



## **School Improvement Plan**

**C.K. Schickler Elementary School**

**Lapeer Community Schools**

Mr. Paul Dombrowski  
2020 WEST OREGON ST  
LAPEER, MI 48446-1122

# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	9
Improvement Planning Process.....	10
<b>School Data Analysis</b>	
Introduction.....	13
Student Enrollment Data.....	14
Student Achievement Data for All Students.....	16
Subgroup Student Achievement.....	20
Perception Data - Students.....	28
Perception Data – Parents/Guardians.....	30
Perception Data – Teachers/Staff.....	31

Other..... 32

**School Additional Requirements Diagnostic**

Introduction..... 35  
School Additional Requirements Diagnostic..... 36

**Title I Schoolwide Diagnostic**

Introduction..... 39  
Component 1: Comprehensive Needs Assessment..... 40  
Component 2: Schoolwide Reform Strategies ..... 44  
Component 3: Instruction by Highly Qualified Staff..... 47  
Component 4: Strategies to Attract Highly Qualified Teachers..... 48  
Component 5: High Quality and Ongoing Professional Development..... 50  
Component 6: Strategies to Increase Parental Involvement..... 51  
Component 7: Preschool Transition Strategies..... 60  
Component 8: Teacher Participation in Making Assessment Decisions..... 61  
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 63  
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 65  
Evaluation..... 69

**Schickler Elementary School Improvement Plan**

Overview..... 72

Goals Summary ..... 73  
    Goal 1: All students at Schickler Elementary will become proficient in reading..... 74  
    Goal 2: School Culture ..... 79  
    Goal 3: All students at Schickler Elementary will become proficient in Mathematics..... 80  
    Goal 4: All students at Schickler Elementary will demonstrate proficiency in writing..... 85  
  
Activity Summary by Funding Source ..... 89

DRAFT

## 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.

DRAFT

## Executive Summary

DRAFT

## **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.

DRAFT

## **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?**

Schickler Elementary is a K-5 building with an enrollment of 428 students with 242 males and 186 females. Schickler is located in a rural town near the city limits. It has experienced a number of changes over the past three years, including administration and teaching staff. Following the closure of two elementary buildings in the district a large portion of the students affected by the closing were moved to Schickler, causing an increase in student population and staffing. Our free and reduced population is 75%. The student population has increased from approximately 368 students to 428 students. Approximately 13 students are currently School of Choice students.

DRAFT

## 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.**

### Schickler Vision

Schickler Elementary inspires, supports, and cultivates life-long learners and strategic thinkers through partnerships with staff, parents, and the community.

### Schickler Mission

Schickler Elementary commits to showing students they are valued and respected. We commit to working together with parents and community to create a secure, rigorous, and engaging learning environment that fosters creativity and builds confidence within our students to bring about lifelong learners, strategic thinkers, and productive citizens.

### Beliefs Statements

\*Collaboration plays a key role in the evaluation of students needs and this collaboration drives the decisions made by the staff.

\*Responding to each individual student needs will continue to move student learning forward.

\*Students learn best when high expectations are supported with differentiated learning opportunities that address individual students' readiness, interest, and learning preference needs.

\*Teachers create a safe, positive environment by believing in students, supporting academic risk-taking, and modeling learning and positive choices.

\*Parents are role models and children's first teacher. Parental support for learning and school activities is an important part of student success with the cooperation of school staff and administration.

\*Flexibility, cooperation, and acceptance of change among all staff, students, and parents promote success for all students.

## **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.**

Schickler Elementary is proud of the accomplishments of students, staff and families throughout the 2012-13 school year. Through teamwork and dedication our students made great gains academically and socially. The following are just a few notable achievements for the 2012-13 school year.

- All teaching staff collaborates weekly to provide quality whole class and supplementary instruction.
- Schickler staff review assessment data on an ongoing basis throughout the school year, targeting students' strengths and weaknesses in order to plan for adjusted instruction.
- All classrooms provide interventions based on proficiency scores. In addition, a building-wide response to intervention time was developed for 30-40 minutes every day where students receive 3 to 5 week cycles of support based on individual academic needs. Two teachers were trained in Reading Recovery to support our lowest performing first grade students with diagnostic support.
- The development of yearly target goals and student outcome objectives is a collaborative process. The process involves the following: Parent input is gathered through P.T.C., Parent Advisory Council, perception and program surveys, and parent involvement activities.
- Staff Professional Development activities focus on building goals in reading and writing workshop, math problem solving skills, and response to intervention. Staff regularly meets to analyze data, share strategies, and plan to implement the professional development learned and observed.

As we continue to operate as a Title I Schoolwide, our components for identifying students not mastering the content in all areas will remain the same, grade level teams will continue to meet bi-weekly to analyze student data and plan for adjusted instruction, staff and parents will also continue to work together to review academic and perception data, and Title I staff will support tiers of intervention. Changed components will include whole staff training to enhance teaching at the Tier 1 and 2 levels to include best practice strategy development focusing on improved discussion and questioning techniques and student engagement. Title I interventionist and first grade training to include Reading Recovery. Whole staff and parent workshops will be offered for the purpose and building procedures for the improvement of informing parents about teaching and learning, communication to parents when a child has a problem, and our two-way communication between home and school. Title I interventionists and paraprofessional support will be allocated based on the students not meeting expectations to ensure all students receive additional guided support and all families are invited to attend Title I events. Title I parent involvement funds will be used to provide parent workshops that will help parents provide support while at home.

## **Additional Information**

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

Students need more hands-on and discovery based learning to move students beyond the current performance level to higher-level thinking, problem solving and understanding of mathematical concepts. Students also need more opportunities to write to a purpose as is supports both informational and narrative writing aligned to the curriculum. Due to our special education and transient population, additional focus and professional learning needs to target these groups to be able to close the achievement gap.

DRAFT

# Improvement Plan Stakeholder Involvement

DRAFT

## 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.

DRAFT

## 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.**

Schickler Elementary utilizes three different avenues to involve all stakeholders in the decision-making process. These three bodies include the Effective Schools Committee (ESC), the Parent Advisory Council (PAC), and the School Improvement Committees (SIP Committees) which consist of grade level teacher teams.

One of the major decision making bodies for Schickler Elementary is the ESC (Effective Schools Committee). This collaborative group is comprised of the building administrator, lower and upper elementary representatives, Title I, special education and/or elective teachers. In addition, all staff are encouraged to attend ESC meetings and provide input into decisions being made. In addition to the ESC, Schickler utilizes PAC (Parent Advisory Council) to seek parent input in regards to building decisions. While not an independent decision-making body, parent representatives are sought from each classroom to promote varied participation. The committee then meets regularly to discuss the school improvement plan and to review changes to the plan and/or implementation. In addition, each meeting is focused on providing information and then seeking input and ideas related to issues facing the building. The PAC also serves as a committee that regularly completes various collaborative projects with teacher representatives, including budget decisions, parent compact and policy development, bond budget expenditures, etc. Finally, data related to building performance is often shared, examined, and gathered as part of these meetings.

School Improvement Committees consist of grade level teacher teams that meet weekly during collaborative planning time. All teaching staff serve on one of the goal committees and meet bi-monthly with any other representatives for their committee (parents/support staff) to review data, discuss goals, and develop/communicate materials, assessments, and other elements of the goal to deliver to the rest of the staff. Throughout the year, the PAC also reviews the school improvement plan and discusses future needs based on data. Throughout the year, staff are also determining future needs to develop goals for the following school year. The ESC, PAC, staff, and parents study student achievement data from a variety of sources that include the MEAP (Michigan Educational Assessment Program) data, MLPP (Michigan Literacy Progress Profile) and DRA2 data, district level assessments, chapter tests, and classroom assessment and/or observational data. Upon reviewing the compiled data, goals and strategies are developed and resources are allocated to appropriately address the needs of our students, especially those students not yet meeting grade level expectations. Examples of decisions based on previously mentioned data include: professional development opportunities, grade level planning agendas, grade level and individual student interventions, budget development and resource allocation, support staff scheduling, curriculum implementation, positive behavior support planning, enrichment activities and support, and technology and software needs.

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

Since converting to the Schoolwide Title I model, the staff at Schickler Elementary continues to participate in our current planning for the data profile Schoolwide Title I model. During monthly Professional Development, SIP and ESC meetings, trimester reporting meetings, and weekly grade level team meetings, all certified staff analyze school data and work to identify goals, strategies and action steps for the following school year. During monthly parent group meetings (PAC and PTC) academic and perception data is analyzed and parents from these groups then work with the building principal to revise the parent involvement policy. Parental advisory meeting groups are given full

## School Improvement Plan

C.K. Schickler Elementary School

---

opportunities to be involved in the on-going SIP process at the start of the school year and during monthly PTC and PAC meetings as well as parent workshops throughout the school year.

### **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 school improvement plan and Title I program for Schickler Elementary is reviewed throughout the school year and revised as evidence to do so becomes apparent, through analysis of achievement and perception data. The major decision making bodies for Schickler Elementary (Elementary Effective Schools Committee/ESC, Parent Advisory Council/PAC and School Improvement Committees that consist of grade level teams) review data yearly. These bodies, comprised of various stakeholders, including a parent representative from each classroom, all teaching staff, support staff liaisons and student liaisons, continue to study student achievement data from a variety of sources that include the MEAP (Michigan Educational Assessment Program) data, MLPP (Michigan Literacy Progress Profile) data, district level assessments using DRA2, common writing prompts and unit assessments in math, chapter tests, and classroom assessment and/or observational data. In addition, demographic information, perception data, and program/process data are examined.

DRAFT

# School Data Analysis

DRAFT

## **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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

DRAFT

## Student Enrollment Data

### How do student enrollment trends affect staffing?

Overall, Lapeer Community School district has been in declining enrollment primarily due to low county birth rates and the economic conditions in Lapeer County Michigan. As a result, after the closing of two elementary buildings, with all five elementary that remain enrollment is between 475 and 500 students per building. Staff is determined based on the number of students that remain in the building and register for kindergarten.

### How do student enrollment trends affect staff recruitment?

Due to declining enrollment and staff allocation guidelines based on number of students in grade level sections, staff recruitment is affected due to creating additional split classrooms and class sizes reaching 30 in lower elementary and 32 in upper elementary.

### How do student enrollment trends affect budget?

Student enrollment effects the budget since the majority of school funding comes from state aide which is based on enrollment. Less dollars in general funds result in less funding for programs, staffing, and instructional materials.

### How do student enrollment trends affect resource allocations?

Overall enrollment in Lapeer Community Schools has dropped significantly over the last several decades from a high of 8,766 in 1980-81 to a projected low of 5,869 in 2012-13, a decline of 33 percent. Due to a declining enrollment and decreasing allowance of state funding there is a loss of resources and funding to the school to maintain its current program. As a result LCS district has restructured its current elementary population and gone from having seven elementary buildings to five, including one focus year around school. This will take our student population from 370 to 428. We have two Title I Coaches, three Title I Interventionist and three Title I paraprofessional support staff to assist with Reading Recovery and response to intervention/supplementary instruction. Currently, we have 75% students that are free and reduced. Teaching staff is currently at 17 general education teachers and 3 special education.

### How do student enrollment trends affect facility planning and maintenance?

Each year, LCS has projected an approximate one million dollar loss of revenue based on projected drops in student enrollment. 80% of the total budget is allocated to staffing and the 20% remaining is used for facility planning and maintenance. Therefore, drop in student enrollment negatively impacts building improvements and maintaining facility needs. In extreme cases, it has led to the closing of facilities. In the past three years we have closed three elementary buildings.

**How do student enrollment trends affect parent/guardian involvement?**

Student enrollment trends have not impacted parent/guardian involvement.

**How do student enrollment trends affect professional learning and/or public relations?**

Student enrollment trends have not impacted professional development and/or public relations.

