to fill in learning gaps when students miss school on a regular basis.

### **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?**

We have implemented PBIS in an effort to control student behavior referrals. We know that students need to be in school, and not suspended, in order to be more engaged in the learning process.

### **Student Demographic Data**

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

The district is working on a campaign to retain our current student population as well as attract quality school of choice students from surrounding districts in order to increase our student population and maintain our funding. Specifically, we started a Transitional Kindergarten program to attract new families.

### **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?**

Allen's administrator has over 12 years of administrative experience. Most of our teaching staff has over 11 years of classroom experience. We believe that this experience 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?**

63.64% of the staff have 11-20 years experience and 24.24% of the staff have more than 20 years experience. We believe that this experience has a positive impact on student achievement.

**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?**

We do our best to limit the number of days missed due to professional development and other types of absences.

**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?**

It is essential for students to have the regular attendance of their certified classroom teacher. We do our best to limit the number of absences due to professional development. Individual classroom teacher illness is beyond our control. We make every effort to put a highly qualified, certified, consistent substitute in front of the students during an extended absence.

**Teacher/School Leader(s) Demographic Data**

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

At this time, we do not believe that we have any identified challenges regarding teacher/school leader demographics.

## **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?**

We rated ourselves the highest in Standard 4K - Instructional Leadership: A Vision for Learning, 4L - Instructional Leadership: Guidance and Support for Teaching and Learning & 6Q - Organizational Management: Intentional Practices.

**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?**

We rated ourselves the lowest in Our lowest indicator was Standard 3J - Assessment: Student Involvement in the Assessment Process.

**12. How might these challenges impact student achievement?**

We understand that it is important to involve students in the assessment process. When students take ownership of assessment we find they are more successful as this process leads to engagement not compliance.

**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.**

We will continue to focus on Student Engagement and Higher Order Thinking Skills and have implemented the Positive Behavior Intervention System (PBIS) program through a grant from Wayne RESA, along with Instructional Rounds.

**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?**

Students who are at risk of not meeting grade level standards are referred to the MTSS committee for discussion. During this discussion, if the Tier I interventions in the classroom have not made a difference for these struggling students, the students become eligible for additional extended learning opportunities. These opportunities include, day time interventions provided by a HQ certified teacher and may also include extended day learning opportunities and/or summer school.

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

provided by Highly Qualified certified teachers. Extended Day opportunities exist through before and after school tutoring for grades 2-5 and summer school for grades K-5.

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

Students who are at risk of not meeting grade level standards are referred to the Multi-tiered Support System committee for discussion. During this discussion, if the Tier I interventions in the classroom have not made a difference for these struggling students, the students become eligible for additional extended learning opportunities.

A letter is sent home to parents to notify them of the opportunities available to their students.

**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?**

Data Walks are performed in every classroom approximately one-two times per month per teacher. During these Data Walks, state content standards are checked for alignment in all courses and grade levels. Teacher weekly lesson plans also require content standards to be included and aligned.

**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.**

MIPHY does not apply to Allen.

## **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**

Strengths - determine word meaning and student have a solid control of narrative text

3rd grade strengths are as follows:

Given an inference, use supporting details

Identify sequence of events

Interpret, explain correct information

Determine word meaning

Full informational texts-with focus, organization and format

Use language/vocabulary appropriate to purpose and audience

4th grade strengths are as follows:

Making inferences - narrative use

Use details from text to support an inference - informational text

Relate knowledge of narrative text structure to obtain-interpret-explain

Locate, information to support key details, select information from sources

Writing full information texts with organization, focus and format

5th grade strengths are as follows:

Determine word meaning

Write, revise information texts/clarify

Grammar and editing

Distinguish relevant/irrelevant information

### **19b. Reading- Challenges**

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All grade levels struggle with informational text

3rd grade challenges are as follows:

Comparing relationships within or across narrative texts

Vocabulary

Informational text identify key events/procedures

Informational text-make inferences

Revising own writing

4th grade challenges are as follows:

Identify central ideas in informational text

Irrelevant and relevant information

Integrate and compare information or presentation of information within or across informational texts

Interpret and use

5th grade challenges are as follows:

Examining or comparing relationship within narrative texts

Analyze and compare how information is presented within or across information texts

Opinion

### 19c. Reading- Trends

There are no trends.

### 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.**

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We will continue to focus on Higher Order Thinking and Student Engagement using Total Participation Techniques. We are looking into possible piloting of a program as a focus school, Improve instruction and common vocabulary across grade levels through implementation of Instructional Rounds

### 20a. Writing- Strengths

Writing informational texts with organization, focus and format, using language/vocabulary appropriate to purpose and audience

### 20b. Writing- Challenges

Revising own writing and providing evidence

### 20c. Writing- Trends

There are no trends.

### 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.**

We will continue to focus on Higher Order Thinking and Student Engagement using Total Participation Techniques. Provide more modeling, examples, anchor papers

**21a. Math- Strengths**

Males scored higher than Females, numbers and operations, computation, multiplication, division, place value, algebra, fractions

**21b. Math- Challenges**

Math vocabulary, reasoning, word problems, 18% of socio-economic scored proficient, large gap between Socio-economically disadvantaged and Non-Socio-Economically disadvantaged. Overall challenges for students is in the area of application in the real world setting and explaining their answers.

**21c. Math- Trends**

There are no trends.

**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.**



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We will continue to focus on Higher Order Thinking and Student Engagement using Total Participation Techniques. More time needs to be spent on common math vocabulary and real world applications

### 22a. Science- Strengths

Students strengths are in the areas of measuring and earth science

### 22b. Science- Challenges

Students struggle in planning and conducting simple and fair investigations, developing research strategies and skills

### 22c. Science- Trends

There are no trends.

### 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.**

We will continue to focus on Higher Order Thinking and Student Engagement using Total Participation Techniques. This will be addressed through the implementation of the Next Generation of Science Standards. The entire curriculum and mapping will be different at every grade level. District teams have already started unwrapping standards.

### 23a. Social Studies- Strengths

57% of our building scores were at/above the state averages. We were especially strong in teaching about American Indian culture,

democratic values and federal government structure.

**23b. Social Studies- Challenges**

5th grade curriculum was weakest in 5U1.3.01 - describing developments in the southern colonies with a 42 point difference from the state and 5U2.3.02 - describing daily life of New England/Middle/Southern colonists with a 23 point difference. 3rd grade curriculum was weakest in 3G5.0.02 - describing uses of Michigan natural resources and 3E1.0.04 - describing how entrepreneurs produce goods/services.

**23c. Social Studies- Trends**

There are no trends.

**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.**

We will continue to focus on Higher Order Thinking and Student Engagement using Total Participation Techniques. We will concentrate on teaching more vocabulary that is common across grade levels.

## **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?**

focused on student learning 94%

know what is expected 90.2%

preparing for future 90.2%

teachers use different ways to help 90.2%

### **24b. Student Perception Data**

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

70.59% understand what I am learning & how to improve

### **24c. Student Perception Data**

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

PBIS is being implemented in our building. This Positive Behavior Intervention and Support system will enable common wording as well as expectations though out all grade levels. This process will ensure student respect as well as common, language, procedures and expectations.

continue to provide learning targets for lessons and ensure students know what they are learning.

continue to help students understand how they can improve academically & socially

will be a focus of discussions at SITeam meetings and professional development for 2016-17

### **25a. Parent/Guardian Perception Data**

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

teachers use different ways to help 98.08%

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focused on student learning 92.59%

student knows at least one caring adult 96.08%

### 25b. Parent/Guardian Perception Data

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

how to get extra help at school 58.82%

### 25c. Parent/Guardian Perception Data

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

Although the number of parents that took the survey was low = 55, this will be a focus of discussion at SITeam meetings and professional development for 2016-17

look for ways to increase students' self-evaluation

### 26a. Teacher/Staff Perception Data

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

teachers use different ways to help 90.63%

focused on student learning 100%

knows what is expected 96.80%

### 26b. Teacher/Staff Perception Data

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

how to get extra help at school 71.88%

understand learning & how to improve 87.50%

### 26c. Teacher/Staff Perception Data

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

this will be a focus of discussion at SITeam meetings and professional development for 2016-17

look for ways to increase students' self-evaluation

**27a. Stakeholder/Community Perception Data**

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

95.94% believe their child knows what is expected of them at school

91.42% believe their child's school is focused on student learning

91.20% believe their child's teacher uses different ways to help them learn

91.14% believe their child knows at least one adult in the school that cares about them

**27b. Stakeholder/Community Perception Data**

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

76.46% believe their child knows how to get extra help at school

76.58% believe their child's school gives them ways to share their opinion

**27c. Stakeholder/Community Perception Data**

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

The community will be encouraged to attend : Open House, Parent Teacher Conferences, Building and District School Improvement, PTO meetings, Curriculum Nights, and other school meetings where expectations and learning targets are shared. Parents are encouraged to complete a survey after each school event.

## Summary

### 28a. Summary

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

Our strength is that we are focused on increasing student engagement and higher order thinking skills. We believe that this focus will help all students in all subject areas.

### 28b. Summary

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

Demographic, process and perception data all impact student achievement differently. It is important that we prepare staff for demographic changes that may impact students in their classrooms. For example, as more of our students qualified for free or reduced lunch we had to be sensitive on how to use this knowledge to increase student engagement with students in poverty.

The process data represents our self-assessment in many areas of learning including: curriculum, instruction, culture, and assessment. This self-assessment is an opportunity to make some decisions about where we believe we may focus in order to increase student achievement. For example it is essential that we are focused on using effective instructional practices.

Perception data allows us to check with our stakeholders to measure perceptions of the learning. This data can be used to make informed decisions about students and the learning environment. Perception data may also be helpful to identify program effectiveness.

### 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?**

The challenges identified in our demographic, process, and perception data is used help determine our measureable objectives, and activities for the upcoming year. Our team has analyzed our data and has decided to focus our efforts on using strategies to increase student achievement and increase student thinking levels.

# **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		

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	<a href="http://www.southgateschools.com/?idpage=5">http://www.southgateschools.com/?idpage=5</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Allen is a K-5 Building	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Allen is a K-5 Building	

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	Leslie Hainrihar 14600 Dix-Toledo Southgate, MI 48195 734-246-4600	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		Parent Involvement Policy

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		School Parent Compact

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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?**

The Comprehensive Needs Assessment was completed by the building principal and the entire certified staff. The administrative assistant (school secretary) aided the completion of the data portion. The parents of the School Development Team reviewed this data, agreed with the conclusions, and will support the goals. This is a dynamic document that will be updated and revised on an annual basis.

In order to determine our goals, strategies, and action plans the team looked at many sources of data. This data included both state and locally developed assessments. Allen follows the "District Common Assessments Schedule/Deadlines" for data collection, found in Appendix B. The team looked at the M-Step Claim areas to analyze where our students are making adequate progress.

### **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?**

#### Allen Enrollment Over Time

##### Grade K

2012 - 13 = 57

2013 - 14 = 50

2014 - 15 = 58

2015 - 16 = 55

##### 1st Grade

2012 - 13 = 54

2013 - 14 = 51

2014 - 15 = 59

2015 - 16 = 53

##### 2nd Grade

2012 - 13 = 57

2013 - 14 = 46

2014 - 15 = 61

2015 - 16 = 57

##### 3rd Grade

2012 - 13 = 69

2013 - 14 = 52

2014 - 15 = 79

2015 - 16 = 59

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### 4th Grade

2012 - 13 = 45

2013 - 14 = 70

2014 - 15 = 49

2015 - 16 = 81

### 5th Grade

2012 - 13 = 61

2013 - 14 = 45

2014 - 15 = 82

2015 - 16 = 49

### TOTAL SCHOOL ENROLLMENT

2012 - 13 = 343

2013 - 14 = 314

2014 - 15 = 388

2015 - 16 = 372

### Allen Ethnicity Counts

#### 2012-13

Hispanic/Latino = 27/7%

White/Caucasian = 249/82%

Native Hawaiian = 0

Black/African American = 31/10%

Asian American = 5/1%

American Indian = 2/<1%

#### 2013-14

Hispanic/Latino = 30/7%

White/Caucasian = 373/82%

Native Hawaiian = 0

Black/African American = 46/10%

Asian American = 5/1%

American Indian = 1/<1%

#### 2014 - 15 =

Hispanic/Latino = 33/9%

White/Caucasian = 315/81%

Native Hawaiian = 0

Black/African American = 31/8%

Asian American = 6/2%

American Indian = 1/<1%

#### 2015 - 16 =

Hispanic/Latino = 9%

White/Caucasian = 79%

Native Hawaiian = <1%

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Black/African American = 9%

Asian American = 2%

American Indian = 0

### Allen Nutrition Eligibility

2011-12

Free = 51%

Reduced = 8%

Total = 59%

2012-13

Free = 48%

Reduced = 7%

Total = 55%

2013-14

Free = 49%

Reduced = 9%

Total = 58%

2014-15

Free = 36%

Reduced = 8%

Total = 44%

2015-2016

Free = 40%

Reduced = 7%

Total = 47%

### Demographic Data Conclusions:

Allen has seen an 8% increase in student enrollment over the past three years. In 2012-13 there were 314 students enrolled. While in 2015-16, we had 372 students enrolled. Since 2012 our Ethnic populations have remained relatively the same. For example, Hispanic population increased by 1%, African -American population has increased by 1%, while our Caucasian population has decreased by 1%. 79% of students in 2015 are Caucasian. In the past year we have increased 3% for students receiving free and reduced lunch. 2015-16 enrollment data continues to support the need for Title 1 and other services. 47% of students qualify for free and reduced lunch. Over the last 2 years we have seen an increase in our Special Education population. In 2012-2013, 42 students, which was 13% of the population received special education services. While in 2015-16, 69 students, which was 18.5% of the population received special education services. This is an increase of 27 students which results in an increase of 5.5%. This increase is due to an increase in students qualifying for speech and language services and the addition of the Early Childhood Developmentally Delayed (ECDD) classroom to the building. Both of these are subgroups for the MEAP. English learners make up less than 5% of the population. Trends in our data show that our population has changed over the last 3 years. Allen's discipline data shows 135 referrals were written in 2013-2014. Kindergarten had 7 referrals, 1st grade had 9, 2nd grade had 25, 3rd grade had 14, 4th grade had 50 and 5th grade had 30 referrals. 7% of those referred were students with an IEP, while 93% of those referred did not have an IEP. 16 of the 135 referrals resulted in In-School Suspension and 19 of the 135 resulted in Out-of-School Suspension. 17 students had between 2 and 4 discipline referrals, while 7 students had 5 or more discipline referrals. 18% of the students referred had multiple referrals while 82% of the students referred only had 1 referral all year. There is a need for behavior interventions used school-wide such as PBIS (Positive Behavior Intervention and Supports) for those students with multiple referrals, as well as, counseling/social work support. Trends in our data show that our population has changed over the last 3 years.

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## M-Step Data

### 3rd Grade

#### ELA

2014-15 = 53% Advanced/Proficient (50% State)

#### Subgroup Data

Male = 42%

Female = 62%

Gap = 20%

Economically Disadvantaged = 30%

Non-economically disadvantaged = 65%

Gap = 35%

#### Math

2014-15 = 50% Advanced/Proficient (49% State)

#### Subgroup Data

Male = 50%

Female = 50%

Gap = 0%

Economically Disadvantaged = 30%

Non-economically disadvantaged = 61%

Gap = 31%

### 4th Grade

#### ELA

2014-15 = 58% Advanced/Proficient (47% State)

#### Subgroup Data

Male = 70%

Female = 48%

Gap = 38%

Economically Disadvantaged = 50%

Non-economically disadvantaged = 70%

Gap = 20%

#### Math

2014-15 = 52% Advanced/Proficient (41% State)

#### Subgroup Data

Male = 65%

Female = 40%



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Gap = 25%

Economically Disadvantaged = 36%

Non-economically disadvantaged = 75%

Gap = 39%

Science

2014-15 = 19% Advanced/Proficient (12% State)

Subgroup Data

Male = 26%

Female = 12%

Gap = 14%

Economically Disadvantaged = 4%

Non-economically disadvantaged = 40%

Gap = 36%

5th Grade

ELA

2014-15 = 44% Advanced/Proficient (49% State)

Subgroup Data

Male = 23%

Female = 62%

Gap = 39%

Economically Disadvantaged = 31%

Non-economically disadvantaged = 56%

Gap = 25%

Math

2014-15 = 36% Advanced/Proficient (33% State)

Subgroup Data

Male = 23%

Female = 47%

Gap = 24%

Economically Disadvantaged = 23%

Non-economically disadvantaged = 47%

Gap = 24%

Social Studies

2014-15 = 13% Advanced/Proficient (22% State)

Subgroup Data

Male = 10%

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Female = 16%

Gap = 6%

Economically Disadvantaged = 10%

Non-economically disadvantaged = 16%

Gap = 6%

### Local Assessment Data - Average Percentage Received

#### Math Benchmark

##### Kindergarten

2013 = 74%

2014 = 85%

2015 = 96%

##### 1st Grade

2013 = 81%

2014 = 82%

2015 = 96%

##### 2nd Grade

2013 = 72%

2014 = 80%

2015 = 79%

##### 3rd Grade

2013 = 71%

2014 = 65%

2015 = 83%

##### 4th Grade

2013 = 66%

2014 = 81%

2015 = 82%

##### 5th Grade

2013 = 60%

2014 = 81%

2015 = 60%

### Guided Reading Level

#### Percentage of Students at Grade Level

##### Kindergarten

2013 = 84%

2014 = 93%

2015 = 79%

##### 1st Grade

2013 = 100%

2014 = 73%

2015 = 87%

##### 2nd Grade

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2013 = 85%

2014 = 85%

2015 = 77%

### 3rd Grade

2013 = 40%

2014 = 52%

2015 = 60%

### 4th Grade

2013 = 69%

2014 = 70%

2015 = 60%

### 5th Grade

2013 = 67%

2014 = 86%

2015 = 90%

## Local Assessment Data

### Math Benchmark:

Our Local Assessment Data shows that our Math Benchmark percentage increased over the past 2 years in grades K, 1, 3, & 4, grade 2 stayed the same, while showing a decrease in 5th grade. In 2014, the 5th grade scored 81% proficient and 60% proficient in 2015. The same group as 4th graders in 2014, scored 81%.

### Guided Reading Level:

Our Guided Reading Level scores show an increase over the last 2 years in grades 1, 3 & 5 while grades K, 2 & 4 shows a decrease. 1st graders, in 2014, were 73% proficient, while in 2015 87% were proficient. 3rd graders, in 2014, were 52% proficient, while in 2015 60% were proficient. 5th graders, in 2014, were 86% proficient, while in 2015 90% were proficient. K, in 2014, were 93% proficient, while in 2015 79% were proficient. 2nd graders, in 2014, were 85% proficient, while in 2015 77% were proficient. 4th graders, in 2014, were 70% proficient, while in 2015 60% were proficient.

## MEAP Trend Data

### Reading Proficiency Rates - Percent Proficient

#### 3rd Grade

2011 = 64% (State average 62%)

2012 = 72% (State average 67%)

2013 = 60% (State average 61%)

Net Results over the 3 years = -4%

#### 4th Grade

2011 = 72% (State average 68%)

2012 = 64% (State average 68%)

2013 = 78% (State average 70%)

Net Results over the 3 years = +6%

#### 5th Grade

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2011 = 71% (State average 69%)

2012 = 82% (State average 70%)

2013 = 70% (State average 72%)

Net Results over the 3 years = -1%

### 6th Grade

2011 = 53% (State average 67%)

2012 = 79% (State average 68%)

2013 = 82% (State average 72%)

Net Results over the 3 years = +29%

### Math Proficiency Rates - Percent Proficient

#### 3rd Grade

2011 = 46% (State average 36%)

2012 = 38% (State average 41%)

2013 = 29% (State average 40%)

Net Results over the 3 years = -17%

#### 4th Grade

2011 = 23% (State average 40%)

2012 = 46% (State average 46%)

2013 = 63% (State average 45%)

Net Results over the 3 years = +40%

#### 5th Grade

2011 = 19% (State average 40%)

2012 = 31% (State average 46%)

2013 = 37% (State average 45%)

Net Results over the 3 years = +18%

#### 6th Grade

2011 = 20% (State average 37%)

2012 = 29% (State average 40%)

2013 = 33% (State average 41%)

Net Results over the 3 years = +13%

### Writing Proficiency Rates - Percent Proficient

2011 = 46% (State average 45%)

2012 = 62% (State average 47%)

2013 = 55% (State average 50%)

Net Results over the 3 years = +9%

### Science Proficiency Rates - Percent Proficient

2011 = 15% (State average 15%)

2012 = 5% (State average 13%)

2013 = 17% (State average 17%)

Net Results over the 3 years = +2%

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### Social Studies Proficiency Rates - Percent Proficient

2011 = 16% (State average 28%)

2012 = 43% (State average 30%)

2013 = 26% (State average 26%)

Net Results over the 3 years = +10%

### MEAP Subgroup Analysis

#### 3rd Grade Math 2013 - Percent Proficient

Students with an IEP = 8%

Students with no IEP = 47%

Gap = 39%

Male = 30%

Female = 29%

Gap = 1%

Economically Disadvantaged = 19%

Non-economically disadvantaged = 39%

Gap = 20%

#### 4th Grade Math 2013 - Percent Proficient

Students with an IEP = 12%

Students with no IEP = 75%

Gap = 63%

Male = 46%

Female = 77%

Gap = 31%

Economically Disadvantaged = 50%

Non-economically disadvantaged = 73%

Gap = 23%

#### 5th Grade Math 2013 - Percent Proficient

Students with an IEP = 10%

Students with no IEP = 79%

Gap = 69%

Male = 37%

Female = 38%

Gap = 1%

Economically Disadvantaged = 33%

Non-economically disadvantaged = 39%

Gap = 6%

#### 3rd Grade Reading 2013 (Percent Proficient)

Students with an IEP = 8%

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Students with no IEP = 47%

Gap = 39%

Male = 59%

Female = 61%

Gap = 2%

Economically Disadvantaged = 44%

Non-economically disadvantaged = 75%

Gap = 31%

### 4th Grade Reading 2013 - Percent Proficient

Students with an IEP = 12%

Students with no IEP = 75%

Gap = 63%

Male = 59%

Female = 94%

Gap = 35%

Economically Disadvantaged = 74%

Non-economically disadvantaged = 82%

Gap = 8%

### 5th Grade Reading 2013 - Percent Proficient

Students with an IEP = 9%

Students with no IEP = 78%

Gap = 69%

Male = 64%

Female = 78%

Gap = 14%

Economically Disadvantaged = 58%

Non-economically disadvantaged = 78%

Gap = 20%

### 4th Grade Writing 2013 - Percent Proficient

Students with an IEP = 12%

Students with no IEP = 75%

Gap = 63%

Male = 31%

Female = 75%

Gap = 44%

Economically Disadvantaged = 42%

Non-economically disadvantaged = 65%

Gap = 23%

### 5th Grade Science 2013 - Percent Proficient

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Students with an IEP = 10%

Students with no IEP = 79%

Gap = 69%

Male = 22%

Female = 10%

Gap = 12%

Economically Disadvantaged = 9%

Non-economically disadvantaged = 21%

Gap = 12%

### Student Achievement Data Conclusions:

#### Reading:

Our reading proficiency rates based on the MEAP show little progress, 3rd/4th/5th grades, over the last 3 years. Our 6th graders show a significant increase, 29%, over the last 3 years. Overall our students score above the State average all 3 years with the exception of a couple years where we were 2-4% below the State average. In 2013, our data shows significant gaps in students with an IEP verses students without an IEP. In 2013, 78% of 5th grade students who passed the MEAP did not have an IEP, while 9% of the students with and IEP passed resulting in a 69% gap. Our Economically Disadvantaged gaps range from 8% in 4th grade up to 31% in 3rd grade. In 2013, 3rd grade Reading MEAP Subgroup Gap Analysis data shows that 44% of the students who passed the MEAP were Economically Disadvantaged, while 75% of the students who passed were not, resulting in a 31% gap. In 2013, 58% of the 5th grade students who passed were Economically Disadvantaged, while 78% of the students who passed were not resulting in a 20% gap. Our only concern with our Gender populations is in the 4th grade with female students scoring 94% proficient and males scoring 59% proficient, resulting in a 35% gap. Trends show we have a need to address with our Economically Disadvantaged and Students with an IEP population in reading.

#### Math:

Our Math MEAP Proficiency Rate data shows that we score lower then the MEAP State average. We have scored lower then the State in different years in different grades since 2011. Our 6th grade students scored lower then the State average in since 2011. Our data shows that we are making progress in closing the gap in 4th, 5th & 6th grades over the last 3 years. 4th grade has increased 40%, 5th grade has increased 18% and 6th grade has increased 13%. Our Math MEAP Subgroup Gap Analysis shows that in 2013, 3rd and 4th grade had significant gaps between Economically Disadvantaged and Non-Economically Disadvantaged. The 3rd grade gap was 20% and the 4th grade gap was 23%. In 3rd grade, 47% of the passing students did not have an IEP, while 8% of passing students had an IEP resulting in a gap of 39%. In 4th grade, 75% of the passing students did not have an IEP, while 12% of passing students had an IEP resulting in a gap of 63%. In 5th grade, 79% of the passing students did not have an IEP, while 10% of the passing student had an IEP resulting in a gap of 69%. Trends show we have a need to address with our Economically Disadvantaged and Students with an IEP population in math.

#### Writing:

Our Writing MEAP Proficiency Rate data shows an increase of 9% proficiency from 2011 to 2013. We also scored higher than the State average all 3 years. In 2012, we were 15% higher than the State average. Our Writing MEAP Subgroup Gap Analysis data shows that in 2013 the gap between our Economically Disadvantaged and Non-Economically Disadvantaged students was 23%. In 2013, 42% of the students who passed were Economically Disadvantaged, while 65% of the students who passed were not Economically Disadvantaged. Our data also show that in 2013 the gap between students with an IEP and students without an IEP was 63%. 75% of students passing did not have an IEP and 12% of students passing did have an IEP, resulting in a 63% gap. In addition, data shows that there is a gap in our gender population. 75% of females scored proficient and only 31% of males scored proficient, resulting in a 44% gap. Trends show we have a need

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to address all 3 of our subgroup populations in writing.

### Science:

Our Science MEAP Proficiency Rate data shows in 2013 that we had 17% proficient and the State had a 17% proficiency rate. We were 8% below the State average in 2012 and even with the State average in 2011. Over the past 3 years, we have increased 2% on our science MEAP proficiency. In 2011, we had 15% proficiency and in 2013 we had 17% proficiency. Our Science MEAP Subgroup Gap Analysis shows that in 2013 of the students who passed, 9% were Economically Disadvantaged and 21% were Non-economically Disadvantaged. In 2013, 79% of students passing did not have an IEP, while 10% of students passing did have an IEP, resulting in a 69% gap. 10% of females scored proficient and 22% of males scored proficient, resulting in a 12% gap. Trends show we have a need to address all 3 of our subgroup populations in science.

### Social Studies:

Our Social Studies MEAP Proficiency Rate data shows an increase of 10% over the past 3 years. In 2011, we had 16% proficiency while in 2013 we had 26% proficiency. In 2013, we scored even with the State average of 26%. In 2012, we scored 13% above the State average of 30%. In 2011, we scored 12% below the State average of 28%.

The MEAP Proficiency Rate and MEAP Subgroup Gap Analysis data both show a need to address the gaps in regards to the State average and our subgroups. Within our school population, special attention needs to be addressed with our Economically Disadvantaged students and our students with an IEP, along with gender gaps in certain areas.

### MEAP Comparative Item Analysis

The net result represents the increase or decline from 2012 to 2014. In parenthesis is "above", "below" or "at" represents the proficiency level set by the state.