**What are the challenges you noticed based on the student enrollment data?**

Schickler Elementary has 428 Students, 242 Males and 186 Females with 75% of our total student population qualifying for Free and Reduced. In the last three years, the student population has increased from 368 students to 428 students and approximately 13 students are currently schools of choice. Gender inequality creates a unique teacher environment in terms of how curriculum is presented, atmosphere of the classroom, and materials needed to engage students. In addition, high poverty students require different supports than low poverty students.

**What action(s) will be taken to address these challenges?**

High interest reading materials for boys, active engagement promoted through hands-on learning, quality RtI initiatives, free and reduced meal programs, before and after school clubs, and positive behavior systems in place.

**What are the challenges you noticed based on student attendance?**

Schickler Elementary has a total of: 2,425 tardies/missed instruction, 1991 full day absences, and 1378 half day absences. Based on the Lapeer Community School attendance policy, attendance letters are mailed following the 8th and 13th absence or tardy within a school year. A referral to truancy may be made following the 16th absence in a school year. Schickler Elementary mailed a total of one truancy referral.

**What action(s) will be taken to address these challenges?**

Students that are driven to school and get up late seem to be the leading cause for tardies. Illness is the leading cause for absences. By creating more volunteered staff time to create positive learning opportunities where students have incentives outside of the regular school day to participate in activities is one action that could be taken to improve the number of tardies accumulated in a school year.

## Student Achievement Data for All Students

This area includes data questions.

### Which content area(s) indicate the highest levels of student achievement?

Reading in grade 5 according to 2012 MEAP, students are scoring above the state by 3% (73% Schickler, 70% State). According to district common trimester assessments, 81% of Schickler students scored at or above grade level on the spring DRA2 assessment with 87% making 1 1/2 year growth.

### Which content area(s) show a positive trend in performance?

There was not a positive trend in performance according to MEAP 2012 reading scores in 5th grade when compared to MEAP 2011.

### In which content area(s) is student achievement above the state targets of performance?

Reading in grade 5 according to 2012 MEAP, students are scoring above the state by 3% (73% Schickler, 70% State).

### What trends do you notice among the top 30% percent of students in each content area?

Kindergarten through fifth grade students scoring at the top 30% at the beginning of the year remained in the top 30% throughout the school year in reading and math according to district trimester assessments. In writing across all grade levels, students in the top 30% demonstrate growth by second trimester based on district trimester assessments and common writing rubrics. 2012 MEAP 3rd grade reading, the top 30% of students were proficient. 2012 MEAP 4th grade reading and writing, the top 30% of students were proficient. 2012 MEAP 5th grade reading and math, the top 30% of students were proficient.

### What factors or causes contributed to improved student achievement?

Schickler Elementary has been working to develop and strengthen a strong, data driven, three tier Response to Intervention (Rtl) model. This model focuses on achievement for all and offers a structured plan to close gaps by implementing a comprehensive approach to our Rtl program. The schedule, staffing, and resources have been allocated to address the needs of at-risk and failing students. The three main components of this approach are Rtl blocks, collaborative planning time for the staff, and stakeholder involvement from the Schoolwide Title I reform model. The Rtl block has been designed to give students Tier 1, 2, and 3 supports as needed or indicated by the data. Students receive instructional intervention in several doses to supplement the efforts being made in the general classroom and curriculum. The collaborative planning time changed in our district to include 30-45 minutes within the school day and an hour after school where general education, special education and Title I interventionist collaborate bi-weekly as part of their contractual day, which allow for increased focus on student data and interventions. Teachers are now able to collaborate within and across grade levels and with different buildings throughout the year. The school wide approach increases stakeholder involvement in the analysis of data and the interventions that are available beyond the school day. Parental involvement is also embedded in each content area school improvement goal to encourage

## School Improvement Plan

C.K. Schickler Elementary School

---

learning and provide support for the students throughout the community. Teachers are implementing a Tier 1/differentiated literacy instructional plan using Reading and Writing Workshop tied to the curriculum during a daily 120 minute workshop period, five days a week. Our staff recognizes the need to improve on Tier I instruction in literacy focusing on developing secure goals (using power standards and essential skills checklist) in each unit of study while incorporating word study and phonics. Teachers use data, including MEAP item analysis, trimester assessments, and progress monitoring cycles for Tier 2 and 3 students to guide and differentiate instruction in order to address students' learning styles and to close identified achievement gaps. Instructional changes to reading and writing strategies are more individualized for students (as students are reading and writing at various different levels) and research-based practices is integrated into daily instruction. We believe a workshop approach meets these expectations.

### **How do you know the factors made a positive impact on student achievement?**

Based on our analysis of district baseline and trimester assessments and MEAP data in comparison to previous years, we are making a positive impact on student achievement as it relates to growth by the end of the school year but we are not closing the achievement gaps at each grade level. We analyzed DRA2 assessments from baseline to current trimester, trimester math pre and post assessments, and writing prompts in narrative and informational from baseline to trimester 3. During grade level and building collaboration meetings, we analyze progress monitoring data, running records, conferring notes, and Q3 sheets to determine if we are making a positive impact on our tier 2 and 3 instruction.

### **Which content area(s) indicate the lowest levels of student achievement?**

3rd grade and 4th grade 2012 MEAP scores indicate students are performing below the district and state in reading and math, and writing in 4th grade. 5th grade 2012 MEAP scores indicate students are performing below the district in reading and below the district and state in math and science. District writing assessments, both narrative and informational, in grades kindergarten through fifth grade show a positive trend in achievement from baseline to second trimester, however, a large percentage of students are not yet proficient because scores are based on end of year expectations. 55% of our total student population scored at or above grade level on the narrative writing prompt in the spring with 22% making five points growth on the 15 point rubric. 50% scored at or above grade level on the informational writing rubric with 14% making five points growth on the 15 point rubric. 60% of all students scored 80% or better with 35% demonstrating a 20% gain on trimester three math assessment.

### **Which content area(s) show a negative trend in achievement?**

17% of 3rd grade students scored proficient in 2011 and 2012 MEAP math. According to 3rd grade 2012 MEAP reading, there was a decrease of 5% in comparison to 2011 MEAP data. According to 4th grade 2012 MEAP, there was a decrease of 10% in reading, 4% decrease in writing, and a 1% decrease in math when compared to 2011 MEAP data. According to 5th grade 2012 MEAP, there was a decrease of 7% in reading and 2% in math.

### **In which content area(s) is student achievement below the state targets of performance?**

3rd grade and 4th grade 2012 MEAP scores indicate students are performing below the district and state in reading and math, and writing in

4th grade. 5th grade 2012 MEAP scores indicate students are performing below the district and state in math and science.

### **What trends do you notice among the bottom 30% of students in each content area?**

2012 MEAP 5th grade science, the bottom 30% of students were not proficient. Students scoring below grade level based on district common trimester assessments indicate there is minimal progression toward proficient levels by second trimester. Students that are not proficient in reading are also students not proficient in writing. While students make minimal growth, they are not making significant growth to close the achievement gap. A majority of our special education students are scoring in the bottom 30%.

### **What factors or causes contributed to the decline in student achievement?**

While there is not a significant decline in student achievement, other than 4th grade reading according to 2012 MEAP data, the growth that our students in the bottom 30% are making is not accelerated enough to close the achievement gap. Causes contributed to the decline in student achievement could be partially due to the closing of two elementary buildings in the district and redistricting 5 remaining elementary buildings. As a result, Schickler's student population changed. Schickler also has a large economically disadvantaged population. 29% of our fourth grade students have Individual Educational Plans and receive special education services.

### **How do you know the factors made a negative impact on student achievement?**

While there is not a significant decline in student achievement the growth that our students in the bottom 30% are making is not accelerated enough to close the achievement gap.

### **What action(s) could be taken to address achievement challenges?**

Schickler Elementary will continue to work on strengthening a strong, data driven, three tier Response to Intervention (Rtl) model. Our schedule, staffing, and resources will be allocated to address the needs of at-risk and failing students. The three main components of this approach are Rtl blocks, collaborative planning time for the staff, and stakeholder involvement from the Schoolwide Title I model. Teachers are now able to collaborate within and across grade levels and with different buildings throughout the year. The school wide approach increases stakeholder involvement in the analysis of data and the interventions that are available beyond the school day. Parental involvement will also be embedded in each content area school improvement goal to encourage learning and provide support for the students throughout the community. Teachers will also be implementing a Tier 1/differentiated literacy instructional plan using Reading and Writing Workshop to include the guided reading plus model for small group instruction tied to the curriculum during a daily 120 minute workshop period, five days a week. Our staff recognizes the need to improve on Tier I instruction in literacy focusing on developing secure goals (using power standards and essential skills checklist) in each unit of study while incorporating word study and phonics. Teachers will continue to use data, including MEAP item analysis, trimester assessments, and progress monitoring cycles for Tier 2 and 3 students to guide and differentiate instruction in order to address students' learning styles and to close identified achievement gaps. Instructional changes to reading and writing strategies need to be individualized for students (as students are reading and writing at various different

levels) and research-based practices will continue to be integrated into daily instruction. We believe a workshop approach meets these expectations.

DRAFT

## Subgroup Student Achievement

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

**In what content areas is the achievement gap closing for these subgroups?\***

The achievement gap is not driven by any one particular content area or subgroup. Kindergarten special education, economically disadvantaged, and female students are demonstrating a positive increase in overall performance in narrative writing, comparing baseline to trimester two data. Kindergarten special education, economically disadvantaged, and male and female students are demonstrating a positive increase in overall performance in letter identification and letter sound identification, comparing baseline to trimester two data. First grade special education, economically disadvantaged, and male and female students are demonstrating a positive increase in overall performance in district common trimester assessments, comparing baseline to trimester two data. Second grade special education, economically disadvantaged and male and female students are demonstrating a positive increase in overall performance in reading and writing district common trimester assessments, comparing baseline to trimester two data. Third grade economically disadvantaged, and male and female students are demonstrating a positive increase in overall performance in narrative writing and math district common assessments, comparing baseline to trimester two data. Third grade special education students, economically disadvantaged, and male and female students are demonstrating a positive increase in overall performance in reading district common trimester assessments, comparing baseline to trimester two data. Fourth grade economically disadvantaged, special education, and male and female students are demonstrating a positive increase in overall performance in narrative and informational writing, reading, and math district common trimester assessments, comparing baseline to trimester two data. Fifth grade economically disadvantaged, male and female and special education students are demonstrating a positive increase in overall performance in narrative and informational writing district common trimester assessments, comparing baseline to trimester two data. Fifth grade economically disadvantaged, and male and female students are demonstrating a positive increase in overall performance in reading district common trimester assessments, comparing baseline to trimester two data. When comparing 2011 and 2012 3rd grade MEAP reading, there was a 19% male and female discrepancy in 2011 with females scoring higher than males. This discrepancy no longer exists in 2012. When comparing 2011 and 2012 4th grade MEAP writing, there was a 10% discrepancy with economically disadvantaged students scoring below non economically disadvantaged students. This discrepancy no longer exists in 2012. When comparing 2011 and 2012 5th grade MEAP math, there was a 15% discrepancy with economically disadvantaged students scoring below

## School Improvement Plan

C.K. Schickler Elementary School

---

non economically disadvantaged students. This discrepancy no longer exists in 2012. When comparing 2011 and 2012 5th grade MEAP science, there was a gender discrepancy with males scoring 14% higher than females. This discrepancy no longer exists in 2012. Based on common district trimester narrative writing, letter identification, and letter sound identification assessments, special education and economically disadvantaged students are progressing toward closing the achievement gap in kindergarten. Based on common district trimester narrative and informational writing, and math assessments, special education, gender, and economically disadvantaged students are progressing toward closing the achievement gap in first grade. Based on common district trimester narrative and informational writing, and DRA assessments, special education, gender, and economically disadvantaged students are progressing toward closing the achievement gap in second grade. Based on common district trimester math and DRA assessments, special education, gender, and economically disadvantaged students are progressing toward closing the achievement gap in third grade. Based on common district trimester narrative and informational writing, and DRA assessments, special education, gender, and economically disadvantaged students are progressing toward closing the achievement gap in fourth grade. Based on common district trimester narrative and informational writing, and DRA assessments, special education and economically disadvantaged students are progressing toward closing the achievement gap in fifth grade. Third grade gender has closed the achievement gap in reading resulting in no discrepancies in 2012 MEAP when they existed in 2011 MEAP. Fourth grade economically disadvantaged has closed the achievement gap in writing resulting in no discrepancies in 2012 MEAP when they existed in 2011 MEAP. Fifth grade economically disadvantaged student in math and gender in the area of science has closed the achievement gap resulting in no discrepancies in 2012 MEAP when they existed in 2011 MEAP.