#### 3rd Grade Math

##### Base 10 Number System

2012- 3 = 6.8 (below)

2013-14 = 7.9 (below)

Net Result = +1.1

##### +/- Fluency

2012- 3 = 12.4 (below)

2013-14 = 16.1 (below)

Net Result = +3.7

#### Geometric Shapes

2012- 3 = 8 (below)

2013-14 = 9.9 (below)

Net Result = +1.9

#### Connections

2012- 3 = 7.5 (below)

2013-14 = 2.1 (below)

Net Result = -5.4

#### 4th Grade Math

##### Understanding Fractions



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2012- 3 = 3.5 (above)

2013-14 = 3.2 (above)

Net Result = -0.3

### Multiplication/Division Fluency

2012- 3 = 9.2 (below)

2013-14 = 10.9 (below)

Net Result = +1.7

### Properties 2D/3D Shapes

2012- 3 = 4.7 (below)

2013-14 = 3.6 (above)

Net Result = -1.1

### Area & Perimeter

2012- 3 = 9 (above)

2013-14 = 11.4 (above)

Net Result = +2.4

### Connections

2012- 3 = 12.9 (below)

2013-14 = 11.6 (below)

Net Result = -1.3

## 5th Grade Math

### Decimals & Fractions

2012- 3 = 12.1 (below)

2013-14 = 10 (below)

Net Result = -2.1

### Whole Number Multiplication

2012- 3 = 8.3 (below)

2013-14 = 9.2 (below)

Net Result = +0.9

### Connections

2012- 3 = 10.9 (below)

2013-14 = 11.3 (below)

Net Result = +0.4

## 3rd Grade Reading

### Word Study

2012- 3 = 2.5 (above)

2013-14 = 3.7 (above)

Net Result = +1.2

### Narrative

2012- 3 = 6.8 (above)

2013-14 = 5.8 (at)

Net Result = -1

### Informational

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2012- 3 = 2.1 (above)

2013-14 = 1.4 (above)

Net Result = -0.7

### Comprehension

2012- 3 = 13.4 (above)

2013-14 = 8.9 (below)

Net Result = -4.5

### 4th Grade Reading

#### Word Study

2012- 3 = 2 (above)

2013-14 = 3.2 (above)

Net Result = +1.2

#### Narrative

2012- 3 = 3.3 (above)

2013-14 = 6.1 (above)

Net Result = +2.8

#### Informational

2012- 3 = 3.2 (above)

2013-14 = 1.6 (above)

Net Result = -1.6

#### Comprehension

2012- 3 = 12.8 (above)

2013-14 = 12.6 (above)

Net Result = -0.2

### 5th Grade Reading

#### Word Study

2012- 3 = 3.1 (above)

2013-14 = 3.8 (above)

Net Result = +0.7

#### Narrative

2012- 3 = 6.7 (above)

2013-14 = 6.4 (above)

Net Result = -0.3

#### Informational

2012- 3 = 0.8 (above)

2013-14 = 0.6 (below)

Net Result = -0.2

#### Comprehension

2012- 3 = 12.8 (above)

2013-14 = 10.9 (above)

Net Result = -1.9

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### Math:

When disaggregating our MEAP Comparative Item Analysis Math data we have increased in our net results over the last 2 years in 3rd grade except in the area of connections. Our 3rd grade decreased 5.4% from 2012-2014. Our 4th grade decreased 1.1% from 2012-2014 in the area of properties 2D/3D shapes and 1.3% in the area of connections, and our 5th grade decreased 2.1% from 2012-2014 in the area of decimals and fractions. Our 4th grade increased 1.7% in the area of multiplication/division fluency and 2.4% in the area of area and perimeter. In the area of Base 10 Number Systems, our 3rd grade scores have increased 1.1% over the past 2 years, and 3.7% in addition/subtraction fluency.

### Reading:

Our MEAP Comparative Item Analysis Reading trend data shows a decrease in grades 3rd and 5th over the last 2 years in the area of comprehension. The 3rd grade decreased 4.5% in comprehension and 5th grade decreased 1.9% over the last 2 years. The 4th grade decreased in the area of informational text 1.6%, increased 1.2% in word study and increased 2.8% in narrative text over the last 2 years.

### Science:

Our MEAP Comparative Item Analysis Science trend data shows very little change over the past 2 years. Science Processes decreased 0.4%, Physical Science decreased 1%, Life Science increased 0.3% and Earth Science increased 0.4%.

### **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.**

The goals were developed based on our Comprehensive Needs Assessment. The goals are directly connected to the data that was gathered from the state standardized assessments and local assessments. Both were used to select the goals for Allen Elementary. Our data in all areas demonstrates where students are struggling and are goals are directly connected.

The certified staff will be focusing on using total participation techniques daily to help engage students in all core subject areas. These strategies are designed to give teachers a different approach than stand and deliver. The certified staff will also focus on asking questions that go beyond the simple recall of information. Teachers will ask questions equally to all students, have students generate their own questions, start with lower-order and lead up to higher-order questions, and provide sufficient wait time after a question to allow important think time. Through the collection of Data Walks we averaged 40% student engagement over the course of the school year and 7.25% usage of Higher Order Thinking Skills. The data shows that we were just shy of meeting the districts goal of having 50% student engagement. Staff will continue to focus on student engagement strategies and higher order thinking skills/questions. In addition, we will be implementing Instructional Rounds with a focus on student engagement and higher order thinking strategies.

Although these will be our main focus areas, teachers will be using other activities to help increase student achievement for each core area. For example 3rd grade math teachers will focus on making mathematical connections, while 4th grade math teachers will focus on multiplying and dividing fluency. Being able to read informational text is an essential skill that affects all core areas. Teachers will be using guided reading within the classrooms that include informational reading texts, and strategies.

**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?**

The goals include all students. The goals specifically include all subgroups. The action steps of our plan include the process the specifically address those needs of struggling students. We assess all students and refer those students who are struggling to meet grade level content expectations. When a student is identified as struggling, we then begin to address his/her needs through the district approved process. We also meet the needs of children who are disadvantaged by organizing and planning evening activities to help parents better help their children academically and socially through programs like Love and Logic, Reading Night and Math Night.

All of our students will be the focus of our objectives and interventions because all need need to be engaged, use higher-order thinking skills, read and interpret informational text effectively. Our students who are disadvantaged by SES will be included in our interventions and strategies. In addition, we will be implementing Instructional Rounds with a focus on student engagement and higher order thinking strategies.

## **Component 2: Schoolwide Reform Strategies**

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

In accordance with the state improvement plan (PA 25), our 4 goals (Math, ELA, Science, and Social Studies) are based on improving the achievement of all students including sub-groups. The strategies include a process to continuously identify the needs of students throughout the year and develop strategies to address those needs. This would include students needing additional assistance as well as effective engaging instruction to meet all students' needs.

In developing the strategies and action steps, we reviewed key research in the goal areas to plan effective instructional changes. The strategies include an ongoing process for reviewing and aligning curriculum. A process for reviewing data on student performance and identifying changes in instruction is built into the professional development section of the strategies. We will continue our comprehensive program, as the results are positive from our perception data, for our students, parents, and staff.

In looking at the results of our 2014-15 Scorecard, we met proficiency targets with all students, bottom 30%, economically disadvantaged and students with disabilities. We have chosen to focus on the instructional strategies of increasing student engagement and higher order thinking skills for all students in all content areas because we believe that when students are engaged in the process of learning at higher levels they are more likely to show increases in student achievement in all areas. We use a MTSS (Multi-Tiered Support System) to support those students that are struggling and at-risk in all content areas.

#### Instructional Strategy

Implement Total Participation Techniques such as: Think-Pair-Share, Hold-Ups and Incorporating Movement to increase Student Engagement  
Implement Instructional Strategies such as: Scaffolding and Questioning to increase Higher Order Thinking Skills

#### Research & Materials

"Total Participation Techniques" by Persida and William Himmele provides easy alternatives to the stand and deliver approach to teaching that causes student to tune out. There are dozens of ways to engage K-12 students in active learning and allow them to demonstrate the depth and their knowledge and understanding.

Published in July 2011 "Taxonomy of Educational Objectives Handbook 1" by Benjamin Bloom. Bloom's book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains were divided into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Published in January 1984

#### Professional Development

Professional Development will focus on the implementation of Total Participation Techniques. For example: Think-Pair-Share, Using various hold-ups to increase engagement and check for understanding, and using movement activities in the classroom. Professional Development will focus on scaffolding instruction and using good questioning techniques to increase student-thinking levels.

#### Action Steps: Classroom

Teachers will focus on using total participation techniques daily to help engage students in math. Specifically teachers will implement Think-Pair-Share, Hold-Ups, and incorporate movement into math lessons.

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Teachers will scaffold instruction during initial learning and when needed, by first checking for understanding and, if necessary provide additional examples and explanations. Examples of scaffolding may include the use of visual representation to organize problems in concrete ways such as drawings, graphs, tables, or hierarchies or the demonstration of how to break up problems into steps using a number of examples.

Teachers will plan questions that go beyond simple recall of information. Teachers will ask questions equally to all students, have students generate their own questions, start with lower-order and lead up to high-order questions, and provide sufficient wait time after a question to allow think time.

Teachers will recognize that economically disadvantaged students may require more scaffolding and the opportunity to be successful with lower-order questions before being asked a higher-order question.

Teachers will review Curriculum Map/Pacing Guide to determine when to incorporate the standards that students consistently had difficulty with over the last 4 years including: making connections, adding, subtracting, multiplying, and dividing fluency.

Teachers will share best practices at Data Team/Grade Level meeting and collaboratively decide on which instructional strategy may have the greatest impact on student achievement.

Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies. These identified students will include all subgroups.

### Technology

Teachers will utilize Mimio Interactive white boards and projectors to assist students in learning the grade level math standards.

Teachers will use document cameras to demonstrate how to complete mathematical problems.

Teachers will use MiStar DnA (an online student information system that houses all student assessment data, and allows teachers to analyze this data) to record and analyze math scores.

### Parent Involvement

Teachers will explain and discuss the math expectations for each grade level at the Back to School Night, held during the first month of school.

Attendance at the fall and spring parent-teacher conferences is expected.

Parents will access MiStar, our web-based grade book system to monitor student progress for 3rd, 4th, and 5th grades.

### At-Risk Student Support

Southgate teachers will effectively teach all children, intervene early, and use a multi-tiered model of service delivery. This model will include: core instructional interventions, targeted group interventions and intensive individual interventions as needed for both the academic and behavioral systems. Teachers will monitor student progress to inform instruction, use data to make decisions, use assessments for three different purposes: screening-diagnostics, progress monitoring, implement with fidelity and use collaborative/committee-based decision making.

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These students will include all subgroup areas, specifically students who are economically disadvantaged, Bottom 30%, and special education students. Teachers will identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified, classroom teachers will provide timely additional assistance to these students at repeated intervals. The interventions and progress will be documented.

Parents will be informed of the teacher's concerns, interventions, and progress.

If additional classroom support does not help the K-5 at-risk student/s meet benchmarks, the students will be referred for additional services from a Tier #2 Interventionist or Southgate Interventionist (Highly Qualified Certified Teachers) during the school day, after-school tutoring and/or summer school. During the Tier #2, students will receive systematic instruction 2 to 5 times a week for a minimum of 20 to 40 minutes for 8 to 12 weeks. This instruction will be research-based adult-led small group instruction. Progress will be monitored at least once a month. Students who are not making progress towards grade level standards and benchmarks will be referred for Tier #3 services from a Tier # Interventionist. Interventions at level #3 will include different research-based instruction 2 to 5 times a week for a minimum of 60 minutes per week for 8 to 12 weeks.

In order to create continuity with the continuity with the interventions at the elementary level, a Southgate Interventionist will help mentor/coach Interventionists. This teacher will not only assist the Interventionists in planning and implementing research-based interventions for students, they will meet regularly with students. These Southgate Interventionists will serve as needed in the role of Tier #2 or Tier #3 assistance for students. They will serve on the building Rtl committee and review student progress towards benchmarks and/or standards to help determine "next steps".

K-5 students who are struggling with social, mental, and/or emotional issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.

### Evaluation

Data will be entered into MiStar DnA to help monitor progress.

The school improvement team will use the data to evaluate the effectiveness of the professional development, and interventions.

Interventionists will complete a monthly Documentation of Effort (DOE) to check on monthly progress, and next steps for each student receiving interventions.

Interventionists will also complete a "Growth/Gains Report" for students that received interventions throughout the school year.

Evaluation will include surveys for all stakeholders: students, parents, and teachers.

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Results of the 2015 M-STEP, will be used to determine whether we have met our SMART goals.

### Monitoring

Monitoring will include classroom/intervention observations by administration. Administrators will collect information using "Data Walks" on a regular basis for all certified staff. Certified staff will meet to review student data at data team meetings, to set goals, and choose strategies/interventions to help student achievement. The data teams will also answer the question: "How do the results demonstrate progress towards our building goals?"

## **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).**

### Instructional Strategy

Implement Total Participation Techniques such as: Think-Pair-Share, Hold-Ups and Incorporating Movement to increase Student Engagement. Implement Instructional Strategies such as: Scaffolding and Questioning to increase Higher Order Thinking Skills

### Research & Materials

"Total Participation Techniques" by Persida and William Himmele provides easy alternatives to the stand and deliver approach to teaching that causes student to tune out. There are dozens of ways to engage K-12 students in active learning and allow them to demonstrate the depth and their knowledge and understanding.

Published in July 2011 "Taxonomy of Educational Objectives Handbook 1" by Benjamin Bloom. Bloom's book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains were divided into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Published in January 1984

### Professional Development

Professional Development will focus on the implementation of Total Participation Techniques. For example: Think-Pair-Share, Using various hold-ups to increase engagement and check for understanding, and using movement activities in the classroom. Professional Development will focus on scaffolding instruction and using good questioning techniques to increase student-thinking levels.

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

The goals were developed based on our Comprehensive Needs Assessment. The goals are directly connected to the data that was gathered from the state standardized assessments and local assessments. Both were used to select the goals for Allen Elementary. Our data in all areas demonstrates where students are struggling and are goals are directly connected.

The certified staff will be focusing on using total participation techniques daily to help engage students in all core subject areas. These strategies are designed to give teachers a different approach than stand and deliver. The certified staff will also focus on asking questions that go beyond the simple recall of information. Teachers will ask questions equally to all student, have students generate their own questions, start with lower-order and lead up to higher-order questions, and provide sufficient wait time after a question to allow important



think time. In addition, we will be implementing Instructional Rounds with a focus on student engagement and higher order thinking strategies.

Although these will be our main focus areas, teachers will be using other activities to help increase student achievement for each core area. For example 3rd grade math teachers will focus on making mathematical connections, while 4th grade math teachers will focus on multiplying and dividing fluency. Being able to read informational text is an essential skill that effects all core areas. Teachers will be using guided reading within the classrooms that include informational reading texts, and strategies.

The Higher Order Thinking Skills and the Student Engagement Strategy both align with the comprehensive needs assessment. Our schools scores continue to be low, and research shows that student success increases when these strategies are practiced. By implementing these strategies K-5, students will learn how to incorporate these strategies into their daily work and apply them when assessed. Since the standardized assessments and local assessments utilize problem solving and higher lever thinking skills questions, these strategies should best prepare Allen students for success on these assessments. The At-Risk Student Support targets students who are struggling to meet grade level content expectations and standards which in turn will increase test scores.

#### **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.**

Southgate teachers will effectively teach all children, intervene early, and use a multi-tiered model of service delivery. This model will include: core instructional interventions, targeted group interventions and intensive individual interventions as needed for both the academic and behavioral systems. Teachers will monitor student progress to inform instruction, use data to make decisions, use assessments for three different purposes: screening-diagnostics, progress monitoring, implement with fidelity and use collaborative/committee-based decision making.

These students will include all subgroup areas, specifically students who are economically disadvantaged, Bottom 30%, and special education students. Teachers will identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified, classroom teachers will provide timely additional assistance to these students at repeated intervals. The interventions and progress will be documented.

Parents will be informed of the teacher's concerns, interventions, and progress.

If additional classroom support does not help the K-5 at-risk student/s meet benchmarks, the students will be referred for additional services from a Tier #2 Interventionist or Southgate Interventionist (Highly Qualified Certified Teachers) during the school day, after-school tutoring and/or summer school. During the Tier #2, students will receive systematic instruction 2 to 5 times a week for a minimum of 20 to 40 minutes for 8 to 12 weeks. This instruction will be research-based adult-led small group instruction. Progress will be monitored at least once a month. Students who are not making progress towards grade level standards and benchmarks will be referred for Tier #3 services from a Tier # Interventionist. Interventions at level #3 will include different research-based instruction 2 to 5 times a week for a minimum of 60 minutes per week for 8 to 12 weeks.