### **How do you know the achievement gap is closing?\***

The achievement gaps are progressing but not closing based on district trimester common assessments and MEAP.

### **What other data support the findings?**

During grade level and building collaboration meetings, we analyze progress monitoring data, running records, and conferring notes to determine if we are making a positive impact on student achievement to include subgroup data.

### **What factors or causes contributed to the gap closing? (Internal and External)\***

Achievement gaps are not closing. They are progressing due to the work on developing and strengthen a strong, data driven, three tier Response to Intervention (Rtl) model. This model focuses on achievement for all and offers a structured plan to close gaps by implementing a comprehensive approach to our Rtl program. The schedule, staffing, and resources have been allocated to address the needs of at-risk and failing students. The three main components of this approach are Rtl blocks, collaborative planning time for the staff, and stakeholder involvement from the Schoolwide Title I reform model. The Rtl block has been designed to give students Tier 1, 2, and 3 supports as needed or indicated by the data. Students receive instructional intervention in several doses to supplement the efforts being made in the general classroom and curriculum. The collaborative planning time changed in our district to include 30-45 minutes within the school day and an hour after school where general education, special education and Title I interventionist collaborate bi-weekly as part of their contractual day, which allow for increased focus on student data and interventions. Teachers are now able to collaborate within and across grade levels and with different buildings throughout the year. The school wide approach increases stakeholder involvement in the analysis of data and the interventions that are available beyond the school day. Teachers are implementing a Tier 1/differentiated literacy instructional plan using Reading and Writing Workshop tied to the curriculum during a daily 120 minute workshop period, five days a week. Our staff recognizes the

## School Improvement Plan

C.K. Schickler Elementary School

---

need to improve on Tier I instruction in literacy focusing on developing secure goals (using power standards and essential skills checklist) in each unit of study while incorporating word study and phonics. Teachers use data, including MEAP item analysis, trimester assessments, and progress monitoring cycles for Tier 2 and 3 students to guide and differentiate instruction in order to address students' learning styles and to close identified achievement gaps. Instructional changes to reading and writing strategies are more individualized for students (as students are reading and writing at various different levels) and research-based practices is integrated into daily instruction. We believe a workshop approach meets these expectations and contributes to achievement gaps progressing.

### How do you know the factors made a positive impact on student achievement?

There is a positive trend in overall student performance based on pre and post common district assessments in comparison to 2011 and 2012 MEAP. During grade level and building collaboration meetings, additional documentation regarding evidence for making a positive impact on student achievement include progress monitoring data, running records, and conferring notes.

### What actions could be taken to continue this positive trend?

Quality whole group instruction that is differentiated and allows for guided groups and small group/supplementary instruction based on essential skills not mastered contribute to opportunities for improvement. Actions that can be taken are: Engaging mini-lessons with opportunities for students to extend their thinking aligned to content area essential skills based on units of study in all content areas. Grade level collaborative meetings using data to determine the best response to intervention for quality whole and small group and for all staff to become proficient in using Reading Recovery strategies.

**Statement or Question:** Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

**Statement or Question:** For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

### In what content areas is the achievement gap greater for these subgroups?\*

- The subgroups of special education, gender and economically disadvantaged have an achievement gap that is becoming greater across all grade levels in reading, writing and math.

## School Improvement Plan

C.K. Schickler Elementary School

---

### Kindergarten Special Education Discrepancies

- In the area of narrative writing, 8% of our special education students scored in the proficient range on the district assessment, whereas 22% of non-special education students were in the proficient range.
- In the area of math, 12% of our special education students scored in the proficient range on the district assessment, whereas 71% of non-special education students were in the proficient range.
- In the area of reading, 14% of our special education students scored in the proficient range on the district assessment, whereas 78% of non-special education students were in the proficient range.

### First Grade Special Education Discrepancies

- In the area of narrative writing, 3% of our special education students scored in the proficient range on the district assessment, whereas 45% of non-special education students were in the proficient range.
- In the area of informational writing, 2% of our special education students scored in the proficient range on the district assessment, whereas 25% of non-special education students were in the proficient range.
- In the area of math, 5% of our special education students scored in the proficient range on the district assessment, whereas 64% of non-special education students were in the proficient range.
- In the area of reading, 5% of our special education students scored in the proficient range on the district assessment, whereas 58% of non-special education students were in the proficient range.

### Second Grade Special Education Discrepancies

- In the area of narrative writing, 2% of our special education students scored in the proficient range on the district assessment, whereas 24% of non-special education students were in the proficient range.
- In the area of informational writing, 3% of our special education students scored in the proficient range on the district assessment, whereas 32% of non-special education students were in the proficient range.
- In the area of math, 2% of our special education students scored in the proficient range on the district assessment, whereas 34% of non-special education students were in the proficient range.
- In the area of reading, 5% of our special education students scored in the proficient range on the district assessment, whereas 59% of non-special education students were in the proficient range.

### Third Grade Special Education Discrepancies

- In the area of narrative writing, 0% of our special education students scored in the proficient range on the district assessment, whereas 10% of non-special education students were in the proficient range.
- In the area of math, 0% of our special education students scored in the proficient range on the district assessment, whereas 43% of non-special education students were in the proficient range. On the MEAP, 0% of our special education students scored in the proficient range, whereas 17% of non-special education students scored in the proficient range.
- In the area of reading, 3% of our special education students scored in the proficient range on the district assessment, whereas 66% of non-special education students were in the proficient range. On the MEAP, 0% of our special education students scored in the proficient range, whereas 58% of non-special education students scored in the proficient range.

### Fourth Grade Special Education Discrepancies

- In the area of narrative writing, 3% of our special education students scored in the proficient range on the district assessment, whereas 18% of non-special education students were in the proficient range. On the MEAP, 1% of our special education students scored in the proficient range, whereas 34% of non-special education students scored in the proficient range.
- In the area of informational writing, 3% of our special education students scored in the proficient range on the district assessment, whereas 37% of non-special education students were in the proficient range.
- In the area of math, 13% of our special education students scored in the proficient range on the district assessment, whereas 56% of non-special education students were in the proficient range. On the MEAP, 3% of our special education students scored in the proficient range, whereas 20% of non-special education students scored in the proficient range.
- In the area of reading, 9% of our special education students scored in the proficient range on the district assessment, whereas 70% of non-

## School Improvement Plan

C.K. Schickler Elementary School

---

special education students were in the proficient range. On the MEAP, 4% of our special education students scored in the proficient range, whereas 61% of non-special education students scored in the proficient range.

### Fifth Grade Special Education Discrepancies

- In the area of narrative writing, 1% of our special education students scored in the proficient range on the district assessment, whereas 37% of non-special education students were in the proficient range.
- In the area of informational writing, 19% of our special education students scored in the proficient range on the district assessment, whereas 28% of non-special education students were in the proficient range.
- In the area of math, 1% of our special education students scored in the proficient range on the district assessment, whereas 36% of non-special education students were in the proficient range. On the MEAP, 3% of our special education students scored in the proficient range, whereas 37% of non-special education students scored in the proficient range.
- In the area of reading, 3% of our special education students scored in the proficient range on the district assessment, whereas 84% of non-special education students were in the proficient range. On the MEAP, 5% of our special education students scored in the proficient range, whereas 75% of non-special education students scored in the proficient range.

### How do you know the achievement gap is becoming greater?\*

When comparing district common trimester assessments from baseline to trimester 2 and 2011 and 2012 MEAP achievement data, subgroups and achievement gaps exist. Achievement gaps have increased.

### What other data support the findings?\*

District trimester assessments and tier 2 intervention documentation support the findings.

### What factors or causes contributed to the gap increasing? (Internal and External)\*

- We attribute the gap in first grade based on the rapid growth that occurs in reading and writing at this grade level based on district common assessments. This demonstrates that students identified as our at risk students are not making accelerated growth that their non at risk peers are making and needed to close the achievement gap in first grade.
- The kindergarten end of the year district benchmark for 2011-12 school year was lower than the entry benchmark for 2012-13 for first grade resulting in students entering in first grade below grade level. The end of the year kindergarten expectation for 2012-13 school year has been changed to align with first grade beginning of year.
- With the district restructuring of elementary buildings, there was a shift in teaching staff and grade levels teachers taught previously, a new principal and Title I staff. More than 50% of staff is new to the building, and two teachers were involuntarily transferred from the middle school to teach early fives and a split level classroom.

**How do you know the factors lead to the gap increasing?\***

A lack of building vision and instructional and supplemental intervention expectations are missing.

**What actions could be taken to close the achievement gap for these students?\***

Action that could be taken to close the achievement gap for students are; using building and district criteria included in our School Improvement Plan to implement Response to Intervention cycles following six simple steps: Utilizing units of study and Power Standards for Reading, Writing, Math, Science and Social Studies. Identifying essential skills to be taught within each unit. Creating common assessments to test essential skills. Teaching the essentials. Using the data to make decisions for whole class, small group or individual needs. Post assessment to see what essentials the students mastered. Every four to six weeks (RtI cycles), grade level professional learning community teams meet to review the progress monitoring data taken from response to intervention cycle and plan for further instruction and small group or individual needs. Within these six steps of collaboration and response to intervention, we need to further expand our development of a literacy block and reading recovery strategies used during small group or individualized instruction and improve on the following: Small-group intervention for students in grades three and beyond who are lagging behind their peers in reading, promote students' knowledge of genre and text structures through in-depth units of study, collecting systematic data for progress monitoring -and align to whole group instruction, and assisting struggling readers to develop efficient strategies for problem solving in texts and to comprehend the message at deeper levels.

**How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?**

We have one student that represent ELL learner; however, she speaks fluent English.

**How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?**

All students have the same opportunity for supplementary instruction and Title I services based on schoolwide Title I requirements and SIP criteria. We have a building wide schedule for RtI that involve all students. Special education staff, including teachers and paraprofessionals supports students with individualized instructional plans within the school day and during supplementary instruction blocks of time. Based on baseline DRA2 data in the fall, we will identify our lowest 10% of first grade students and implement reading recovery strategies to close the achievement gap in early literacy.

**How are students designated 'at risk of failing' identified for support services?**

- District common benchmarks in reading, writing and math designate and identify students scoring below grade level and in need of support services.
- Students are additionally identified through reading recovery and student assistance team (SAT) where the student assistance team further identifies additional support services.

## School Improvement Plan

C.K. Schickler Elementary School

---

### What Extended Learning Opportunities are available for students (all grade configurations respond)?

Study Island (5th grade), Family Literacy tutoring 2nd - 5th grade students in reading, before and after school reading club, Kids' Street Club at the Trinity United Methodist Church (3rd-5th), after school math club (1st-5th), Super Summer Reading and Writing Success programs (K-5)

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	33.0

### What is the school doing to inform students and parents of Extended Learning Opportunities?

We promote extended learning opportunities through a variety of methods that include the following; fliers, newsletters, websites, school messenger, personal phone calls, title I sheets with assessment data and invitation, and family evening events.

Label	Question	Value
	What is the total FTE count of teachers in your school?	328.81

Label	Question	Value
	How many teachers have been teaching 0-3 years?	7.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	7.0

Label	Question	Value
	How many teachers have been teaching >15 years?	7.0

### What impact might this data have on student achievement?

We have a wide range of years of experience within our teaching staff that could directly be impacting rigorous learning, specifically for newer teachers as they learn and demonstrate professional growth in the curriculum and instruction.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	100.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	226.0

**What impact might this data have on student achievement?**

Absences could be having a negative impact on student achievement.

DRAFT

## Perception Data - Students

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

Over 65% of our total student population agree they are getting a good education, get help when they need it, that their teachers care about them, that they read every day, and that they learn how to solve math problems with more than one step every day.

### Which area(s) show a positive trend toward increasing student satisfaction?

Compared with last year's student perception data, students are not feeling an increased satisfaction in any area. There was an increase in students responding, "Not sure" in most areas.

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

55% of our total student population agrees that reading is fun with 34% disagreeing, 43% of students use their writer's notebook every day with 46% disagreeing, and 50% of our students agree that their teacher listens to their ideas and opinions with 20% disagreeing, and 30% not being sure.

### Which area(s) show a trend toward decreasing student satisfaction?

Students indicate a trend in decreasing satisfaction in all areas. There was also an increase in students answering, "Not sure" in most areas.

### What are possible causes for the patterns you have identified in student perception data?

Schickler has had a large turnover of students, staff, and leadership this year, which has added to the decrease in our students' satisfaction in all areas. Also, there may be a correlation between the increase in students answering "not sure" on many questions with the high number of new students, staff, and leadership.

### What actions will be taken to improve student satisfaction in the lowest areas?

As a staff, we need to strengthen the love of literature and allow opportunities for students to write every day. In addition, we need to listen to our students' ideas and opinions to increase their personal satisfaction with school in all areas. As indicated in the strengths of the survey, we need to continue to create a priority for staff and parent workshops and trainings related to academics because it is necessary for all to understand proactive measures for promoting effective two-way communication and support services. Thus, including strategies and actions steps within academic goals that creates a priority for love of reading, writing across the curriculum every day, solving math problems with more than one step every day, and parent communication is necessary for improved student perception.

DRAFT

## **Perception Data – Parents/Guardians**

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

Parent perception survey responses demonstrate high satisfaction (83% or greater) with safe school environment, feel Schickler promotes a genuine enthusiasm for learning, and teachers effectively teach their child the basic skills.

### **Which area(s) show a trend toward increasing parents/guardian satisfaction?**

Due to lack of information regarding parent perception data from the previous school year, comparison data does not exist.

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

Our overall lowest level of satisfaction based on our parent perception survey includes feeling welcome in my child's school, effective two-way communication between home and school, and feeling parent involvement is welcome at Schickler Elementary.

### **Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

Due to lack of information regarding parent perception data from the previous school year, comparison data does not exist.

### **What are possible causes for the patterns you have identified in parent/guardian perception data?**

Due to lack of information regarding parent perception data from the previous school year, comparison data does not exist. However, it is evident that increased parental involvement is necessary for school improvement growth.

### **What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

We will continue to include instructional and supplementary strategies and actions steps within academic goals that created a priority for staff and parent workshops and trainings related to academics for all to understand proactive measures for promoting effective two-way communication and support services to represent Title I and tier 1 instruction.

## **Perception Data – Teachers/Staff**

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

A high percentage of staff (80% and greater) support the school vision and mission of Schickler Elementary, feel challenged to be effective, feel office staff is helpful with parents, students and community, and feel Schickler Elementary is a good place to work.

### **Which area(s) show a trend toward increasing teacher/staff satisfaction?**

Due to lack of information regarding staff perception data from the previous school year, comparison data does not exist.

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

The lowest overall level of satisfaction among teachers is related to clear and fair evaluations, assessments matching curriculum, parents being involved in instructional activities, and Schickler's need for strong relations within the community.

### **Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

Due to lack of information regarding staff perception data from the previous school year, comparison data does not exist.

### **What are possible causes for the patterns you have identified in staff perception data?**

Due to lack of information regarding staff perception data from the previous school year, comparison data does not exist. However, with the data from this survey we need to continue to promote parental involvement, build partnerships with the community, align all common assessments with curriculum and bring clarity to the teacher evaluation process.

## Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

N/A

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

Teachers are required to teach the approved curriculum for their grade level or department. Administrators evaluate this during teacher evaluations. Teachers may have freedom on how the curriculum is taught, but they must teach the assigned curriculum. Parents are involved in the curriculum process through learning about the curriculum during building held grade level curriculum parent meetings. Teachers explain the district curriculum and how it connects to state requirements. Community members are present during school board meetings when curriculum reports are given by central office administration at various stages of the alignment process. Content area assessments are created by grade level/department teachers that meet to create common assessments. Once the common assessments are completed, teachers complete an instructional unit suggesting lessons and instructional activities to meet diverse learning needs. This work is then all submitted to the department chairs and curriculum coordinators for approval and adoption. The MEAP is given as required by the State of Michigan. The District requires three assessment windows throughout the year for reading, writing and math with progress monitoring completed for students that do not meet benchmark requirements. Assessments include DRA2 reading assessment with common grade level criteria for proficiency, writing prompts with common rubric, and trimester math pre and post assessments.

**What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?**

Assurance of alignment: To write and align district curriculum to Common Core Standards, committee members review state curriculum expectations under the guidance of district curriculum directors and/or administrators for each subject area. Subject area committees meet and write curriculum following the Understanding by Design format and create unit Power Standards. This sub-committee work is then submitted to the department chairs for final approval. Once this work is approved, grade level/departmental teachers meet to create common assessments. Once the common assessments are completed, teachers complete instructional units suggesting lessons and instructional activities to meet diverse learning needs. This work is then submitted to the department chairs for approval and adoption. Impact on School Improvement: All Schickler Elementary teachers are required to follow the approved curriculum for their classroom. Schickler teachers are participants in the grade level meetings by being members of content area committees that help create the curriculum maps and common assessments. Teachers work together during grade level PLC's to learn changes to curriculum and to ensure the fidelity of curriculum being taught. Teachers also bring their knowledge from participating in content area curriculum committees into our school improvement meetings to shed light on areas that may need improvement at Schickler Elementary.

Curriculum Review: All curriculum decisions are made at the district level through department chair and content grade level meetings.

Stakeholders include teachers (both at the elementary and secondary level), curriculum coordinators, central office administration, building level administrators and school board members. Curriculum updates are presented during board meetings where community members are

present. Review Process and schedule: The department chair and grade level content area meetings are scheduled five to six times per year to discuss the curriculum work that is being done in all content areas and grade levels by smaller sub-committees under the leadership of curriculum coordinators. The works of content areas/departments focuses on aligning curriculum to common core standards, develop unit Power Standards and common assessments.

DRAFT

# School Additional Requirements Diagnostic

DRAFT

## Introduction

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

DRAFT

### School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	All grade levels have have common unit and trimester assessments in ELA and math that are aligned to Common Core Standards. MLPP, including DRA2 assessments, are given a minimum of three times a year to all students in K-5. Math unit assessments are given as a pre and post assessment to determine student growth and master of state standards.	

Assurance	Response	Comment	Attachment
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		Schickler AER

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Assurance	Response	Comment	Attachment
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		

**School Improvement Plan**

C.K. Schickler Elementary School

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Mrs. Kim Seifferly, Human Resources, 810-667-2401	

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		Schickler Parent Involvement Policy 13-14

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Schickler School-Parent Compact 13-14

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The School has additional information necessary to support your improvement plan (optional).	Yes		SIP Evaluation Tool

DRAFT

# Title I Schoolwide Diagnostic

DRAFT

## **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), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

DRAFT

## **Component 1: Comprehensive Needs Assessment**

### **How was the comprehensive needs assessment conducted?**

Our current school improvement plan is driven by Title I needs and the comprehensive needs assessment. Title I programming is developed and reviewed with our Parent Advisory Committee, Effective School Committee, and grade level teams that consist of our school improvement committees. When developing strategies and action steps for the school year, data related to the performance of economically disadvantaged students is the primary method for determining strategies and action steps in the school improvement plan to ensure appropriate supports are in place. Thus, as the school improvement plan is developed, it is re-written based on the comprehensive needs assessment and the supports needed to meet the Title I requirements. Schickler's Title I services are incorporated directly into the school improvement plan to ensure all stakeholders are continuously reviewing services, determining effectiveness, and designing strategies for improving the school by improving the Title I programming as well.

The comprehensive needs assessment was an ongoing process throughout the school year. At the start of the year, staff members reviewed the previous school improvement goals and monitor the progress on each of the goals. Simultaneously, teachers continued to conduct district math and literacy assessments to all students in grades K-5 to determine baseline and growth data related to MLPP/DRA2 and math trimester scores (in addition to MEAP analysis). The teachers met bi-weekly as grade level teams with Title I coaches and interventionists and across grade levels to review the goals and data analysis, highlighting strategies for students not meeting grade level expectations. Students also engaged in activities related to building climate and our current behavior support program throughout the year.

During the course of the school year, the ESC and SIP committees met monthly and grade level teams met bi-weekly. During these meetings, these groups reviewed school achievement, program/process, perception, and demographic data, including MEAP scores and assessments, MLPP and DRA2 data, Ed Yes performance indicators, report cards, classroom assessments, staff/student/parent surveys, and demographic profile information. The data from the CNA was then analyzed to determine academic areas that needed to be targeted and was the primary vehicle to reassess how we plan and deliver instructional services and Title I supports, as well as how we communicate with our stakeholders. Title I interventionists and Title I paraprofessional support are allocated to meet the needs assessed. The entire school staff and the PAC (Parent Advisory Council) met regularly in order to review all data analyzed by the committee and to give input into the decision making process.

Parents were actively involved in our monthly PAC meetings where they also assisted in developing and analyzing perception surveys that all families completed, they helped generate community support for various school activities throughout the year, and one PAC representatives each month attended district PAC meetings to share out building information with other schools in the district.

In-service activities were developed and implemented that tied to the current school improvement goals, with a natural evolution into the updated school improvement goals for our five-year cycle. Thirty-four hours of in-service activities were completed that aligned with the school improvement plan and goals. Continuous on-going data analysis and assessment took place to ensure alignment with and improvement upon the school improvement framework.

### **What were the results of the comprehensive needs assessment?**

This process identified writing, reading, and math as our priority goals. In an effort to be concise, vital synthesized information is provided in a narrative form directly in the plan. As we continue to operate as Title I Schoolwide, our components for identifying students not mastering the content in all areas will remain the same, grade level teams will continue to meet bi-weekly to analyze student data and plan for adjusted instruction, staff and parents will also continue to work together to review academic and perception data, and Title I staff will support tiers of intervention. Changed components will include whole staff training to enhance teaching at the Tier 1 and 2 levels. Title I interventionists and first grade training will include Reading Recovery. Whole staff and parent workshops will be offered for the purpose and building procedures for the improvement of informing parents about teaching and learning and our two-way communication between home and school. Title I interventionists and paraprofessional support will be allocated based on the students not meeting expectations to ensure all students receive additional guided support and all families are invited to attend Title I events. Title I parent involvement funds will be used to provide parent workshops that will help parents provide support while at home.

### **What conclusions were drawn from the results?**

Thus, based on the data gathered from the comprehensive needs assessment, Schickler has identified goals in the area of writing, reading, and math with action steps embedded within academic goals for improved communication and supplementary support. When examining our school-wide science and social studies scores, no goals will be developed, as it was not felt that these were priority areas at this time. Hands-on and discovery based learning in math to move students beyond the current performance level to higher-level thinking and understanding of mathematical concepts is needed. Gender discrepancies create a unique teaching environment in terms of how curriculum is presented, atmosphere of the classroom, and strategies to engage students. High interest instruction and materials to include active engagement tasks and higher-level question discussion techniques to move students beyond the current performance level in ELA is needed.