In order to create continuity with the continuity with the interventions at the elementary level, a Southgate Interventionist will help mentor/coach Interventionists. This teacher will not only assist the Interventionists in planning and implementing research-based interventions for students, they will meet regularly with students. These Southgate Interventionists will serve as needed in the role of Tier #2

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or Tier #3 assistance for students. They will serve on the building RtI committee and review student progress towards benchmarks and/or standards to help determine "next steps".

K-5 students who are struggling with social, mental, and/or emotional issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.

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

Data will be entered into MiStar DnA to help monitor progress.

The school improvement team will use the data to evaluate the effectiveness of the professional development, and interventions.

Interventionists will complete a monthly Documentation of Effort (DOE) to check on monthly progress, and next steps for each student receiving interventions.

Interventionists will also complete a "Growth/Gains Report" for students that received interventions throughout the school year.

Evaluation will include surveys for all stakeholders: students, parents, and teachers.

With the results of the 2015 M-STEP, the State of Michigan reset all proficiency targets. We are looking at our M-STEP data and will be looking at our M-Step trend data to determine our needs.

Monitoring will include classroom/intervention observations by administration. Administrators will collect information using "Data Walks" on a regular basis for all certified staff. Certified staff will meet to review student data at data team meetings, to set goals, and choose strategies/interventions to help student achievement. The data teams will also answer the question: "How do the results demonstrate progress towards our building goals?"

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	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.	Yes	All Allen instructional certified staff and paraprofessionals have met the No Child Left Behind (NCLB) requirements.  Staff qualifications are available to parents at the district board office.	

Label	Assurance	Response	Comment	Attachment
	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.	Yes	All of the teachers meet the NCLB requirements for highly qualified.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

As a result of district reconfiguration and the closure of 3 buildings in June of 2013. Many of the Allen staff were laid off or moved to other buildings.

The teaching staff at Allen Elementary is highly qualified. 72% of the Allen classroom teaching staff has been assigned to Allen less than 3 years, while 28% have been assigned 4 or more years. The teaching staff is not new. All teachers have achieved tenure status.

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

The Allen staff is a mature and experienced staff.

Allen staff with

0 to 3 years experience = 9.09%

4 to 10 years experience = 3.03%

11 to 20 years experience = 63.64%

More than 20 years experience = 24.24%

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

The staff at Allen has developed procedures to enhance student and staff performance while attracting high quality teachers:

Progressive, research-based learning/teaching environment.

Southgate Community School District abides by No Child Left Behind Legislation when hiring staff.

Professional development opportunities are built into our annual calendar. We offer 3 full days and 5 half-days for every teacher.

New teacher orientation programs are in place.

Staff is involved in curriculum decision-making through committees.

Surveys are given to staff as an opportunity for them to provide feedback.

The use of Data Teams promotes collaboration and teamwork among staff members.

Allen has competitive M-Step scores with surrounding school districts.

Allen is a clean, warm, welcoming, community-oriented, learning environment.

Formal support is provided in the form of Individual Development Plans (IDP's) as part of the evaluation process for probationary teachers. Building administrators have all been trained in "Data Walks" where they look for teacher instruction in specific, staff identified, building focus areas. Data Walks invite dialogue and ongoing monitoring that goes beyond the contractual formal evaluation process. Every teacher is observed 3 times a year, followed by a post-observation discussion focused on strengths and possible areas of development.

The district offers a mentoring program for non-tenure teachers. Teachers are assigned a mentor from building staff for three years to offer support and guidance. Mentor teachers are paid a stipend as per contract for the first two years of the three-year commitment.

Teachers are respected and are included in making decisions regarding the district curriculum and develop common assessments. Committees work together to align teaching to the state standards at regularly scheduled grade-level and subject specific meetings. They have created district grade level expectations and common assessments. They also work with teachers at Davidson Middle School to ensure smooth student transition from grade 5 to 6 in both orientation activities and curricular content.

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

The Southgate Schools Human Resource Department recruits highly qualified teaching staff through college and university placement offices throughout the state, and places postings on the district and county websites.

The interview process begins by only selecting candidates who meet the certification and highly qualified status for the open position. Interviewing process involves representatives at the building and district levels. At the district level the Curriculum/Federal Programs Director and HR Coordinator is present. At the building level there is a minimum of one administrator, 2-3 teachers, and other support staff. When the candidate field is narrowed, there is, whenever possible, a practicum during which the finalists teach a lesson to students. At that point, students may also be involved in the selection process. They fill out evaluations and select the person they feel is best qualified from their perspective. All stakeholder input is considered before there is a final decision.

The district website promotes our district and seeks to attract potential candidates. Initial applications can be submitted online.

Southgate retains highly qualified staff by offering competitive salary and benefits, technology innovations and support for teaching and administration, and extensive professional development opportunities. The teacher contract includes extra compensation for degrees earned as well as steps for years of experience. Historically, teacher turnover rates have not been an issue. Typically, teacher displacements, when they occur are due to demographic shifts.

Progressive, research-based learning/teaching environment.

Southgate Community School District abides by No Child Left Behind Legislation when hiring staff.

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Professional development opportunities are built into our annual calendar. We offer 3 full days and 5 half-days for every teacher.

New teacher orientation programs are in place.

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Surveys are given to staff as an opportunity for them to provide feedback.

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### **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?**

We do not believe our turnover rate is specific to Allen. We are still recovering from our District Reconfiguration in June of 2013.

If Allen has a high turnover rate in the future the staff will work collaboratively with the school improvement plan to implement strategies to attract and retain teachers.

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## 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.

Southgate is committed to regular ongoing sustained professional development that is aligned with our Comprehensive Needs Assessment and the goals of our school improvement plan. Our focus is on using activities to increase student engagement and increase higher-order thinking. Ongoing professional development includes follow-up coaching sessions to assist teachers in implementing new strategies with consistency and fidelity. We are currently in the 2nd year of working with "Strategic Math Interventions Solutions" for all our math professional development and "Michalangelo Enterprises LLC" for our 3rd, 4th, and 5th grade ELA teachers.

Other ongoing professional development currently includes; Strategic Math Interventions training, ELA training for all 3rd, 4th, and 5th grade teachers, and Socratic Circles. The other focus for our professional development is student engagement and higher-order thinking skills. We have been demonstrating how to successfully implement "Total Participation Techniques" to increase student engagement. Teachers have been encouraged to use one of the following strategies: novelty and variety, affiliation, affirmation, authenticity, choice, and product focused.

Attendance for all professional development that is offered outside of the district includes paperwork that identifies the specific event and approval signatures at the building and district levels. Additionally, a second rationale page requires the participant to address which goals-building, district or personal - the training addresses and the methods that will be instituted to share the information with others.

The district is a designated site for offering SCECHs (School Continuing Education Clock Hours). The Curriculum/Federal Programs Director's office issues SCECHs according to established protocol.

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

This is also the third full year of working with Shannon Samulski of Strategic Intervention Solutions for all math teachers in the district. Every math teacher received 4 days of training in the 2013-14 school year. This training includes 2 full days and 2 follow-up coaching sessions. These sessions are designed be ongoing and sustained.

The district held many book study's for staff after school. These book study's focused on student engagement strategies, higher-order thinking skills, making thinking visual and essential questions.

The other district focus has been on the implementation of using total participation techniques and the use of higher-order thinking skills.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Southgate PD Plan 2016-17

## **Component 6: Strategies to Increase Parental Involvement**

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

The Allen Schoolwide Involvement Policy was created collaboratively with parents and staff. Parents played a key role in the development of this policy and we continue to utilize their feedback and suggestions in order to update and improve our schoolwide program 1118 (b)

Parents are involved in the development of the school improvement plan and Title I Program development in the following ways:

- Reviewing the Parent Involvement Policy at Annual Title I Parent Meeting
- Posting the Parent Involvement Policy for parents to review in a visible location outside the office
- Reviewing and discussing Parent Compacts at Fall Parent-Teacher Conferences
- Conducting a Parent Survey in the spring of each year for all parents
- Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results.
- Holding a Title 1 meeting at flexible times to review the Title 1 program, parent involvement policy and ask for suggestions for improvement.
- Expanding all avenues of communication with parents (school and district websites, classroom newsletters, and Parent Connect to increase parent involvement in the School Title 1 program.

1118 (c) (1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved:

An annual meeting is held which includes information for parents on:

- Hold an annual school-wide Title 1 Meeting during Welcome Back to School Night.
- The purpose of the meeting will be to share the school wide plan, Review compact, review the school parent involvement policy and to explain our Title 1 program and how parents can be involved to help their child be successful.
- Parents will be notified of the meeting through, school website, letter home, and our all call system, "Parent Connect".

1118 (c) (2) Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement:

Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged:

- Welcome Back to School Night
- Parent Conferences
- PTO activities (ie: Ice Cream Social, Halloween Fest, Movie Nights, Santa Shop, School Carnival, and 5th Grade Banquet)
- Contact with social worker
- Watch DOGS
- Math BINGO
- BINGO for Books
- Stories, Scissors and Scoops
- International Night
- Kindergarten Orientation Meeting
- Kindergarten Registration
- Kindergarten Tour



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

1118 (c) (3) Involve parents in an ongoing and timely way in the planning, reviewing, and improvement programs under Title I, including the development of the Parent Involvement Plan and schoolwide Plan:

Parents are involved in the development of the school improvement plan and Title I Program development in the following ways:

- Reviewing the Parent Involvement Policy at Annual Title I Parent Meeting
- Posting the Parent Involvement Policy for parents to review in a visible location outside the office
- Reviewing and discussing Parent Compacts at Fall Parent-Teacher Conferences
- Conducting a Parent Survey in the spring of each year for all parents
- Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results.
- Holding a Title 1 meeting at flexible times to review the Title 1 program, parent involvement policy and ask for suggestions for improvement.
- Expanding all avenues of communication with parents (school and district websites, classroom newsletters, and Parent Connect to increase parent involvement in the School Title 1 program.

1118 (c) (4) (A) Provide parents of Title I children timely information:

Parents are provided information regarding the school programs in the following ways:

- Hold an Annual School-Wide Title 1 Meeting
- Welcome Back to School Night
- Parent Conferences (fall/spring/additional conferences upon parent request)
- School/Classroom/District Newsletters
- Progress Reports and Report Cards
- District Website - Policy and Compact available on website
- Online access for parents in 3rd, 4th, and 5th grades for MiStar (Student information system, parents can check student grades daily)
- K-5 Weekly Take Home Folders
- Student Assignment Books/Planners for 2nd - 5th grade students
- K-1 Daily Take Home Folders
- Telephone Calls/E-mail correspondence
- Parent-Student Handbook
- Southgate Curriculum Guides for each grade level
- Transitions to Kindergarten Program - Parent Awareness Evening and coordination with Preschools to educate parents on Kindergarten expectations

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

Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:

- Hold an Annual School-Wide Title 1 Meeting
- Welcome Back to School Night
- Parent Conferences (fall/spring/additional conferences upon parent request)
- School/Classroom/District Newsletters
- Progress Reports and Report Cards
- District Website - Policy and Compact available on website
- Online access for parents in 3rd, 4th, and 5th grades for MiStar (Student information system, parents can check student grades daily)

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- K-5 Weekly Take Home Folders
- Student Assignment Books/Planners for 2nd - 5th grade students
- K-1 Daily Take Home Folders
- Telephone Calls/E-mail correspondence
- Parent-Student Handbook
- Southgate Curriculum Guides for each grade level
- Transitions to Kindergarten Program - Parent Awareness Evening and coordination with Preschools to educate parents on Kindergarten expectations

1118 (c) (4) (C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision making as it relates to their child's education, and to respond to any suggestions as soon as possible:

Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

- Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.
- Conducting a Parent Survey in the spring for all parents
- Title I Surveys for students, parents, and staff to gather feedback on Title programs.
- Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.
- Parent Conferences (Fall/Spring/additional conferences upon parent request)
- Telephone calls/ E-mail correspondence between parents, teacher and school

1118 (c) (5) Ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education Agency:

If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:

- Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.
- Conducting a Parent Survey in the spring for all parents
- Title I Surveys for students, parents, and staff to gather feedback on Title programs.
- Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.
- Parent Conferences (Fall/Spring/additional conferences upon parent request)
- Telephone calls/ E-mail correspondence between parents, teacher and school

### PART 2: SHARE RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1118 (d) (1) Jointly, with parents, develop a compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement:

The Parent/School Compact was developed...

- The Parent/School Compact is reviewed annually. Revisions are made based on the parent survey results and additional suggestions provided by parents.

1118 (d) (2) (A) Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

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-The compact is reviewed, given to all parents and signed in the fall. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.

1118 (d) (2) (B) Provide frequent reports to parents on their child's progress Student progress is reported to parents in several different ways at a variety of time throughout the school year including:

- Report Cards every 12 weeks
- Progress reports every 12 weeks (between report cards)
- Parent Teacher Conferences (fall, spring, additional conferences available upon request)
- Inform parents of test scores on an as needed basis
- MiStar allows parents to access grades and comments online at any time

1118 (d) (2) (C) Afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities School staff ensure parents have access to communicate with them about their child's education in a variety of ways including:

- PTO (Parent Teacher Organization)
- Room Volunteers
- Chaperones for field trips
- Watch DOGS Program
- Room observations as requested by parents

### PART 3: BUILDING CAPACITY FOR INVOLVEMENT

1118 (e) (1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress

School staff annually shares the State's content expectations with parents, the state's annual assessment (MEAP) with parents, and how to monitor their child's progress.

- Welcome Back to School Night: Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential
- Parent Teacher Conferences (fall, spring, additional conferences available upon request)
- Parent copy of Curriculum Guides for each grade level provided at the beginning of the year
- Local assessment information (MLPP, DRA, Common Assessments) shared with parents at conferences
- Students receiving additional assistance will be progress monitored on a monthly basis depending on student need. Information will be shared with parents when appropriate
- Classroom teachers and Title 1 staff are available at conferences to provide information and answer questions about assessments
- Class Connections/ Curriculum Night: Fall Festival/Class Connections (Childcare provided)
- Parent Teacher Conferences (fall, spring, additional conferences available upon request)
- Parent copy of CCSS provided at the beginning of the year
- Local assessment information (MLPP, DRA, Common Assessments) shared with parents at conferences
- Students receiving additional assistance will be progress monitored on a monthly/biweekly basis depending on student need. Information will be shared with parents when appropriate
- Classroom teachers and Title 1 staff are available at conferences to provide information and answer questions about assessments

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

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These include:

- Kindergarten Orientation Night- KDG expectations discussed (Childcare provided)
- Kindergarten literacy packets provided for incoming Kindergartners given to parents at Kindergarten Orientation
- School/Classroom/District newsletters
- District Website parent tab-provides parents with materials and resources to help their child achieve success.
- Summer School Program
- Provides support and training on MiStar (online grade book)
- Provide Internet Access for parents at school
- Love & Logic 2013-14 Parent Sessions

1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school On-going professional development for staff on effective ways to increase parent involvement occurs annually.

- When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.
- District will in-service teachers on how to utilize district website to post classroom newsletters and add materials and resources to the Parent Tab and create classroom websites

1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children Coordination with other programs for parent involvement includes:

- Welcome Back To School Night
- Kindergarten Orientation Meeting
- Parent Volunteers
- Family Fun Nights (Ice Cream Social, Halloween Fest, Movie Nights, Santa Shop, School Carnival, and 5th Grade Banquet)
- PTO
- Head Start/GSRP program sponsored by Downriver Guidance Center
- Preschool Visits: Local preschool staff, parents, and students are invited to visit Kindergarten classrooms in spring
- School Carnival - School Wide Fun Night

1118 (e) (5) Shall ensure information is shared with parents in a language and format they can understand Information is shared with parents in a language and format they can understand. Examples include:

- K-5 Weekly Take Home Folders
- Student Assignment Books/Planners for 2nd - 5th grade students
- K-1 Daily Take Home Folders
- School/classroom/district newsletters written in a language parents can understand
- Information provided on district website and/or classroom websites

1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request Parents are provided with other reasonable support such as:

- Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement

### PART 4: ACCESSIBILITY

1118 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of

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migratory children Staff provide opportunities for full parent participation:

- Flexible meeting times
- Handicap accessible facilities
- Phone conferences

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

1118 (c) (4) (C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision making as it relates to their child's education, and to respond to any suggestions as soon as possible Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

- Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.
- Conducting a Parent Survey in the spring for all parents
- Title I Surveys for students, parents, and staff to gather feedback on Title programs.
- Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.
- Parent Conferences (Fall/Spring/additional conferences upon parent request)
- Telephone calls/ E-mail correspondence between parents, teacher and school

1118 (c) (5) Ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education Agency If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:

- Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.
- Conducting a Parent Survey in the spring for all parents
- Title I Surveys for students, parents, and staff to gather feedback on Title programs.
- Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.
- Parent Conferences (Fall/Spring/additional conferences upon parent request)
- Telephone calls/ E-mail correspondence between parents, teacher and school

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	Yes. The school has a Title I Parent Involvement Policy.	Parent Involvement Policy

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

1118 (e) (1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and

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Local assessments, and how to monitor their child's progress

School staff annually shares the State's content expectations with parents, the state's annual assessment (MEAP) with parents, and how to monitor their child's progress.

-Welcome Back to School Night: Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential

-Parent Teacher Conferences (fall, spring, additional conferences available upon request)

-Parent copy of Curriculum Guides for each grade level provided at the beginning of the year

-Local assessment information (MLPP, DRA, Common Assessments) shared with parents at conferences

-Students receiving additional assistance will be progress monitored on a monthly basis depending on student need. Information will be shared with parents when appropriate

-Classroom teachers and Title 1 staff are available at conferences to provide information and answer questions about assessments

-Class Connections/ Curriculum Night: Fall Festival/Class Connections (Childcare provided)

-Parent Teacher Conferences (fall, spring, additional conferences available upon request)

-Parent copy of CCSS provided at the beginning of the year

-Local assessment information (MLPP, DRA, Common Assessments) shared with parents at conferences

-Students receiving additional assistance will be progress monitored on a monthly/biweekly basis depending on student need. Information will be shared with parents when appropriate

-Classroom teachers and Title 1 staff are available at conferences to provide information and answer questions about assessments

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

These include:

-Kindergarten Orientation Night- KDG expectations discussed (Childcare provided)

-Kindergarten literacy packets provided for incoming Kindergartners given to parents at Kindergarten Orientation

-School/Classroom/District newsletters

-District Website parent tab-provides parents with materials and resources to help their child achieve success.

-Summer School Program

-Provides support and training on MiStar (online grade book)

-Provide Internet Access for parents at school

-Love & Logic 2013-14 Parent Sessions

1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school On-going professional development for staff on effective ways to increase parent involvement occurs annually.

-When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.

-District will in-service teachers on how to utilize district website to post classroom newsletters and add materials and resources to the Parent Tab and create classroom websites

1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children Coordination with other programs for parent involvement includes:

-Welcome Back To School Night

-Kindergarten Orientation Meeting

-Parent Volunteers

-Family Fun Nights (Ice Cream Social, Halloween Fest, Movie Nights, Santa Shop, School Carnival, and 5th Grade Banquet)

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- PTO
- Head Start/GSRP program sponsored by Downriver Guidance Center
- Preschool Visits: Local preschool staff, parents, and students are invited to visit Kindergarten classrooms in spring
- School Carnival - School Wide Fun Night

1118 (e) (5) Shall ensure information is shared with parents in a language and format they can understand Information is shared with parents in a language and format they can understand. Examples include:

- K-5 Weekly Take Home Folders
- Student Assignment Books/Planners for 2nd - 5th grade students
- K-1 Daily Take Home Folders
- School/classroom/district newsletters written in a language parents can understand
- Information provided on district website and/or classroom websites

1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request Parents are provided with other reasonable support such as:

- Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement

1118 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children Staff provide opportunities for full parent participation:

- Flexible meeting times
- Handicap accessible facilities
- Phone conferences

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

1118 (c) (4) (C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision making as it relates to their child's education, and to respond to any suggestions as soon as possible Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

- Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.
- Conducting a Parent Survey in the spring for all parents
- Title I Surveys for students, parents, and staff to gather feedback on Title programs.
- Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.
- Parent Conferences (Fall/Spring/additional conferences upon parent request)
- Telephone calls/ E-mail correspondence between parents, teacher and school

1118 (c) (5) Ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education Agency If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:

- Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders

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as appropriate.

- Conducting a Parent Survey in the spring for all parents
- Title I Surveys for students, parents, and staff to gather feedback on Title programs.
- Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.
- Parent Conferences (Fall/Spring/additional conferences upon parent request)
- Telephone calls/ E-mail correspondence between parents, teacher and school

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

Results from surveys, suggestions and comments will be used to improve the schoolwide program. Survey results, suggestions and comments will be compiled and reviewed by the School Improvement Team (SIP) on an ongoing basis. The SIP team will use these results to make needed changes to the schoolwide program.

Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

- Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.
- Conducting a Parent Survey in the spring for all parents
- Title I Surveys for students, parents, and staff to gather feedback on Title programs.
- Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.
- Parent Conferences (Fall/Spring/additional conferences upon parent request)
- Telephone calls/ E-mail correspondence between parents, teacher and school

If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:

- Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.
- Conducting a Parent Survey in the spring for all parents
- Title I Surveys for students, parents, and staff to gather feedback on Title programs.
- Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.
- Parent Conferences (Fall/Spring/additional conferences upon parent request)
- Telephone calls/ E-mail correspondence between parents, teacher and school

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

1118 (d) (1) Jointly, with parents, develop a compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement The Parent/School Compact was developed...

- The Parent/School Compact is reviewed annually. Revisions are made based on the parent survey results and additional suggestions provided by parents.



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1118 (d) (2) (A) Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

-The compact is reviewed, given to all parents and signed in the fall. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.

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

1118 (d) (2) (A) Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement

The Parent/School Compact was developed...

-The Parent/School Compact is reviewed annually. Revisions are made based on the parent survey results and additional suggestions provided by parents.

-The compact is reviewed at the fall parent-teacher conferences. The compact is signed and then a copy is then sent home for a reference for the parents.

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

1118 (d) (2) (A) Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

-The compact is reviewed, given to all parents and signed in the fall. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.

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

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

1118 (c) (4) (A) Provide parents of Title I children timely information Parents are provided information regarding the school programs in the following ways:

-Hold an Annual School-Wide Title 1 Meeting

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- Welcome Back to School Night
- Parent Conferences (fall/spring/additional conferences upon parent request)
- School/Classroom/District Newsletters
- Progress Reports and Report Cards
- District Website - Policy and Compact available on website
- Online access for parents in 3rd, 4th, and 5th grades for MiStar (Student information system, parents can check student grades daily)
- K-5 Weekly Take Home Folders
- Student Assignment Books/Planners for 2nd - 5th grade students
- K-1 Daily Take Home Folders
- Telephone Calls/E-mail correspondence
- Parent-Student Handbook
- Southgate Curriculum Guides for each grade level
- Transitions to Kindergarten Program - Parent Awareness Evening and coordination with Preschools to educate parents on Kindergarten expectations

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

Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:

- Hold an Annual School-Wide Title 1 Meeting
- Welcome Back to School Night
- Parent Conferences (fall/spring/additional conferences upon parent request)
- School/Classroom/District Newsletters
- Progress Reports and Report Cards
- District Website - Policy and Compact available on website
- Online access for parents in 3rd, 4th, and 5th grades for MiStar (Student information system, parents can check student grades daily)
- K-5 Weekly Take Home Folders
- Student Assignment Books/Planners for 2nd - 5th grade students
- K-1 Daily Take Home Folders
- Telephone Calls/E-mail correspondence
- Parent-Student Handbook
- Southgate Curriculum Guides for each grade level
- Transitions to Kindergarten Program - Parent Awareness Evening and coordination with Preschools to educate parents on Kindergarten expectations

## **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?**

Southgate Community School District Preschool Programs:

Southgate Adult and Community Education (SACE) Preschool.

ECDD (Early Childhood Developmentally Delayed Preschool)

District Community Collaboration and Outreach

Wayne RESA (Regional Education Service Agency) Early Childhood Initiative

Advisory Board

Wayne RESA Early Childhood Collaborative

The Guidance Center Head Start and GSRP Collaboration

Individual Building Initiatives (see below)

#### Narrative Detail:

The district refers students eligible for Head Start to The Guidance Center, a community health care provider in Southgate. We reach out to the Head Start Community by inviting them to any District-Wide Parent Learning Opportunities. We also send an elementary principal to at least one parent event hosted by the Guidance Center in order to answer any questions about educational opportunities available in our school district.

SACE offers infant care and preschool for children of parents who are attending the adult or alternative education credit programs. It is housed at Asher School.

The district's Special Services Department provides comprehensive services for students who are eligible for special services through TOTES, ECDD preschool or who have been referred for speech and language delays.

Types of training for preschool parents/teachers on the skills preschool age children will need when they enter kindergarten:

Local preschools are invited to attend any District-Wide Parent Learning Opportunities. Younger children are always invited into school for Music concerts, and Family Evening Events. Our school and district website also informs families of upcoming events.

During late winter, parents of currently enrolled students are sent home a survey that gathers information about returning students and younger kindergarten siblings. Communication of information regarding kindergarten registration is sent home with currently enrolled students, mailed to preschool children, advertised on the local cable station, the district website, and the school marquee. Packets of information are available for pick up or sent home to the incoming kindergarten students. Parents are provided resources in the kindergarten packet, which outlines the kindergarten curriculum, suggestions on how to help prepare their child for entering kindergarten, and helpful school information.

After enrollment information is gathered, in May of each year, Allen holds a kindergarten orientation. During round up, parents meet with their child's prospective teacher. They receive additional information regarding kindergarten academic and social expectations as well as schedule  
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and classroom information. This time provides the opportunity to see how our kindergarten classroom operates and begins the process of building a relationship with parents. Parents are invited into the school. Parents may also come during the school day to have a tour of the building and may observe any kindergarten classroom if they wish.

Prior to the start of the school year, teachers send home a welcome letter with open house, school success night, and a classroom supply list. All students and families are encouraged to attend open house prior to the beginning of the first day of school. During this time, students meet their teacher, see their classroom, find their desk, tour the building, meet other staff, and drop off their supplies. Back to School Success Night is held during the first week of school. Teachers prepare about a 30-minute presentation about important issues for their particular grade level. These presentations include: curriculum, parent volunteer opportunities, classroom routines, building procedures, field trips, and assistance for struggling students.

A Back to School Success meeting is held during the first week of school for all students. Parents are encouraged to attend to meet the teacher and principal and discuss pertinent classroom, building, and district information. During this time, parents are encouraged to ask questions that will help ease the transition for the new school year. At the kindergarten level, parents come to school with their child to comfort nerves on the first day of school. During this time, the students are introduced to their assigned seats, cubbies (where they hang their backpacks/coats), and the general layout of the classroom.

### **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?**

The Guidance Center (who sponsors the local Head Start programs) and the Montessori Center of Downriver interacts with K-1 teachers as needed to monitor progress. Directors of each program are contacted and invited to attend locally sponsored trainings.

## **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?**

The Allen Elementary staff has input in the decisions regarding the use of school-based academic assessments. Southgate Community School District provides an opportunity for our staff to meet regularly. This time is used for planning and discussing which assessments will be used. All teachers are involved in this process and are currently using common assessments in Reading, Writing and Math. Teachers have input into the decisions regarding the use of school-based academic assessments. We are using the Developmental Reading Assessment (DRA2) kit to assess all students in grades K-5. Teachers from each of the schools, including Allen Elementary, developed Universal Screenings at the district level. These screenings assess: phonemic awareness in kindergarten/first grade, fluency in second grade and comprehension in third/fourth grades. Writing assessments are comprised of writing prompts. Teachers at grade-level meetings develop the writing prompts. Teachers at each grade level, based on Michigan's College and Career Readiness Standards, developed a Reading, writing, listening, and speaking Benchmark test. Common Assessment data can be located in MiStar DnA.

Teachers are involved in student achievement data analysis to improve the academic achievement of all students. Teachers receive ongoing and sustained professional development on how to analyze achievement data and to use it to inform instruction. The Allen Staff is actively involved in the analysis of standardized assessment data at Professional Development meetings. These meetings are utilized to discuss student weaknesses on assessments and to set goals in necessary areas for improvement. Teachers are encouraged to meet regularly with their grade level teams in order to review the local data and determine which students are below the 80% proficiency level in particular curricula areas. They are encouraged to discuss what strategies they use in their classrooms in order to help struggling students. Based on classroom data, and the differentiated strategies that were tried by the classroom teacher, students are referred for RtI Interventions.

Allen also has a committee for planning and monitoring interventions for at-risk students. During the monthly meetings of this committee, assessment scores of at-risk students are discussed and analyzed.

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

Teachers are involved in student achievement data analysis to improve the academic achievement of all students. Teachers receive ongoing and sustained professional development on how to analyze achievement data and to use it to inform instruction. The Allen Staff is actively involved in the analysis of standardized assessment data at Professional Development meetings. These meetings are utilized to discuss student weaknesses on assessments and to set goals in necessary areas for improvement. Teachers are encouraged to meet regularly with their grade level teams in order to review the local data and determine which students are below the 80% proficiency level in particular curricula areas. They are encouraged to discuss what strategies they use in their classrooms in order to help struggling students. Based on classroom data, and the differentiated strategies that were tried by the classroom teacher, students are referred for MTSS Interventions.