### **What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Various student achievement data sources were used to identify our specific building needs including: MEAP, DRA2, district writing scores, common math assessments, and AYP targets. We reviewed MEAP data and Schickler 3rd, 4th and 5th grade students scored below the state percent proficient in reading, writing and math.

Schickler staff reviewed 2012-2013 DRA2 data to determine the percentage of proficiency in reading and identified students most at risk in an effort to plan appropriate interventions. 81% of Schickler students scored at or above grade level on the spring DRA2 assessment with 87% making 1 1/2 year growth. Teachers also utilized a common rubric for narrative and informational writing and determined the writing proficiency of our students. 55% of our total student population scored at or above grade level on the narrative writing prompt in the spring with 22% making five points growth on the 15 point rubric. 50% scored at or above grade level on the informational writing rubric with 14% making five points growth on the 15 point rubric. 60% of all students scored 80% or better with 35% demonstrating a 20% gain on trimester three math assessment.

Significant discrepancies were apparent between the percentages of economically disadvantaged compared to non-economically

## School Improvement Plan

C.K. Schickler Elementary School

---

disadvantaged students, special education and gender in all content areas according to common trimester assessments. 3rd grade MEAP students in math that are economically disadvantaged scored 20% lower than students not economically disadvantaged. This is a larger discrepancy than 2011 MEAP data. 5th grade females are outperforming males in reading by 11% based on 2012 MEAP data and an achievement gap in gender did not exist in 2011 at that grade level. 5th grade economically disadvantaged students in reading scored 15% lower than non- economically disadvantaged students based on 2012 MEAP and an achievement gap in gender did not exist in 2011 at that grade level.

### School Program Process:

When examining our Ed Yes performance indicators, which are completed each year collaboratively with all staff and parent groups (PAC and PTC), significant growth has occurred in several areas. We scored a total of 40 Ed Yes Performance Indicators during the 2012-13 school year. Improvements include the work to involve parents and the community. Parents actively participate in the Parent Advisory Council (PAC) as a forum to provide input into decision-making within the school. The school has also worked to become more data driven by consistently assessing and using common tools to determine students' needs and strengths. We have a structure in place that allows teacher teams to collaborate on student data and the instructional program on a bi-weekly basis.

Continued areas of need include common core alignment. The district is continuing to work on the development of a science and social studies curriculum that is aligned to the state expectations. In addition, a process still needs to be developed as a building for staff to share the outlined goals and objectives with students. Finally, throughout the school year, non-tenured staff members work with mentors each month to receive support, plan, and meet students' needs.

### Demographic Data:

Currently, Schickler Elementary has 428 students enrolled. We have 242 males and 186 females in early fives and kindergarten through fifth grade. 75% of students qualify for free and reduced lunch. Eighty-three total students have IEP's, 14 students receive resource room support, 39 students receive speech/language support, and 2 students have an IEP with primary disability being emotionally impaired, 14 OHI, 2 CI, and 5 ASD. Based on our demographic data, 93% of Schickler students are Caucasian and does not indicate Limited English or Migrant subgroups. Based on 2012-13 behavioral data we had a total of 44 out of school suspensions, 40 in-school suspensions and 40 detentions. Schickler also had 95% of Schickler parents participated in parent/teacher conferences. Three teachers posted to another building in the district at the end of the 2012-13 school year that resulted in new positions posted at Schickler and a drop in district enrollment and budget cuts resulted in the closing of two elementary buildings and added sections at Schickler. We will have 16 sections this year and next year.

### Perception Data:

The Schickler staff and parent groups helped develop and analyze perception data from staff, parents and students to identify areas of concern. Over 65% of our total student population agree they are getting a good education, get help when they need it, that their teachers care about them, that they read every day, and that they learn how to solve math problems with more than one step every day. Parent perception survey responses demonstrate high satisfaction (84% or greater) in the following areas: providing a safe school environment, promoting a genuine enthusiasm for learning, having learning be the main focus at school, and teachers effectively teaching their children the basic skills. A high percentage of staff (77% and greater) support the school vision and mission of Schickler Elementary, feel challenged to be effective, feel office staff is helpful with parents, students and community, and feel Schickler Elementary is a good place to work. The perception surveys completed by all stakeholders indicated a focus needed to include instructional and supplementary strategies and actions steps within academic goals that create a priority for staff and parent workshops and trainings related to academics for all to understand proactive measures for promoting effective two-way communication and support services to represent Title I and tier 1 instruction. Parents scored lower than other areas relating to informing parents about teaching and learning and our two-way communication between home and school. In addition, students indicate a trend in decreasing satisfaction in all areas as indicated with additional students answering, "Not sure" in most areas. Thus, including strategies and actions steps within academic goals that creates a priority for staff and parent workshops and

trainings related to academics is necessary for all to understand proactive measures for promoting effective two-way communication and support services.

### **How are the school goals connected to priority needs and the needs assessment?**

Schickler has identified goals in the area of writing, reading, and math with action steps embedded within academic goals for improved communication and supplementary support. These goals directly align with the analysis from the needs assessment. Student achievement data indicates the need to enhance teaching at the Tier 1 and 2 levels in reading, writing and math. Subgroup data indicates we need to provide supplementary support for those scoring below level based on economically disadvantaged and gender. School program and process data indicates we have a structure in place that allows teacher teams to collaborate regularly on student data and the instructional program on a bi-weekly basis. Continued areas of need include common core alignment. The district is continuing to work on the development of a science and social studies curriculum that is aligned to the state expectations. In addition, a process still needs to be developed as a building for staff to share the outlined goals and objectives with students. Finally, perception data indicates the need to continue including strategies and action steps within academic goals that create a priority for staff and parent workshops and trainings related to academics is necessary for all to understand proactive measures for promoting effective two-way communication and support services.

### **How do the goals portray a clear and detailed analysis of multiple types of data?**

Goals in math, reading and writing portray a clear and detailed analysis of multiple types of data through academic data, stakeholder perception and school program survey results, and demographics.

### **How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

With significant discrepancies between the percentage of economically disadvantaged, special education and gender in reading, writing and math based on MEAP and common trimester assessments, goals in reading, writing and math will address the whole school population and special recognition to students in these subgroups. As described in data analysis, males are scoring below females based on MEAP. Economically disadvantaged students are performing below non-economically disadvantaged students based on MEAP. Students with special education are scoring below students without special education in all content areas. No groups are scoring above the state proficient scores according to MEAP results.

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

### **Which strategies in the schoolwide plan focus on helping all students reach the State's standards?**

Schickler Elementary has been working to develop and strengthen a strong, data driven, Response to Intervention (Rtl) model. This model focuses on achievement for all and offers a structured plan to close gaps by implementing a comprehensive approach to our Rtl program. The schedule, staffing, and resources will be allocated to address the needs of at-risk and failing students. The three main components of this approach are Rtl blocks, collaborative planning time for the staff, and stakeholder involvement from the Schoolwide Title I reform model. The Rtl block is designed to give students Tier 1, 2, and 3 supports as needed or indicated by the data. Students will receive instructional intervention in several doses to supplement the efforts being made in the general classroom and curriculum. The collaborative planning includes general education, special education and Title I interventionists and coaches collaborating bi-weekly during and after school as part of their contractual day, which will allow increased focus on student data and interventions. Teachers will be able to collaborate within and across grade levels and with different buildings throughout the year. The school wide approach will also increase stakeholder involvement in the analysis of data and the interventions that are available beyond the school day. Parental involvement will increase our access to the necessary perception data that will drive efforts to encourage learning and support for the students throughout the community.

### **Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?**

Teachers will be implementing a Tier 1/differentiated literacy instructional plan using Reading and Writing Workshop tied to the curriculum during a daily 120 minute workshop period, five days a week. Our staff recognizes the need to improve on Tier I instruction in literacy focusing on developing secure goals (using an essential skills checklist) in each unit of study while incorporating word study and phonics. Teachers will be using data, including MEAP item analysis, trimester assessments, and three to four week cycles of progress monitoring for Tier 2 students to guide and differentiate instruction in order to address students' learning styles and to close identified achievement gaps. Instructional changes to reading and writing strategies that are more individualized for students (as students are reading and writing at various different levels) and research-based practices is needed to be integrated into daily instruction. Students also need more in-depth understanding of text and comprehension to build their reading skills. The types of questioning asked to engage students in text and the process in which they respond to discussion questions will need to be supported with text and experience (Close and Critical Reading). We believe a workshop approach, supplementary instruction and Reading Recovery better meets these expectations. This has begun to be implemented, but will require a focus for the building on implementation in future years.

### **Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?**

Students need more hands-on and discovery based learning in math to move students beyond the current performance level to higher-level thinking and understanding of mathematical concepts. Gender inequality creates a unique teaching environment in terms of how curriculum is presented, atmosphere of the classroom, and materials needed to engage students. In addition, high poverty students require varied supports than low poverty students. High interest reading materials for boys, active engagement promoted through hands-on learning, quality Rtl initiatives, free and reduced meal programs, enrichment programs, and positive behavior systems in place. We are using common unit and trimester assessments and teachers are developing essential skills to track student progress to ensure students are mastering content. We are using this data to then provide for support for those not yet at mastery. Once this is completed, it is believed that additional planning to develop units that are hands on and that promote more time to confer with students and meet individual needs is necessary.

especially for the 30% of the population who are not meeting standards, is important. The curriculum changes mentioned above have also directed us to change our delivery of instruction. We need to further expand our development of a literacy block. We are participating in all district common assessments (DRA2, narrative and informational unit writing prompts, and math unit and trimester assessments), which provide the data teachers need to drive student instruction. The MEAP also provides data that impacts the instruction of all four core academic areas.

### **Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?**

Since converting to the Schoolwide Title I model, the staff at Schickler Elementary continue to participate in on-going planning throughout the school year for the data profile Schoolwide Title I model. Tier 1 coaching will be provided for general education teachers based on workshop elements and whole class data analysis. During monthly Professional Development, SIP and ESC meetings, and weekly grade level team meetings, all certified staff analyze school data and work to identify goals, strategies and action steps for the school year. Plans include providing opportunities to enrich the curriculum for students performing at grade level and district benchmarks. Accelerated support is offered before and after school for students at each grade level and include best practice supports.

### **Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?**

The Title I Learning Coaches and Interventionist will support the students, staff, and paraprofessionals with instructional needs and changes for students identified as needing Tier 2 and 3 interventions. These students will be placed in intervention groups for reading, writing, math, science and/or social studies depending on the identified needs of the students. Tier 2 interventions will be provided by either the Title I interventionist, paraprofessional, general or special education teacher, depending on the severity of the need. These groups will meet four times a week for thirty minutes each meeting. They will follow a prescribed intervention curriculum and will be progress monitored throughout their intervention period. Interventions will be adjusted as needed. Students receiving Tier 2 interventions will still receive their Tier 1 classroom instruction. Students in first grade will be assessed and 20% of the most struggling students will receive Reading Recovery for 12 weeks (Tier 3 instruction) as well as their Tier 1 classroom instruction. Students that are identified as needing additional intervention beyond Tier 2 will be identified by classroom teachers and the intervention team during PLC meetings and referred to our Student Assistance Team (SAT) for further review. The student will then be placed in a Tier 3 intervention and be added to receive diagnostic interventions by the Title I interventionist for a minimum of 8 to 12 weeks. Based on this intensive intervention and continuous progress monitoring, if it is deemed that a student should be recommended for special education testing they will be referred to the special education department for testing. If the testing is performed and the student qualifies for services through the special education department then the student will be added to the special education roster for which they qualify. The Title I interventionist and Principal shall lead the school staff through trimester data meetings in the fall, winter and spring. Each grade level team will meet with the Title I interventionist, Principal and paraprofessionals that support that grade level to review data from each of the three testing windows. This team will work together to revise and update intervention groups and plan for additional changes in instruction to meet the needs of individual students. These teams will also set goals for closing achievement gaps at each grade level and at each tier of instruction.

Professional development will be delivered to all certified staff to enhance teaching at the Tier 1 and 2 levels. Whole staff training and parent workshops will be offered for the purpose and building procedures for the improvement of informing parents about teaching and learning and our two-way communication between home and school. Title I interventionists and paraprofessional support will be allocated based on the

## School Improvement Plan

C.K. Schickler Elementary School

---

students not meeting expectations, including at the kindergarten and first grade levels, to ensure that time is provided for students to receive additional guided support in reading. Title I parent involvement funds will be used to provide parent workshops that will help parents provide support to their child while at home. Paraprofessional schedules will be adjusted to provide additional support for students in reading and writing outside of the literacy instruction provided in the classroom.

DRAFT

### Component 3: Instruction by Highly Qualified Staff

**Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?**

All Schickler paraprofessionals are highly qualified. Lapeer Community Schools recently went through an On-Site Review with the State of Michigan. The review team confirmed through an examination of district records submitted for compliance that all staff members were highly qualified. Paraprofessionals are required to have either passed the Work Keys assessment, or obtain an associate's degree, or have 60 semester hours of college credit to be considered Highly Qualified.

**Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?**

100% of Schickler teachers are Highly Qualified under the Federal guidelines. Lapeer Community Schools only hires teachers that are highly qualified. The Lapeer Community Schools Human Resources Department keeps record of the qualified status of instructional employees.

DRAFT

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Two teachers were displaced at Schickler Elementary due to a decrease in student enrollment across the district at the end of the 2012-13 school year, while the remaining teaching staff remained at Schickler Elementary.

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

Schickler has a total of 21 certified teachers, including Early Fives through fifth grade, special education, Title I Learning Coaches and Interventionist, and specials teachers with a wide range of experience and education. 75% of Schickler teachers have advanced degrees of a Bachelors plus a Masters degree. 24% of Schickler teachers have 15 + years experience, 29% of Schickler teachers have 9-15 years experience, 29% of Schickler teachers have 4-8 years experience, 19% of Schickler teachers have 0-3 years experience.

### What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Not Applicable

### What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

LCS has a turnover rate of 7.73%, of which the majority is a result of attrition. In order to attract highly qualified teachers, the district participates in an online application system through a regional consortium and screens for highly qualified status prior to hiring. Both central office and building administration, for the purpose of formative and summative evaluation, observe new teachers several times. Additionally, all probationary teachers are observed several times by evaluators from both central office and building administration for the purposes of formative and summative evaluation and collegial discussion related to instructional practices. Probationary teachers are provided with a mentor and induction-related topics in professional development. The LCS has developed a collaborative process that identifies twenty-two universal teacher performance standards and focuses all evaluations and professional dialogues on these standards. Students are the focus of decisions made, which motivates teachers to invest significant time at school. Professional development opportunities are extensive. In addition, the percentage of school of choice is increasing because of the reputation that the staff maintains for a quality education.

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

Turnover of highly qualified teachers is not typically an issue at Schickler Elementary. However, last year with the closing of two elementary buildings within the district, several teachers transferred into Schickler. Therefore, the turnover for the 2011-12 school year was due to the district restructuring and closing of two elementary buildings.

DRAFT

## Component 5: High Quality and Ongoing Professional Development

### What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

Professional development is delivered to all certified staff to enhance teaching at the Tier 1 and 2 levels. Whole staff training and parent workshops are offered for the purpose and building procedures for the improvement of informing parents about teaching and learning and our two-way communication between home and school. Title I learning coaches, interventionists and paraprofessional supports are allocated based on the students not meeting expectations, including at the kindergarten and first grade levels, to ensure that time is provided for students to receive additional guided support in reading. Title I parent involvement funds are used to provide parent workshops that help parents provide support to their child while at home. Paraprofessional schedules are adjusted to provide additional support for students in reading, writing and math outside of the literacy instruction provided in the classroom.

Types of professional development included next steps in guided reading, elements for effective readers and writers workshop that included small group or one-on-one conferring and instruction based on student need to meet the individual needs of all students. Differentiation using quality classroom instruction aligned with unit assessments that foster critical mathematical thinking among students and participate in a data analysis review through the course of the year. Additional emphasis placed on teaching real life problem solving skills and applications through the use of open-ended questions and real-life scenarios to solve. Professional development also included using student data to drive on-going professional learning communities and supplementary support to meet the needs of all students.

### Describe how this professional development is “sustained and ongoing.”

Based on the school's comprehensive needs assessment a written professional development plan was developed to support ongoing, sustained professional development aligned to our Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities are continuously reviewed during professional development and SIP hours, days and during weekly collaborative planning time. District professional development activities align to the school's comprehensive needs assessment and Schoolwide Reform Model.

## Component 6: Strategies to Increase Parental Involvement

### How were parents involved in the design of the schoolwide plan?

Parents are invited to be active participants in all aspects of the plan. Parents have input on the plan through the Parent Advisory Council (PAC), Parent Teacher Committee (PTC), district and school SIP meetings, and parent surveys administered throughout the school year from the school and district. The plan is reviewed with the PAC, PTC, teachers, and support staff where feedback is received through written communication and oral discussions to edit any areas of concern or need. Parents are also invited to attend the building SIP committee meetings to discuss the plan and its implementation. During PTC and PAC meetings parents use this opportunity to share evening events that would support them as parents in our school and the resources, training, and information needed to be successful. Additionally, the plan is reviewed annually with parental groups to discuss the program and to collectively develop the compact and parent involvement. An annual meeting will be held by October of each year to communicate information related to the Title I program, Schickler's plan, and the rights of parents. A minimum of 2 different times will be offered for parent attendance including an after-school option and off site meeting. Child care will be available for the session(s) offered outside of the school day and information will be available in a language parents can understand as needed, whether via an interpreter or written changes to information for clarity or understanding.

### How were parents involved in the implementation of the schoolwide plan?

Written Policy Development and Distribution and Title I program Development and Planning: Section 1118 (b), Section 1118 (c) (3), Section 1118 (c) (5), Section 1118 (e) (12)

Lapeer Community Schools has a parent involvement policy and the Board of Education sets the policy but the school carries out all activities outlined in the policy and required by Title I.

As a district, the LCS has created a partnership that involves all stakeholders in the decision making process at each building and level. Schickler has a Parent Advisory Council that gives input into all aspects of the educational process, including the development of the parent involvement policy. Members of PAC are invited to attend the district Parent Advisory Council meetings (PreK-12) as well. The district wide Parent Advisory Council gives input to the Superintendent of Schools related to district wide educational issues and concerns.

The parent involvement policy for Schickler was developed in collaboration with staff, PAC (Parent Advisory Council), PTC, and the school improvement committee using the state guidelines. Each group shared ideas to include and then worked to synthesize the thoughts and prepare a completed policy. Efforts were made by all stakeholders to prepare a policy that did not contain educational jargon but that would be accessible to all parents. Then, the policy was reviewed with these stakeholders prior to providing a copy to all parents at parent-teacher conferences. Feedback was gathered, with no input from any stakeholder that the policy was not satisfactory.

In the future, Schickler's parent involvement policy will be annually reviewed at the building PAC meeting and the annual Title I meeting, providing parents an opportunity to express dissatisfaction or concerns related to the policy. During October parent conferences written and verbal feedback will be taken in regards to the policy. All parents will notified of visual location of the policy, given copies upon request, and receive a copy of the Student/Teacher/Parent compact. As needed, parents will receive information related to the policy in a language that they can understand, through the use of interpreters or an updated policy that is in a language that parents are able to understand.

As part of the PAC, PTC, and Title I meetings related to the policy, parents will also be provided information related to the Title I program. PAC and PTC meetings will provide opportunities for parents to review and provide input into the schoolwide program and school improvement plan each year, including updates and changes. Parent input through the meetings and surveys will be reviewed and additional meetings, activities, training, or events will be offered to support their needs. During the implementation written and verbal feedback will be used to increase parent involvement and the activities offered to support families as well as increase involvement.

### **How were parents involved in the evaluation of the schoolwide plan?**

Parent involvement is currently evaluated by monitoring the number of parents who attend the fall open house, parent teacher conferences, Title I activities, PTC sponsored events, family nights, parent workshops, PTC meetings, perception and program surveys and/or other school or district activities. A perception survey addressing various components of parental involvement will be given to staff and parents in the 2012-13 school year. The results of this data will be used in order to monitor and increase parental involvement. Ongoing parental surveys are used in order to determine needs as well as methods we can use to reach out to more parents for involvement. Additionally, we are going to facilitate workshops for parents to support their struggling son or daughter in reading and writing in the home during the 2012-13 school year. Finally, Schickler has developed a parent involvement policy plan that outlines how to accomplish the elements of the parent involvement policy.

### **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)?**

Involve parents in planning, reviewing, and improving the School-wide Title I program, including the School and District Parent Involvement Policy: 1118 (c) (3)

Schickler Elementary School will ensure the involvement of parents in planning and reviewing the School-wide Title I program by:

- Holding the annual School-Wide Title I meeting during Kindergarten Orientation and Open House/Meet the Teacher Night to review the Title I program, the Parent Involvement Policy, and ask for suggestions for improvement.
- Reviewing and distributing our School/Parent/Student Compact at fall conferences.
- Posting the Parent Involvement Policy for parents to review during the Fall Parent/Teacher conferences in a visible location.
- Making available a suggestion box with the posted Parent Involvement Policy that allows suggestions during the conference nights and share the suggestions with stakeholders as appropriate.
- Continuing to make available a suggestion box for communication between parents and school all year with a monthly review of suggestions/comments at monthly PTO/PAC meetings. Follow-up actions on these suggestions will be made by stakeholders as appropriate.
- Conducting a Parent Perception Survey during second trimester for all parents.
- Conducting School and Title I Program Surveys during third trimester for all parents.
- Reviewing and revising the Parent Involvement Policy with PTO/PAC members to incorporate suggestions based on the Parent Survey results.
- Holding an ED YES Indicator meeting with PAC/PTO to gain parent input for reporting.
- Expanding all avenues of communication with parents (monthly school newsletter, weekly classroom newsletters, fliers, phone calls, emails, text messaging, district publications and website) to increase parent involvement in the School-wide Title I program.

Provide timely information about the School-wide Title I Program, the academic curriculum, assessments used to measure progress, and grade level expectations: 1118 (c) (4) (A) (B)

Schickler Elementary School will provide timely information through:

- Our Annual School-Wide Title I Meeting scheduled in coordination with our Kindergarten Orientation and Open House/Meet the Teacher Night.
- Our Get Ready for Kindergarten Curriculum Night, where our staff share Kindergarten expectations and provide all parents with examples of

## School Improvement Plan

C.K. Schickler Elementary School

---

at home activities to help their child reach their highest potential. There is also coordination with daycares and preschools to educate all involved about kindergarten expectations.

- Curriculum Night Events (childcare provided)
- Fall Parent-Teacher Conferences (additional conferences available upon request)
- PowerSchool access for student achievement updates daily
- School/Classroom Newsletters
- Report Cards and Progress Reports each Trimester
- Parent Workshops (childcare provided)
- Daily Take Home Planners
- School/Parent/Student Compact
- Parent/Student Handbook
- State Assessment meetings
- Telephone Calls and Email Correspondence

Provide parents the opportunity to interact with teachers regarding the education of their children. Include parents in the decision making process and utilize their suggestions for improvement. Revise the School-Wide Title I plan to meet student and parents needs and share revisions with the LEA: 1118 (c) (4) and 1118 (c) (5)

Schickler Elementary School will provide parents an opportunity to interact with their children's school by:

- Conducting a Parent Survey during Fall Parent/Teacher conferences for all parents.
- Having a Parent Suggestion Box located in a visible location where parents can provide suggestions for improvement and comments regarding the School-Wide Title I program.
- Going through the Parent Suggestion Box at monthly PTO/PAC meetings and discuss both suggestions/positive notes. Utilize parent feedback to revise and update our School-wide Title I program to meet the needs of all parents and students. Share suggestions and comments with the stakeholders and act on suggestions as appropriate.
- Holding a Title I meeting midway through the year at flexible times (AM and PM) to review the Title I program, Parent Involvement Policy, and allow for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the Parent Involvement Policy when appropriate.
- Fall Parent-Teacher Conferences (additional conferences available upon request)
- Telephone Calls and Email Correspondence.