Allen also has a committee for planning and monitoring interventions for at-risk students. During the monthly meetings of this committee, assessment scores of at-risk students are discussed and analyzed.



## 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 process that Allen Elementary uses to identify students who experience difficulty mastering the State's academic standards at an advanced or proficient level by collecting and analyzing various data including: M-STEP, DRA Guided Reading Levels, Locally developed assessments, universal screening assessments and the achievement results on end of the unit science and social studies assessments. The goal of the identification process is to provide all students with a variety of opportunities to demonstrate their learning.

In September, academic screenings are conducted for all students in the goal areas. Data from the screenings are entered into MiStar DnA. This data is analyzed to determine goals, the necessary action steps. The action steps will include making an intervention plan for further differentiation for all struggling students. Title I Eligibility Worksheets are collected in September, January, and March. Classroom teachers fill out these worksheets. The data collected includes: marking all the areas that students are performing below grade level standards in Reading, Writing, Math, Science, and Social Studies. If a student is below grade level in any area we ask for more data: 3-5 M-STEP Reading Score, Guided Reading Level, Universal Screening, MLPP, MLPP Writing Rubric Score, 3-5 M-STEP Math Score, Below 60% Science Unit Tests, Below 60% Social Studies Unit Tests, and other area of concern.

#### Literacy Goals for Each Card Marking - Guided Reading Levels based on DRA

##### Kindergarten

1st = 0

2nd = 1

3rd = 3

##### 1st Grade

1st = 6

2nd = 12

3rd = 16

##### 2nd Grade

1st = 18

2nd = 24

3rd = 28

##### 3rd Grade

1st = 28

2nd = 34

3rd = 38

##### 4th Grade

1st = 38

2nd = 40

3rd = 40

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### 5th Grade

1st = 40

2nd = 50

3rd = 50

### RTI Interventions

#### Kindergarten

#### Universal Screening

9-30 No Qualifying students

1-30 Score 64 (Qualifying Score)

6-5 Score 86 (retested for fall intervention)

### Grade 1

#### Universal Screening

9-30 Less than 8 (Qualifying Score)

1-30 Less than 13 (Qualifying Score)

6-5 Less than 16 (retested for fall intervention)

Guided Reading Level should be considered!

### Grade 2

#### Fluency Level

9-30 0 - 39 (Qualifying Score)

1-30 40 - 69 (Qualifying Score)

6-5 70 or below (retested for fall intervention)

Guided Reading Level should also be considered!

### Grade 3, 4, & 5

#### Comprehension

9-30 Less than 55% (Qualifying Score)

1-30 Less than 65% (Qualifying Score)

6-5 Less than 75% (retested for fall intervention)

Guided Reading Level should also be considered!

## **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?**

Timely, effective, additional assistance will be provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Tiers 2 and Tier 3 of Multi-Tiered Systems of Support (MTSS) is building-level interventions for students who need the most instructional support.

Allen staff is committed to student learning by differentiating instruction in the classroom to meet the needs of all students. Classroom teachers will effectively teach all children, intervene early, and use a multi-tiered model of service delivery. This essential classroom



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instruction is referred to Tier #1. Specially students who are not meeting expectations are given extra time, and provided different strategies, and/or interventions to help them meet grade level expectations. These strategies may include: small group, one-on-one instruction, reteaching, using manipulatives, scaffolding instruction, peer tutoring, adjusted workload, providing multiple strategies to solve problems, repetition, instructional match, honoring working memory, and time on task. When introducing new concepts teachers will focus on providing concrete, pictorial, and then abstract examples. Teachers will monitor student progress to inform instruction, use data to make decisions, use assessments for three different purposes: screening-diagnostics, progress monitoring, and committee-based decision making. The staff collaborates to plan and implement this learning. Teachers work together during various units of study in order to use cross-curricular activities. Students are actively engaged in instruction using all learning styles. Using a blend of state, federal, and local funds struggling students will receive assistance as needed to help them become successful.

If differentiated instruction has not been successful in the classroom, Allen has a process in place to identify and provide assistance to students experiencing difficulty on local and standardized assessments.

In September, academic screenings are conducted for all students in the goal areas. Data from the screenings are entered into MiStar DnA. This data is analyzed to determine goals, the necessary action steps. The action steps will include making an intervention plan for further differentiation for all struggling students.

Our objective is to provide services whenever we can fit it in during the school day. However, students needing immediate academic assistance can bypass this process to receive services, after-school programs, and summer school. Students may be recommended for our after-school tutoring program. This program is run by our Title I Interventionists who are certified teachers. After-school tutors collaborate regularly with classroom teachers in order to help students become successful. These sessions are limited to 10 students and begin with a focus lesson, followed by a practice session. These interventionists keep "Title I Documentation of Efforts". This particular data collection includes both the process focus intervention and next teaching steps. A sample of this can be found in appendix F.

Summer school is a district offered program that includes 60 hours of literacy and 20 hours of reading, writing, listening, and speaking instruction. There is a 1 to 20 student teacher ratio. Flexible grouping and differentiated instruction are used daily. There are 3 to 5 graduate students from local universities that work daily in the program.

During the school year there are three annual monitoring checkpoints, so teachers may monitor which students have been receiving interventions. In September, January, and May teachers are asked to complete an Eligibility sheet for student who are at-risk of not meeting grade level goals. This Eligibility sheet collects data in reading, writing, reading, writing, listening, and speaking, science, and social studies. This Eligibility sheet can be found in Appendix E. In all of interventions students may come in/out of services in order to receive immediate and ongoing assistance in all four content areas.

After 8 to 12 weeks of teacher interventions if the student is not making progress towards grade levels goals in reading, reading, writing, listening, and speaking, science, and/or social studies, then the student will be referred for Tier #2 interventions. Tier #2 interventions focus on small group learning. A team meeting will be held to determine whether the student is eligible for Tier #2 interventions. This team consists of: the building administrator, the Reading Specialists, the special education teacher, the speech therapist, a general education teacher, and the referring teacher. If the team determines that the student is not responding to the interventions then the team recommends Tier #2 services. This means that the student will meet with a certified teacher, a Title I Interventionist 2 to 4 times a week for 20 to 45 minutes to focus on the child's weakest area using different strategies than used in Tier #1. Interventionists will focus on integrating visual, auditory, kinesthetic, and/or tactile learning in order to accelerate learning. This interventionist will be working under the supervision of the Reading Specialists in the building. If the student qualifies for Tier #2 services the classroom teacher continues with classroom interventions. The student receives double service in an attempt to accelerate their learning. Teachers will continuously follow a cycle of classroom instruction, interventions, and progress monitoring in order to provide timely and flexible support.

At Tier #2 the reading interventions include some type of word-work, like making and breaking words, or sorting according to words

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commonalities. The lessons include guided reading and guided writing. The specific reading strategies include: using the Leveled Literacy Interventions kit prompts for fluency. Each new text includes a rich introduction to help students become successful the first time they read a new book. Students are taught using magnetic letters to break words into syllables and/or chunks to help them decode unknown words. The guided writing lessons often start with a discussion. Since these students often have difficulty coming up with writing ideas. Once the idea is talked out, it's repeated as it was said, and then the students repeat it a few times. Once the idea is in their head they begin to write. When students struggle writing words analogies are often used. For example if a student is trying to write battle and knows it begin with bat, they will be reminded that the ending is like "little".

At Tier #2 or Tier #3 examples of math interventions may include:

### General

- \*All directions, questions, explanations, and instructions need to be delivered in the most clean and concise manner and at the appropriate pace for the student.
- \*Check to ensure understanding of the concept of numbers and the relationship of symbols to number of objects.
- \*Allow student to perform alternative assignment. Gradually introduce more components of the regular assignments when they are ready.
- \*Make sure that student understands the reason behind the learning. Give concrete examples and opportunities to apply the concepts they are learning.

### Students who cannot remember facts

- \*Separate + and - facts by sets to be memorized individually.
  - \*Use as many concrete examples and experiences as possible. For example, paper clips, pencils, buttons, milk caps.
  - \*Present a few facts at a time and track the student's success in a visible way.
  - \*Put a number line on the desk to add and subtract with.
  - \*Have the student solve half the problems on their own and a calculator for the other half.
  - \*Review daily the skills that you want memorized.
  - \*Let students use calculators to correct and check math facts.
  - \*Use peg boards, abacus, base ten block to teach facts while providing a visual cue.
  - \*Only add a fact at a time as the student shows mastery.
- Use computer games that provide immediate feedback as reinforcement.

### Students who have trouble moving from concrete to the abstract

- \*Students use sets of objects from the room to practice the facts.
- \*Use concrete examples associate with each problem. For example:  $4 - 2$  becomes 4 boys went out to recess, 2 boys come in, how many boys are still outside?
- \*Demonstrate to students how to associate concrete with abstract. For example:  $2 \text{ pencils} + 2 \text{ pencils equals}$ . Walk students through the process.
- \*Use a peer tutor, then allow the student to be the peer tutor (learn and teach)
- \*Review abstract terms daily.
- \*Limit the amount of information to be learned at any one time.
- \*Make concepts as real life as possible.

### Students who mix up operations when solving problems

- \*Use flash cards of the operational signs.
- \*Have students use a reminder next to the problems to help them understand the symbol's meanings. Gradually remove the reminders.
- \*Color code the operation of each problem, use a different color for each operation.

## School Improvement Plan

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- \*Have students go through daily work first and highlight the operation to be used before doing the problems.
- \*Enlarge the symbols to cue the students. Use separate pages for the different operations. Gradually combine them.
- \*Put the operation symbols randomly around the room and have students identify and label them periodically.

Student who have trouble skip counting

- \*Student count concrete: nickel, dimes, pairs, or other manipulatives.
- \*Use a number line to see the increments. Keep it on their desk.
- \*Have students count and write the number as they count.
- \*Use tangible items to see the numbers increase by the increment used in the counting.
- \*Understand the why of this concept. Use real life situations where skip counting (multiplication) would be used.

Students who have trouble solving addition or subtraction problems

- \*Have students demonstrate the way they solved the problem, stating the process used and manipulate objects.
- \*Find opportunities for students to solve addition problems in real life (lunch money, calendar activities, etc)
- \*Be consistent with the math terms.
- \*Use graph paper to make sure that the numbers line up correctly.

Students who have trouble solving multiplication or division problems

- \*Use manipulatives to solve problems.
- \*Use calculators to reinforce that facts and/or for drill activities.
- \*Provide students with shorter tasks but more of them throughout the day. For example a student could complete 4 assignments of 5 problems versus 1 assignment of 20 problems.
- \*Explain to the student the real life applications of learning the concept. Give concrete examples and opportunities to apply these concepts throughout the day.
- \*Provide student with self-checking materials, requiring correction before turning in assignments.

Most students are referred for literacy interventions. However, students may be referred for reading, writing, listening, and speaking, science, and/or social studies. Interventions are based on student needs and are designed to help each student reach grade level content goals. Interventionists keep track of student progress by documenting the effort monthly. See an example of this form in Appendix F. After 8 to 12 weeks of teacher interventions and the interventions of Title I Interventionist a meeting will be held to determine whether the student is eligible for Tier #3 interventions. If the team determines that the student is not responding to the interventions then the team recommends Tier #3 services. If the student qualifies for Tier #3 services the classroom teacher continues with classroom interventions. This means that the student will meet with a certified teacher, a Title I Interventionist 2 to 4 times a week for 20 to 45 minutes to focus on the child's weakest area using different strategies than used in Tier #2. Tier #3 will include small group interventions or one-on-one assistance. The student receives double service in an attempt to accelerate their learning. Teachers will continuously follow a cycle of classroom instruction, interventions, and progress monitoring in order to provide timely and flexible support.

Tier #3 interventions include starting with a DRA reading level or the school writing prompts to assess their writing. The F.A.S.T. program and Orton-Gillingham are used for phonemic awareness skills. F.A.S.T. is an acronym for Foundations of Analysis, Synthesis, and Translation, three actions required by the brain during reading. This is a research-based literacy intervention program that combines phonics, auditory processing, and literature-based instruction to create streamlined, multi-sensory program that includes immediate reading application with high interest, phonetically controlled books. Orton-Gillingham is a multi-sensory balanced approach to teaching reading, writing, and spelling across the curriculum. Students receive guided reading and Leveled Literacy Interventions for reading comprehension. Writing techniques such as shared pen, where students and teacher write together one-on-one, and Expanding Expressions for writing. Expanding Expressions provides students with a hands-on approach to help student expand their writing with details. The Expanding

Expression Tool is color symbol coded. Students learn the code and are able to provide detailed descriptions including the following elements: the category the item belongs to, the function of the object, the appearance, what the item is made of, the parts of the item, and it's location.

After the students have completed all the Tiers and are still struggling with grade level content expectations students may be referred for Special Education services. Data from the tiers is used to help determine the student's strengths and weaknesses to help with eligibility for the student's Individualized Educational Plan.

Again, most students are referred for literacy interventions. However, students may be referred for reading, writing, listening, and speaking, science, and/or social studies. Interventions are based on student needs and are designed to help each student reach grade level content goals. Interventionists keep track of student progress by documenting the effort monthly. See an example of this form in Appendix F. At this level it is also important to modify classroom assignments and assessments. For example assignments may have to be shortened to give the student extra time to complete an assignment. A multiple-choice assessment may have 3 choices, instead of 4 choices for these students. The interventionists work closely with the classroom teacher to assist Tier #3 students.

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

Allen staff is committed to student learning by differentiating instruction in the classroom to meet the needs of all students. Classroom teachers will effectively teach all children, intervene early, and use a multi-tiered model of service delivery. This essential classroom instruction is referred to Tier #1. Specially students who are not meeting expectations are given extra time, and provided different strategies, and/or interventions to help them meet grade level expectations. These strategies may include: small group, one-on-one instruction, reteaching, using manipulatives, scaffolding instruction, peer tutoring, adjusted workload, providing multiple strategies to solve problems, repetition, instructional match, honoring working memory, and time on task. When introducing new concepts teachers will focus on providing concrete, pictorial, and then abstract examples. Teachers will monitor student progress to inform instruction, use data to make decisions, use assessments for three different purposes: screening-diagnostics, progress monitoring, and committee-based decision making.

The staff collaborates to plan and implement this learning. Teachers work together during various units of study in order to use cross-curricular activities. Students are actively engaged in instruction using all learning styles. Using a blend of state, federal, and local funds struggling students will receive assistance as needed to help them become successful. If differentiated instruction has not been successful in the classroom, Allen has a process in place to identify and provide assistance to students experiencing difficulty on local and standardized assessments.

## **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.**

Schoolwide Components

Funding Sources Programs

State/General Funds

Title I

Title IIa

Section 31a

1. Comprehensive Needs Assessment

General Fund

PA25, AdvancED and SW Planning

Data Team Leader Stipends

2. Schoolwide Reform Strategies

General Fund

Title I A Administrator and other staff support salaries

Professional development supplies and materials to write the Plan

Outside Facilitator evaluation

3. Instruction by Highly Qualified Professional Staff

General Fund All teachers and paraprofessionals are highly qualified.

4. Strategies to Attract High-Quality

Highly Qualified Teachers

General Fund Title II, A

31a Title I, A and Foundation Grants

New Teacher Mentor Program

District Professional Development

Conferences and Workshops

Reading Specialits

Technology resources

5. High-Quality and Ongoing Professional Development

Title II, A

General Funds

Title I, A , 31a

District level trainings -

Strategic Intervention Solutions

& Michelangelo Enterprises

Summer Technology Institute

Administrator Data Walk Training

MiStar DnA

Reading Specialist

## School Improvement Plan

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Monthly Professional Development/Coaching

### 6. Strategies to increase Parental Involvement

Title I, A

General Funds

Parent Teacher Organization

Section 107 and Federal WIA (formerly ABE/ESL)

Family Education Outreach

Workshops and Meetings

Family/Child Events

TIPS training from MAS/FPS

Incentives

Home School Communications

SACE (Southgate Adult & Community Education)

Adult Basic Education program for parents and English As a Second Language, GED and High School Completion

All Call Electronic Notification System

### 7. Preschool Transition Strategies

Head Start Preschool Program

ECI (Early Childhood Initiative) grant

General Fund

Family Education Outreach

Membership for Early Childhood Local Advisory

Boards and Wayne County Collaboratives

Kindergarten Orientation

### 8. Teacher Participation in making Assessment Decisions

General Fund

Title II, A

Curriculum Meetings

Grade Level Meetings

Data Team Meetings

Common Assessment Creation

### 9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Title I, A ,31a

Title III and General Fund

Teacher Interventionists

After Hours Tutoring

Technology Assistance (ipads, and iPods)

Literacy Library and Media Center Resources

Summer School

Big Sister/Little Sister and Big Brother/Little Brother mentoring program

Reading Specialist

MTSS (Multi-Tiered Support System)

English Language Learner tutoring

### 10. Coordination and Integration of Federal, State, and Local Programs and Resources

Title I, A Title II, A

## School Improvement Plan

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General Fund  
Federal Head Start  
SACE Cares Food Bank  
Title I  
Grant Administrator support  
Head Start Collaborative  
Nutrition  
Homeless resources

### **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  
PA25, AdvancED and SW Planning  
Data Team Leader Stipends

#### 2. Schoolwide Reform Strategies

General Fund  
Title I A Administrator and other staff support salaries  
Professional development supplies and materials to write the Plan  
Outside Facilitator evaluation

#### 3. Instruction by Highly Qualified Professional Staff

General Fund All teachers and paraprofessionals are highly qualified.

#### 4. Strategies to Attract High-Quality

Highly Qualified Teachers  
General Fund Title II, A  
31a Title I, A and Foundation Grants  
New Teacher Mentor Program  
District Professional Development  
Conferences and Workshops  
Reading Specialists  
Technology resources

#### 5. High-Quality and Ongoing Professional Development

Title II, A  
General Funds  
Title I, A , 31a  
District level trainings -  
Strategic Intervention Solutions  
& Michelangelo Enterprises  
Summer Technology Institute  
Administrator Data Walk Training  
MiStar DnA

# School Improvement Plan

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Reading Specialists

Monthly Professional Development/Coaching

## 6. Strategies to increase Parental Involvement

Title I, A

General Funds

Parent Teacher Organization

Section 107 and Federal WIA (formerly ABE/ESL)

Family Education Outreach

Workshops and Meetings

Family/Child Events

TIPS training from MAS/FPS

Incentives

Home School Communications

SACE (Southgate Adult & Community Education)

Adult Basic Education program for parents and English As a Second Language, GED and High School Completion

All Call Electronic Notification System

## 7. Preschool Transition Strategies

Head Start Preschool Program

ECl (Early Childhood Initiative) grant

General Fund

Family Education Outreach

Membership for Early Childhood Local Advisory

Boards and Wayne County Collaboratives

Kindergarten Orientation

## 8. Teacher Participation in making Assessment Decisions

General Fund

Title II, A

Curriculum Meetings

Grade Level Meetings

Data Team Meetings

Common Assessment Creation

## 9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Title I, A ,31a

Title III and General Fund

Teacher Interventionists

After Hours Tutoring

Technology Assistance (ipads, and iPods)

Literacy Library and Media CenterResources

Summer School

Big Sister/Little Sister and Big Brother/Little Brother mentoring program

Reading Specialists

MTSS (Multi-Tiered Support System)

English Language Learner tutoring

## 10. Coordination and Integration of Federal, State, and Local Programs and Resources



## School Improvement Plan

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Title I, A Title II, A

General Fund

Federal Head Start

**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.**

Allen Elementary School uses our available resources and programs to improve our student achievement. There is collaboration within our district to coordinate programs and resources to maximize student success. Our school nutrition programs offers breakfast and lunch to our students that qualify throughout the school year. During the summer months Southgate has two summer feeding sites available for both breakfast and lunch. Our PTO, School Improvement Team, and multiple surveys allow for further parent input and awareness for improving our school plan.

## **Evaluation:**

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

We will annually evaluate the implementation of our plan. The staff and the School Improvement Team will determine whether the schoolwide implementation has been effective in increasing achievement for all students. The staff will specifically be analyzing the achievement of the students who have been farthest from achieving the standards. Annual evaluations include parent/student/teacher satisfaction surveys, perception surveys, standardized test results, and local assessment results. The staff will revise the plan, as necessary, based on the results of the evaluation to ensure continuous improvement. This will include monthly meetings to review goals, objectives, and the implementation of strategies. The staff will use trend data from MDE required standardized assessments and the Advancing Excellence in Education (AdvancEd) Self-Assessment Report, MiStar DnA, which includes all local and standardized assessments to determine if the building level goals were met.

Allen Elementary evaluates the school-wide program annually. We use on-going process consisting of staff and administrators on a regular basis, PTO meetings, and administrative data walks to evaluate the implementation of strategies and results achieved by the school improvement plan and to adjust the plan for the following year. We will disaggregate results by all subgroups and subject areas. The staff, School Improvement Team, and Data Teams will analyze and discuss achievement gaps, current strategies, their effectiveness and the necessary changes needed to improve student achievement. The School Improvement team will bring forth their findings to the staff, to inform, and garner feedback. This collaborative effort among all stakeholders, including parents and students, is an on-going responsive school improvement model.

### **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.**

Allen evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement. Our school improvement team will look at the economically disadvantaged as well as the bottom performing 30% of the students, and the different interventions, instructional strategies and staffing targeted for this subgroup. Our focus is to move all students forward but with emphasis on providing resources to students not meeting grade level standards. Teachers will monitor the results and respond with differentiated instruction and other instructional interventions. Teachers will monitor and respond to student data with differentiated instruction and interventions. The school improvement team will continue to focus on its role as the leader in responding to student data appropriately moving student achievement in the right direction and with a sense of urgency.

### **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.**

Based on results of the School Improvement Plan evaluation, the team will discuss, analyze goals, objectives, and activities, and activities during the course of the school year. If an objective is not met, the committee will reevaluate the objective, strategies, and activities to determine and provide evidence where change is needed. The committee will present their findings and evidence to the entire staff to get additional input. We will identify all subgroups, including the bottom 30% and the economically disadvantaged students by grade level, along  
SY 2016-2017

with implementing targeted interventions and strategies. Staff will share in the evaluation process through discussions at professional development meetings, and through observations and dialogues with the administrators and classroom teachers.

#### **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?**

Allen Elementary School's process by the school to revise the plan is ongoing among all stakeholders to ensure continuous improvement of students. The school improvement team will respond to the evaluation with a collaborative approach to revisions. The team will recommend a plan of action consisting of strategies, resources, and interventions. The staff will share in the revision process through discussions at all professional development, Data Team Meetings, and through dialogues with administration. Parents will also make suggestions via parent representatives on the school improvement team, PTO meetings, through parent surveys, at Parent-Teacher conferences, and with administration on an individual basis. The ongoing revision process will start in the fall of each year where teachers assess student learning. It will also allow us to see gaps in our schoolwide plan so we can address any disconnect between student needs and interventions. We will use ongoing data to trigger any revisions to the schoolwide plan. The school improvement strategies and action steps will be under scrutiny along with extended day and interventions. The school improvement team will approach the staff with their recommendations upon review of the evaluation. Revisions to the schoolwide plan will be finalized in the spring for full implementation in the fall. It is important for Allen Elementary School to provide flexible support models to meet the needs of all students.

# **2016 School Improvement Plan**

## **Overview**

### **Plan Name**

2016 School Improvement Plan

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All K-5 students will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0
2	All students will be proficient in English Language Arts	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0
3	All K-5 students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0
4	All K-5 students will be proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0

## Goal 1: All K-5 students will be proficient in math.

### Measurable Objective 1:

54% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency as determined by achieving level 1 or 2 in Mathematics by 06/09/2017 as measured by M-STEP.

### Strategy 1:

Higher Order Thinking Skills - All math teachers will focus on Application, Analysis, Synthesis, and Evaluation. Groups will be informal, formal, and base groups. Teachers will display extensive knowledge of the important concepts in math and how these relate to one another and to other disciplines.

Category:

Research Cited: update

Tier: Tier 1

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in math. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@<a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a>. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.</p>	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems. Teachers will use document cameras to demonstrate math skills and problem –solving strategies. Teachers will use MiStar DnA to record and analyze student math scores.</p>	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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<p>Students/Parents/Staff will be asked to evaluate all strategies and activities.            This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.            This process should include answering the following questions:            1. Is there opportunity for high quality implementation?            2. Is the program implemented as intended?            3. What is the program's impact on students?            Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development.            Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement".            Professional Development will include a 4th year of sessions for every math teacher K-2, from "Strategic Intervention Solutions". These sessions will highlight the best mathematical practices.            Professional Development will include an optional after-school best practice study for classroom teachers.            Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in math.            Professional Development will include implementation of Instructional Rounds for all teaching staff.</p>	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	Title II Part A	All certified staff.

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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<p>Teachers will meet according to the Professional Development schedule to look at student growth and gains in Math as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>All certified staff.</p>
<p>Activity - At-Risk Student Support</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

**School Improvement Plan**

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<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.</p> <p>Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>All certified staff.</p>
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**Strategy 2:**

Student Engagement - Teachers will focus on engaging students during math instruction and educational activities. Teachers will use strategies, such as Novelty and Variety,

Affiliation, Choice, Affirmation, Authenticity. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.

# School Improvement Plan

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Category:

Research Cited: update

Tier: Tier 1

Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Allen Elementary School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
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Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet according to the Professional Development schedule to look at student growth and gains in Math as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTS), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@ <a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a> . Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2017	\$0	Title I Part A	All certified staff.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Allen Elementary School

<p>Professional Development will include the 5 days of District Provided Professional Development.</p> <p>Professional Development will include the 5 days of District Provided Professional Development.</p> <p>Professional Development will focus on “Higher Order Thinking Skills” and “Student Engagement”.</p> <p>Professional Development will include a 4th year of sessions for every math teacher K-2, from “Strategic Intervention Solutions”. These sessions will highlight the best mathematical practices.</p> <p>Professional Development will include an optional after-school best practice study for classroom teachers.</p> <p>Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in math.</p> <p>Professional Development will include implementation of Instructional Rounds for all teaching staff.</p>	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2017	\$0	Title II Part A	All certified staff.
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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems.</p> <p>Teachers will use document cameras to demonstrate math skills and problem –solving strategies.</p> <p>Teachers will use MiStar DnA to record and analyze student math scores.</p>	Technology	Tier 1	Monitor	09/02/2014	06/12/2017	\$0	General Fund	All certified staff.

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in math. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child’s learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

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Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.</p> <p>This process should include answering the following questions:                      1. Is there opportunity for high quality implementation?                      2. Is the program implemented as intended?                      3. What is the program's impact on students?</p> <p>Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

## Goal 2: All students will be proficient in English Language Arts

### Measurable Objective 1:

59% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by achieving a Level 3 or 4 in English Language Arts by 06/09/2017 as measured by the M-STEP.

### Strategy 1:

Higher Order Thinking Skills - All math teachers will focus on Application, Analysis, Synthesis, and Evaluation. Groups will be informal, formal, and base groups.

Teachers will display extensive knowledge of the important concepts in ELA and how these relate to one another and to other disciplines.

Category:

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom's book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Tier: Tier 1

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Allen Elementary School

<p>Teachers will meet according to the Professional Development schedule to look at student growth and gains in ELA as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>All certified staff.</p>
<p>Activity - At-Risk Student Support</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

## School Improvement Plan

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<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Allen Elementary School

<p>Professional Development will include the 5 days of District Provided Professional Development.  Professional Development will focus on “Higher Order Thinking Skills” and “Student Engagement”.  Professional Development will include a second year of sessions for every math teacher K-8, from “Strategic Intervention Solutions”. These sessions will highlight the best mathematical practices.  Professional Development will include a second year of sessions, including coaching from Michal Taylor of “Michalangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5.  Professional Development will include an optional after-school book study for “Total Participation Techniques: Making Every Student an Active Learner”.  Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in ELA. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.</p>	Parent Involvement	Tier 1	Implement	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development.  Professional Development will focus on “Higher Order Thinking Skills” and “Student Engagement”.  Professional Development will include an optional after-school best practice study for classroom teachers.  Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in ELA.  Professional Development will include implementation of Instructional Rounds for all teaching staff.</p>	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	Title II Part A	All certified staff.

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Allen Elementary School

Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.	Evaluation	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
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Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in math. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in ELA. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of ELA. Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies. Teachers will use MiStar DnA to record and analyze student ELA scores.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

### Strategy 2:

Student Engagement - students in becoming proficient in math. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers

## School Improvement Plan

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will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.

Category:

Research Cited: Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier: Tier 1

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in math. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.	Direct Instruction	Tier 1		09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet according to the Professional Development schedule to look at student growth and gains in ELA as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTS), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Professional Learning	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

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Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Allen Elementary School

<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@<a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a>. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.</p>	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school best practice study for classroom teachers. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in ELA. Professional Development will include implementation of Instructional Rounds for all teaching staff.</p>	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	Title II Part A	All certified staff.
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in ELA. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of ELA. Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies. Teachers will use MiStar DnA to record and analyze student ELA scores.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
<b>Activity - Evaluation of the Strategies and/or Activities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.	Evaluation	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

## Goal 3: All K-5 students will be proficient in science.

### Measurable Objective 1:

34% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by achieving a Level 3 or 4 in Science by 06/09/2017 as measured by the M-STEP.