### Part II: Shared Responsibilities for High Student Academic Achievement

Develop jointly with parents and teachers a School/Parent/Student Compact. The compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The compact will be reviewed and discussed during Parent/Teacher conferences in the fall: 1118 (d) (1) & 1118 (d) (2) (A)

Schickler Elementary School will develop a school/parent/student compact:

- The School/Parent/Student Compact is developed with input from the PTO and reviewed annually. Revisions are made based on the second trimester Parent Perception Survey results and additional suggestions provided by parents.
- The compact is reviewed and given to all parents at the Fall Parent/Teacher Conference. 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.

Provide frequent reports to parents on their children's progress: 1118 (d) (2) (B)

Schickler Elementary School will provide various academic reports to parents:

- Report Cards and Progress Reports each Trimester
- Progress reports between trimester one and two as well as two and three.

## School Improvement Plan

C.K. Schickler Elementary School

---

- Fall Parent-Teacher Conferences (additional conferences available upon request)
- PowerSchool access for student achievement updates daily
- 3rd - 5th grade state assessment reports (MEAP)
- K-5 MAPS reports

Afford parents reasonable access to staff. Provide opportunities for parents to volunteer, participate, and observe in their child's classroom:

1118 (d) (2) (c)

Schickler Elementary School has an open door policy for parents with both administration and staff. In addition, parents are encouraged to participate in the following actions and activities:

- Actively and regularly communicate with parents about upcoming events, meetings, workshops, and opportunities to serve at the school through school/classroom newsletters, fliers, phone calls, text messaging, emails, and website promotions.
- Encourage parents to fill out the school volunteer form to be able to be classroom and building volunteers.
- Monthly PTO (Parent-Teacher Organization) and PAC (parent advisory committee) meetings
- Room Parents
- Room Helpers
- Classroom and Building Volunteers
- Chaperones for field trips
- Room observations as requested by parents

### Part III: Building Capacity for Involvement

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

Schickler Elementary School and the district will ensure parents are informed about academic standards and assessments by providing the following:

- Fall Parent-Teacher Conferences (additional conferences available upon request).
- Parent copy of Grade Level Content Expectations provided at Kindergarten Orientation.
- Local assessment information (MLPP, DRA2, district writing assessment, district common assessments) shared with parents at conferences.
- Student receiving additional assistance will be progress monitored and discussed monthly or biweekly depending on student needs and abilities. Information will be shared with parents when appropriate.
- Title I coach/ interventionist available at conferences to provide information and answer questions about assessments.
- District parent meeting to discuss state assessments and parent guides.
- Kindergarten Orientation and Open House/Meet the Teacher Night.
- Fall Grade Level Curriculum Day: Teacher teams share grade level expectations and provide all parents with examples of instructional strategies to help their child reach their highest potential.
- Get Ready for Kindergarten Curriculum Night: Staff share Kindergarten expectations and provide all parents with examples of at home activities to help their child reach their highest potential.

Provide materials and training to parents: 1118 (e) (2)

Schickler Elementary School offers training and materials to parents through the following events and activities:

- Spring Get Ready for Kindergarten Curriculum Night for future Kindergarten Students
- Fall Kindergarten Orientation and Open House/Meet the Teacher
- Curriculum Night Events (childcare provided)
- Parent Workshops (childcare provided)
- Monthly School Newsletter/Classroom Newsletters/District publications

## School Improvement Plan

C.K. Schickler Elementary School

---

- SSRS (Super Summer Reading Success) Program
- Family Literacy PACT (Parent and Child Together) Events
- Fall Grade Level Curriculum Day
- Take Home Reading Program throughout the school year
- Fall School-Wide Title I Information Meeting
- District/School Website - provides parents with materials and resources to help their child achieve success

Educate teachers, Title I staff and principals regarding the value of parent involvement, ways to communicate effectively with parents and implementation of parent programs. 1118 (e) (3)

Schickler Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or welfare of the entire school community, parents are always the first point of contact. This school will utilize various forms of communication to communicate effectively with parents as well as implement parent programs.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Schickler Elementary School will work to coordinate programs to ensure success for all:

- Transition to Kindergarten to educate preschool parents and activities to educate daycares and community stakeholders on Kindergarten expectations.
- GSRP (Great Start Readiness Program): Preschool program located in our district that prepares students for Kindergarten expectations
- Parent Volunteers
- Yearly Calendar of PTO school activities for families
- Head Start
- Summer reading programs

Inform parents of school of parent programs in a timely and practical format using language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user -friendly manner, Schickler Elementary School will provide:

- Student Take Home Planners/Folders
- Monthly school newsletters/weekly classroom newsletters/District News and Views and website
- Accommodations for parents with disabilities
- Updates on interventions being used to assist students in academic achievement

Provide support for parental involvement at their request: 1118 (e) (14)

Schickler Elementary School will make every effort to support our parents and make sure their needs are met:

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

### Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their second language: 1118 (f)

Schickler Elementary School will provide:

- Flexible meeting times
- Handicapped Accessible Facilities
- Home Visits
- Phone Conferences

## School Improvement Plan

C.K. Schickler Elementary School

---

- Monthly school newsletter/weekly classroom newsletters/district News and Views and website
- Accommodations for parents with disabilities
- Collaboration with community agencies, i.e., Family Literacy, Community Mental Health, KIND, Truancy and Incurability Program
- Transportation Assistance

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

#### Part III: Building Capacity for Involvement

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

Schickler Elementary School and the district will ensure parents are informed about academic standards and assessments by providing the following:

- Fall Parent-Teacher Conferences (additional conferences available upon request).
- Parent copy of Grade Level Content Expectations provided at Kindergarten Orientation.
- Local assessment information (MLPP, DRA2, district writing assessment, district common assessments) shared with parents at conferences.
- Student receiving additional assistance will be progress monitored and discussed monthly or biweekly depending on student needs and abilities. Information will be shared with parents when appropriate.
- Title I coach/ interventionist available at conferences to provide information and answer questions about assessments.
- District parent meeting to discuss state assessments and parent guides.
- Kindergarten Orientation and Open House/Meet the Teacher Night.
- Fall Grade Level Curriculum Day: Teacher teams share grade level expectations and provide all parents with examples of instructional strategies to help their child reach their highest potential.
- Get Ready for Kindergarten Curriculum Night: Staff share Kindergarten expectations and provide all parents with examples of at home activities to help their child reach their highest potential.

Provide materials and training to parents: 1118 (e) (2)

Schickler Elementary School offers training and materials to parents through the following events and activities:

- Spring Get Ready for Kindergarten Curriculum Night for future Kindergarten Students
- Fall Kindergarten Orientation and Open House/Meet the Teacher
- Curriculum Night Events (childcare provided)
- Parent Workshops (childcare provided)
- Monthly School Newsletter/Classroom Newsletters/District publications
- SSRS (Super Summer Reading Success) Program
- Family Literacy PACT (Parent and Child Together) Events
- Fall Grade Level Curriculum Day
- Take Home Reading Program throughout the school year
- Fall School-Wide Title I Information Meeting
- District/School Website - provides parents with materials and resources to help their child achieve success

Educate teachers, Title I staff and principals regarding the value of parent involvement, ways to communicate effectively with parents and implementation of parent programs. 1118 (e) (3)

Schickler Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations

## School Improvement Plan

C.K. Schickler Elementary School

---

occur that involve students or welfare of the entire school community, parents are always the first point of contact. This school will utilize various forms of communication to communicate effectively with parents as well as implement parent programs.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Schickler Elementary School will work to coordinate programs to ensure success for all:

- Transition to Kindergarten to educate preschool parents and activities to educate daycares and community stakeholders on Kindergarten expectations.
- GSRP (Great Start Readiness Program): Preschool program located in our district that prepares students for Kindergarten expectations
- Parent Volunteers
- Yearly Calendar of PTO school activities for families
- Head Start
- Summer reading programs

Inform parents of school of parent programs in a timely and practical format using language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user -friendly manner, Schickler Elementary School will provide:

- Student Take Home Planners/Folders
- Monthly school newsletters/weekly classroom newsletters/District News and Views and website
- Accommodations for parents with disabilities
- Updates on interventions being used to assist students in academic achievement

Provide support for parental involvement at their request: 1118 (e) (14)

Schickler Elementary School will make every effort to support our parents and make sure their needs are met:

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

### Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their second language: 1118 (f)

Schickler Elementary School will provide:

- Flexible meeting times
- Handicapped Accessible Facilities
- Home Visits
- Phone Conferences
- Monthly school newsletter/weekly classroom newsletters/district News and Views and website
- Accommodations for parents with disabilities
- Collaboration with community agencies, i.e., Family Literacy, Community Mental Health, KIND, Truancy and Incurability Program
- Transportation Assistance

### How will the parent involvement component of the schoolwide plan be evaluated?

The Schickler Elementary staff will monitor the effectiveness of parent involvement components of the schoolwide plan by keeping a record

## School Improvement Plan

C.K. Schickler Elementary School

---

of participation at each event. We will have parent sign-in sheets to keep track of which parents are participating. Since we will be offering meetings and events at different times of the day we will also monitor the attendance at different times of the day to see what time is most desired. We will also conduct a Title I Parent survey in the spring of each school year to assess parent satisfaction in our program and in the parent involvement opportunities. We will also review the Schoolwide Title I Parent Involvement plan at the Annual Title I/Curriculum Review meetings each fall. We will review the feedback we receive from parents at these meetings to see how effective our program is and how we could improve it.

### **How will the results of the evaluation be used to improve the schoolwide program?**

Evaluation results were shared with teachers, district administrators and parents during SIP, PAC and PTC meetings. Our findings resulted in maintaining our current program and efforts in programming, activities, and evaluation methods as needed.

### **How was the school-parent compact developed?**

The Schickler compact was developed collaboratively by parents, students, and staff by first asking them to consider what was expected of each stakeholder group. Then, these statements were combined and consensus was reached in regards to which elements aligned to Section 1118. Finally, each stakeholder group provided final feedback and support for the implementation of the compact. The compact was redeveloped at the end of the 2012-2013 school year with staff, student council, PAC and PTC members. Each year prior to parent teacher conferences, the PAC reviews the compact prior to provide updates and revisions as needed. Teachers review the compact at a staff meeting in September and make suggested revisions; the student council review the student portion of the plan in September/October and make suggested revisions to this section. Teachers discuss the compact with parents during parent-teacher conferences in fall of each school year.