### Strategy 1:

Higher Order Thinking Skills - All science teachers will focus on Application, Analysis, Synthesis, and Evaluation. Groups will be informal, formal, and base groups.  
Teachers will display extensive knowledge of the important concepts in science and how these relate to one another and to other disciplines.

Category:



## School Improvement Plan

Allen Elementary School

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom's book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Tier: Tier 1

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in science. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in science. Teachers will focus on the Grade Level Content Expectations for Science, while beginning to prepare for the "Next Generation of Science Standards" in order to further help student achievement.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet according to the Professional Development schedule to look at student growth and gains in Science as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Allen Elementary School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Allen Elementary School

<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@<a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a>. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions. K-5 Parents will sign the "Schoolwide Compact" at the fall parent-teacher conference. Teachers will encourage parents to access MiStar, our web-based grade book system to student progress for students in grades 3rd through 12th. Parents will be encouraged to communicate with teacher via email, phone or in person whenever they have any questions or concerns. The District Parent Involvement Policy will be followed. K-5 Administrators will follow the "Title I Parent Involvement Plan &amp; Checklist" that includes: policy, annual parent meeting, involving parent in a timely ongoing way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value or parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.</p>	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school best practice study for classroom teachers. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in science. Professional Development will include implementation of Instructional Rounds for all teaching staff.</p>	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	Title II Part A	All certified staff.

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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice scientific skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, Chrome Books and iCurio to assist student in becoming proficient in science.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of science.</p> <p>Teachers will use document cameras to demonstrate science skills and problem-solving strategies.</p>	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students/Parents/Staff will be asked to evaluate all strategies and activities.</p> <p>This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.</p> <p>This process should include answering the following questions:</p> <ol style="list-style-type: none"> <li>1. Is there opportunity for high quality implementation?</li> <li>2. Is the program implemented as intended?</li> <li>3. What is the program's impact on students?</li> </ol> <p>Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation	Tier 1	Monitor	09/09/2014	06/15/2017	\$0	General Fund	All certified staff.

### Strategy 2:

Student Engagement - Teachers will focus on engaging students during science instruction and educational activities. Teachers will use strategies, such as Novelty and Variety, Affiliation, Choice, Affirmation, Authenticity. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.

#### Category:

Research Cited: Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning.

Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier: Tier 1

## School Improvement Plan

Allen Elementary School

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in math. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet according to the Professional Development schedule to look at student growth and gains in Science as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All responsible staff.
Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Allen Elementary School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
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Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Allen Elementary School

<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@<a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a>. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.</p>	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2017	\$0	Title I Part A	All certified staff.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school best practice study for classroom teachers. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in science. Professional Development will include implementation of Instructional Rounds for all teaching staff.</p>	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	Title II Part A	All certified staff.

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Allen Elementary School

Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice science skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving scientific problems. Teachers will use document cameras to demonstrate science skills and problem-solving strategies.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
<b>Activity - Evaluation of the Strategies and/or Activities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.	Evaluation	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

## Goal 4: All K-5 students will be proficient in Social Studies.

### Measurable Objective 1:

31% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency achieving a Level 3 or 4 in Social Studies by 06/09/2017 as measured by the M-STEP.

### Strategy 1:

Higher Order Thinking Skills - All social studies teachers will focus on Application, Analysis, Synthesis, and Evaluation. Groups will be informal, formal, and base groups. Teachers will display extensive knowledge of the important concepts in social studies and how these relate to one another and to other disciplines.

Category:



## School Improvement Plan

Allen Elementary School

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom's book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Tier: Tier 1

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in social studies. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in social studies. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2017	\$0	General Fund	All certified staff.
Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet according to the Professional Development schedule to look at student growth and gains in Social Studies as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTS), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	Title II Part A	All certified staff.
Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Allen Elementary School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
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Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Allen Elementary School

Teachers will explain and discuss the content expectations for each grade in the fall of each year. Encourage attendance at the fall and spring parent-teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system to student progress for students in grades 3rd through 12th. Parents will be encouraged to communicate with teacher via email whenever they have any questions or concerns. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.	Parent Involvement	Tier 1	Implement	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school best practice study for classroom teachers. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in social studies. Professional Development will include implementation of Instructional Rounds for all teaching staff.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	Title II Part A	All certified staff.

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in social studies. Teachers will utilize Mimio Interactive Whiteboards and projectors to assist students in the process of solving social problems. Teachers will use document cameras to demonstrate social studies skills and problem-solving strategies.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Allen Elementary School

Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.	Evaluation	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
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### Strategy 2:

Engagement - Teachers will focus on differentiating social studies instruction in order to improve student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.

#### Category:

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom by Carol Ann Tomlinson. These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students. Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.

Tier: Tier 1

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in math. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.

## School Improvement Plan

Allen Elementary School

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet according to the Professional Development schedule to look at student growth and gains in Social Studies as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTS), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Allen Elementary School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All responsible staff.
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Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Allen Elementary School

<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@<a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a>. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.</p>	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school best practice study for classroom teachers. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in social studies. Professional Development will include implementation of Instructional Rounds for all teaching staff.</p>	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	Title II Part A	All certified staff.

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Allen Elementary School

<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary.          Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in social studies.          Teachers will utilize Mimio Interactive Whiteboards and projectors to assist students in the process of solving social problems.          Teachers will use document cameras to demonstrate social studies skills and problem-solving strategies.</p>	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.
Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students/Parents/Staff will be asked to evaluate all strategies and activities.          This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.          This process should include answering the following questions:          1. Is there opportunity for high quality implementation?          2. Is the program implemented as intended?          3. What is the program's impact on students?          Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff.



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in social studies. Teachers will utilize Mimio Interactive Whiteboards and projectors to assist students in the process of solving social problems. Teachers will use document cameras to demonstrate social studies skills and problem-solving strategies.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.
Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice science skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving scientific problems. Teachers will use document cameras to demonstrate science skills and problem-solving strategies.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.

**School Improvement Plan**

Allen Elementary School

Data Team	Teachers will meet according to the Professional Development schedule to look at student growth and gains in ELA as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.
Classroom	Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in social studies. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in social studies. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2017	\$0	All certified staff.

**School Improvement Plan**

Allen Elementary School

Data Team	Teachers will meet according to the Professional Development schedule to look at student growth and gains in Math as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.
Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems. Teachers will use document cameras to demonstrate math skills and problem –solving strategies. Teachers will use MiStar DnA to record and analyze student math scores.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.

**School Improvement Plan**

Allen Elementary School

Data Team	Teachers will meet according to the Professional Development schedule to look at student growth and gains in ELA as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Professional Learning	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.
Data Team	Teachers will meet according to the Professional Development schedule to look at student growth and gains in Social Studies as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.

## School Improvement Plan

Allen Elementary School

<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions:            1. Is there opportunity for high quality implementation?            2. Is the program implemented as intended?            3. What is the program's impact on students?            Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>
<p>Classroom</p>	<p>Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in math. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>
<p>Technology</p>	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in ELA. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of ELA. Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies. Teachers will use MiStar DnA to record and analyze student ELA scores.</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>

## School Improvement Plan

Allen Elementary School

Data Team	Teachers will meet according to the Professional Development schedule to look at student growth and gains in Math as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff.
Evaluation of the Strategies and/or Activities	Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.	Evaluation	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.

## School Improvement Plan

Allen Elementary School

Technology	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice scientific skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, Chrome Books and iCurio to assist student in becoming proficient in science.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of science.</p> <p>Teachers will use document cameras to demonstrate science skills and problem-solving strategies.</p>	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.
Evaluation of the Strategies and/or Activities	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities.</p> <p>This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.</p> <p>This process should include answering the following questions:</p> <ol style="list-style-type: none"> <li>1. Is there opportunity for high quality implementation?</li> <li>2. Is the program implemented as intended?</li> <li>3. What is the program's impact on students?</li> </ol> <p>Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.

**School Improvement Plan**

Allen Elementary School

Technology	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in ELA.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of ELA.</p> <p>Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies.</p> <p>Teachers will use MiStar DnA to record and analyze student ELA scores.</p>	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.
Data Team	<p>Teachers will meet according to the Professional Development schedule to look at student growth and gains in Science as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact.</p> <p>Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.</p>	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All responsible staff.



## School Improvement Plan

Allen Elementary School

<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions:            1. Is there opportunity for high quality implementation?            2. Is the program implemented as intended?            3. What is the program's impact on students?            Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>
<p>Technology</p>	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems. Teachers will use document cameras to demonstrate math skills and problem –solving strategies. Teachers will use MiStar DnA to record and analyze student math scores.</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/12/2017</p>	<p>\$0</p>	<p>All certified staff.</p>

## School Improvement Plan

Allen Elementary School

Classroom	Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in math. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff.
Classroom	Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in math. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff.
Data Team	Teachers will meet according to the Professional Development schedule to look at student growth and gains in Science as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.

## School Improvement Plan

Allen Elementary School

Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in social studies. Teachers will utilize Mimio Interactive Whiteboards and projectors to assist students in the process of solving social problems. Teachers will use document cameras to demonstrate social studies skills and problem-solving strategies.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.
Classroom	Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in science. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in science. Teachers will focus on the Grade Level Content Expectations for Science, while beginning to prepare for the "Next Generation of Science Standards" in order to further help student achievement.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff.
Classroom	Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in math. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.	Direct Instruction	Tier 1		09/02/2014	06/15/2017	\$0	All certified staff.

## School Improvement Plan

Allen Elementary School

<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions:            1. Is there opportunity for high quality implementation?            2. Is the program implemented as intended?            3. What is the program's impact on students?            Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>
<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions:            1. Is there opportunity for high quality implementation?            2. Is the program implemented as intended?            3. What is the program's impact on students?            Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>

## School Improvement Plan

Allen Elementary School

<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions:            1. Is there opportunity for high quality implementation?            2. Is the program implemented as intended?            3. What is the program's impact on students?            Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/09/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>
<p>Classroom</p>	<p>Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in math. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>
<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions:            1. Is there opportunity for high quality implementation?            2. Is the program implemented as intended?            3. What is the program's impact on students?            Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>

## School Improvement Plan

Allen Elementary School

Classroom	Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in math. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff.
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### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Involvement	K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@ <a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a> . Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2017	\$0	All certified staff.

## School Improvement Plan

Allen Elementary School

Parental Involvement	Teachers will explain and discuss the content expectations for each grade in the fall of each year. Encourage attendance at the fall and spring parent-teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system to student progress for students in grades 3rd through 12th. Parents will be encouraged to communicate with teacher via email whenever they have any questions or concerns. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.	Parent Involvement	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff.
Parental Involvement	K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@ <a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a> . Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.

**School Improvement Plan**

Allen Elementary School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.          Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.          Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>
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**School Improvement Plan**

Allen Elementary School

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Allen Elementary School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.          Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.          Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>
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**School Improvement Plan**

Allen Elementary School

	classroom the student will be exited from services.							
Parental Involvement	<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@<a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a>. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.</p>	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.

**School Improvement Plan**

Allen Elementary School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.          Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.          Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>
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**School Improvement Plan**

Allen Elementary School

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**School Improvement Plan**

Allen Elementary School

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**School Improvement Plan**

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**School Improvement Plan**

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**School Improvement Plan**

Allen Elementary School

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**School Improvement Plan**

Allen Elementary School

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**School Improvement Plan**

Allen Elementary School

	classroom the student will be exited from services.							
Parent Involvement	<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@<a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a>. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions.</p> <p>K-5 Parents will sign the "Schoolwide Compact" at the fall parent-teacher conference. Teachers will encourage parents to access MiStar, our web-based grade book system to student progress for students in grades 3rd through 12th. Parents will be encouraged to communicate with teacher via email, phone or in person whenever they have any questions or concerns. The District Parent Involvement Policy will be followed.</p> <p>K-5 Administrators will follow the "Title I Parent Involvement Plan &amp; Checklist" that includes: policy, annual parent meeting, involving parent in a timely ongoing way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value or parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.</p>	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.

**School Improvement Plan**

Allen Elementary School

Parent Involvement	K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@ <a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a> . Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.
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**School Improvement Plan**

Allen Elementary School

Parent Involvement	K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@ <a href="http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html">http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html</a> . Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2017	\$0	All certified staff.
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**School Improvement Plan**

Allen Elementary School

<p>Parent Involvement</p>	<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Higher Order Thinking Skills” and “Student Engagement”. Professional Development will include a second year of sessions for every math teacher K-8, from “Strategic Intervention Solutions”. These sessions will highlight the best mathematical practices. Professional Development will include a second year of sessions, including coaching from Michal Taylor of “Michalangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5. Professional Development will include an optional after-school book study for “Total Participation Techniques: Making Every Student an Active Learner”. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in ELA. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents. Additionally, teachers are attending "Reaching and Teaching Students of Poverty" to build our capacity to support students from at-risk households, including supporting parents.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>
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**School Improvement Plan**

Allen Elementary School

<p>At-Risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.          Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.          Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff.</p>
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**School Improvement Plan**

Allen Elementary School

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**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school best practice study for classroom teachers. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in social studies. Professional Development will include implementation of Instructional Rounds for all teaching staff.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff.
Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school best practice study for classroom teachers. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in social studies. Professional Development will include implementation of Instructional Rounds for all teaching staff.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff.

**School Improvement Plan**

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Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include a 4th year of sessions for every math teacher K-2, from "Strategic Intervention Solutions". These sessions will highlight the best mathematical practices. Professional Development will include an optional after-school best practice study for classroom teachers. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in math. Professional Development will include implementation of Instructional Rounds for all teaching staff.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2017	\$0	All certified staff.
Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school best practice study for classroom teachers. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in ELA. Professional Development will include implementation of Instructional Rounds for all teaching staff.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff.
Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school best practice study for classroom teachers. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in science. Professional Development will include implementation of Instructional Rounds for all teaching staff.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff.

# School Improvement Plan

Allen Elementary School

Data Team	Teachers will meet according to the Professional Development schedule to look at student growth and gains in Social Studies as measured by lesson assessments, unit tests, district common assessment pieces, and/or state standardized testing. Teachers will make collective decisions about which total participation techniques (TPTs), higher order thinking skills (HOTs), and questioning techniques are positively impacting student growth and achievement. Teachers will share total participation techniques, higher order thinking practices, and questioning techniques that are having the greatest student learning impact. Teachers will discuss how students will demonstrate mastery of standards, and how formative assessment tools are guiding and pacing instruction. Teachers will discuss obstacles that face non-proficient students, and use the collaborative process to generate ideas and solutions. Using data and dialogue from team meetings; teachers will evaluate, monitor, and adjust their instruction to meet the learning needs of all subgroups.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff.
Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school best practice study for classroom teachers. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in ELA. Professional Development will include implementation of Instructional Rounds for all teaching staff.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff.
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Allen Elementary School

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