### **How is the parent compact used at elementary-level parent teacher conferences?**

Each year, the compact is discussed at fall parent teacher conferences, shortly after the school year begins. Parents are provided information related to conferences in advance, with varied slots available for parents to meet with the classroom teacher. This provides time for the teacher, parent, and student to discuss the shared expectations and goals for the school year and to commit to the responsibilities listed in the compact. After discussing the elements, each stakeholder signs the compact indicating agreement. This process is completed with each child and his/her parent at conferences, with a copy being provided to both the teacher and the parent/student. Then, throughout the school year, each stakeholder will review these expectations at any time, through frequent communication and support. Classroom teachers will seek support of parents and students in meeting the parent and student responsibilities, while parents and students will be encouraged to voice concerns or needs in regards to the teacher responsibilities. These concerns will be shared through ongoing verbal and/or written communication, meetings, or via the building PAC forum. In addition, the Title I learning coaches and interventionist, will assist the classroom teacher and parent in upholding the responsibilities by providing workshops, professional development, and training during and outside of the school day

### **How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?**

Not Applicable

**How does the school provide individual student academic assessment results in a language the parents can understand?**

Parents are informed of their individual student(s) academic assessment through the use of progress reports, a report card, the MEAP parent report, an updating of trimester MLPP/DRA2 scores on the Color Track assessment management system, and an online grade and assignment reporting system through PowerSchool. Results are interpreted for them through conversations with classroom teachers at parent teacher conferences and on an as needed basis for those students performing below grade level expectation as parents, upon request are provided opportunities for regular meetings to formulate suggestions and to participate in decisions, as appropriate, related to their child(ren)'s education. Annually an assessment meeting will be held with parents. As part of this meeting, individual assessment results will be provided in a format that is easy to read and understand. Title I teachers will take the assessment results and show examples of what students are expected to do and how the student actually performed on assessments. In addition, they will provide succinct information in a easy to read format for parents to take home. Benchmarks will also be given for the grade level and the student's performance will be listed in comparison to these benchmarks. In addition, parents will be encouraged to ask questions in a small group format or receive information in a language they can understand. Assistance is available for parents needing results interpreted in a language they can understand, as provided by district or building funds and resources. This includes providing a language interpreter (sign, foreign language) for conferences, parent meetings, and other meetings regarding student progress, building activities, etc. Foreign language teachers within the district are also available to assist with interpreting information in Spanish and French. However, if a district staff member is not available, the building will hire an interpreter as needed. An example of what has been done to do so is providing an interpreter for all such events, including awards ceremonies, conferences, parent meetings, etc. For those not in attendance, the monthly newsletter will provide minutes of important building meetings discussing assessments and state expectations. In addition to the annual assessment evening, parents are encouraged to ask questions and clarify understanding of assessments during the monthly building advisory council meetings that take place at Schickler.

## Component 7: Preschool Transition Strategies

### **In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?**

The Lapeer Community School district hosts a Preschool Transitions Committee comprised of the preschool director, the early education department chair, Kindergarten teachers, and the Title I director. The purpose of this committee is to ensure communication and appropriate training to local preschool programs and staff members. To best prepare our incoming Kindergarten students, preschool staff participate in district literacy workshops along with early elementary teachers. Resources are provided to the director and shared with preschool staff, including the Kindergarten Grade Level Expectations, Scope and Sequence, and handwriting program. The District Early Childhood Center is currently developing a transition strategy to strengthen the connection between their program and the elementary schools. While preschool students visit kindergarten classes, local kindergartners also partner with preschool classrooms and visit them in the spring prior to Kindergarten. An annual Kindergarten round-up is held by the district to coordinate programs and screen children. A kindergarten parent workshop is offered in the spring and fall of each year. Preschool parents are invited to attend this meeting to learn about ways to support their children at home and the expectations for kindergarten. Students are invited to attend and interact with each other and a high school national honor's society member assist with supervision. In addition, prior to the end of the school year, preschool students are invited to visit the kindergarten classrooms while parents receive information about the school and the kindergarten program. A kindergarten roundup will continue to be sponsored by the district. At this event, preschool parents are able to receive information about their child's readiness level, community resources available to them, transportation information, and other basic information regarding the kindergarten program.

### **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?**

An additional preschool enrichment class is offered at Schickler in conjunction with the Family Literacy Center to provide preschool students and parents with support related to kindergarten readiness. Finally, Family Literacy playgroups are organized to support preschool families in visiting the school prior to beginning kindergarten. These playgroups occur within the kindergarten classrooms and the kindergarten teachers/Title I learning coaches and interventionists attend a minimum of one session to communicate information related to kindergarten expectations and activities to promote readiness to parents, preschool staff, and students.

## Component 8: Teacher Participation in Making Assessment Decisions

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

Power Standards and content area assessments are created by grade level/departmental teachers that meet to create both. Standardized and district level assessments are used in conjunction with content/unit assessments in order to give teachers a wide spectrum of data to inform instruction. Once Power Standards and common assessments are completed, teachers develop essential checklists within each unit of study to align with GLCEs and Common Core Standards.

All textbooks that are implemented are chosen by a group of teachers after being screened for alignment with the GLCEs and Common Core. Upon implementation of assessments, teachers are encouraged to communicate suggestions for improvement to their grade level building and/or district representative or to the district chairperson. Also, grade levels discuss assessments at meetings when appropriate. After discussing assessment results, teachers then use the assessment results to identify needs within the classroom for extra support or for enrichment. The data assists teachers in determining intervention groups within a classroom and grade level based on specific need noted in the assessments. Then, teachers communicate these needs to the interventionists and paraprofessionals in order to collaboratively develop a plan of support and interventions. Their use of the data and the decisions they make regarding students' needs based on the data drive the interventions developed as a grade level and building. Upon analyzing assessments, classroom teachers are encouraged to share assessment information with parents to inform them of progress, needs, and growth. DRA2 performance levels, narrative and informational writing prompt scores, and trimester and unit math assessment results are used to inform parents of whether or not students are meeting grade level expectations in reading, writing and math. Unit assessments and trimester grades are also regularly used to communicate student performance information to parents and to other building staff. For example, as students move to a new grade, MLPP/DRA2 data and math unit and trimester results are shared via the student's file.

Finally, assessment results are used by teachers to collaborate and plan for discussion of a student at our Student Assistance Team (SAT) meetings. Teachers are encouraged to take the assessments, readminister them as needed, analyze the data, and share information with colleagues in order to determine intervention support. Then, data is again gathered to assess whether or not the interventions have been successful.

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

Teachers, Title I Learning Coaches and Interventionists, and Principal analyze data in order to identify classrooms and students for further interventions via grade level meetings/PLC's (professional learning communities). Minutes of these meetings reflect the discussions related to assessments and instructional planning. For example, teachers review MLPP/DRA2, writing prompt, and math data at the end of each district testing window (fall, winter and spring dates), determine students who are not yet meeting grade level expectations for that time in the year, and discuss strategies to support those students in progressing through the curriculum. This often includes utilizing Title I paraprofessional support or materials developed in collaboration with the building Title I Learning Coaches and Interventionists. All teachers participate in ongoing in-service opportunities in which they analyze and disaggregate data at the state, local, school, and classroom level where applicable. Teacher teams meet on a regular, bi-weekly, basis and discuss unit of study data in order to guide whole and small group instruction and make any necessary revisions to curriculum. In addition, each year, one half day is given to teachers to analyze MEAP data with the Title I Learning Coaches, Interventionists and Principal.

DRAFT

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

### What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Throughout each trimester, MLPP, DRA2, MEAP assessment results, unit essentials and teacher or parents recommendation will be used in the areas of reading and writing to determine students not yet proficient or needing additional support. These students will be prioritized based on scores, using the chart below to provide tiered support. (consultation, resources, additional small group/one on one support from Title and or from classroom teacher).

Throughout each trimester, math unit and trimester assessments, MEAP scores, unit essentials and teacher or parent recommendation will be used to identify students not yet proficient or needing additional support. Students receiving scores below 80% will receive timely additional assistance. In addition, at the conclusion of unit assessments throughout the year, students receiving less than an 80% will receive re-teaching. Throughout each trimester, teacher or parent recommendation, MEAP scores, and science and social studies unit assessments will be examined to determine students requiring re-teaching and additional support. Students receiving scores below 80% will receive timely additional assistance. In addition, at the conclusion of unit assessments throughout the year, students receiving less than an 80% will receive re-teaching. Schickler staff will identify students that are not mastering State and district academic achievement standards by continuously collecting and monitoring data at every grade level in all content areas as described below:

Reading identification/criteria for selection for interventions for Kindergarten - 5th grade: Staff will utilize DRA2 data. This data will be displayed on the school wide data wall for weekly PLC meetings. If a student is not meeting the DRA2 grade level benchmark they will be considered for an intervention group. If a teacher believes a student not meeting the above criteria needs intervention they will present their daily records from reading workshop instruction to offer evidence for intervention. MEAP data may be considered in the 3rd-5th grades as well, but because of the lengthily delay in receiving the scores other means will be necessary to assure timely interventions take place.

Writing identification/criteria for selection for interventions for Kindergarten - 5th grade: Students will be selected for intervention in writing based on the Lapeer Community School District writing rubric scores used to score grade level common assessments given each trimester, at the end of each unit of study, and teacher observations from daily writing assignments. Teachers in the fourth grade can also review MEAP writing data once scores are received. Grade level PLC teams will review all data collected to identify students in need of intervention focusing on individual needs of the student and this may include but is not limited to work on ideas, organization, voice, word choice, sentence fluency and conventions.

Math identification/criteria for selection for interventions for Kindergarten - 5th grade: Students will be selected for math intervention after reviewing math fluency assessments, grade level common unit and trimester assessments, and teacher observation/data collection. Third, fourth and fifth grade teachers may also use MEAP math data once those scores are received. Math data will be used to determine the specific intervention needs of students.

Science identification/criteria for selection for interventions for Kindergarten - 5th grade: Students will be identified for science intervention by analysis of grade level common unit assessments. If a student is not meeting grade level expectations and is unable to understand concepts being taught they will receive science intervention. During grade level PLC's the team will also identify same students that are given additional reading support and provide content support needed to be successful in science.

Social Studies identification/criteria for selection for interventions for Kindergarten - 5th grade: Students will be identified for social studies intervention by analysis of grade level chapter assessments. If a student is not meeting grade level expectations and is unable to understand concepts being taught they will receive social studies intervention. During grade level PLC's the team will also identify same students that are given additional reading support and provide content support needed to be successful in social studies.

**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?**

Interventions: At the beginning of the year, student assessment data from the previous school year (including summer school assessment results for students who attended) and baseline data taken the first two weeks of school are used to prioritize students needing additional assistance in each content area during bi-weekly grade level Professional Learning Community (PLC)/collaborative meetings. Then, at the start and end of each trimester and within each unit of study in reading, writing, math, science and social studies, the general education teachers at all grade levels give students a pre and post assessment. The pre assessment data drives the discussion during bi-weekly collaborative team meetings with grade level teachers, paraprofessionals, Title I interventionist, and special education teachers. Collaboratively, they identify essential learning level groups and plan for supplementary instruction that is built into the daily schedule at least four times a week. Based on the individual needs of students, grade level teams of teachers and instructional paraprofessionals work with groups of students that have been identified and focus on the essential learnings that the data revealed. This occurs simultaneously during different grade level blocks of time. We prioritize the greatest area of concern for students who have discrepancies in more than one content area. We attempt to address reading, writing and math first as indicated in our needs assessment. Within each trimester, there are three to four week RtI cycles of supplementary instruction and 12 weeks of Reading Recovery for our lowest 10% in first grade based on student needs where we progress monitor the students mastery of the identified skill. This allows for students to be moved to different skill groups in order to address students who have more than one area of concern during a trimester. At the end of each trimester, student data are re-assessed to re-prioritize student needs in each content area. In addition, students not responding to classroom interventions, as assessed by ongoing classroom unit assessments and essentials, students identified for Tier 2 receive Title I support through one or more of the following methods: consultation with the classroom teacher and interventionist, additional resources, additional small group or one-on-one support. Students demonstrating growth and meeting proficiency standards are removed from prioritized lists but continue to be monitored at the above mentioned intervals and as needed. For students prioritized as needing the greatest interventions, the interventionist, paraprofessionals and special education paraprofessionals work diligently with these students under the guidance of the classroom teacher. If needed, the student assistance team (SAT) meet and explore additional interventions and discuss current strategies being used. Upon recommendation the student may be tested for special education. If the student qualifies for special education services additional accommodations are made. If the student does not qualify for special education services, support staff intensifies services. The students participate in various programs to meet their needs.

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

Classroom teachers differentiate instruction through the use of Reading and Writing workshop. This model lends itself to differentiate for all students with its required components of teaching the mini-lesson, providing independent and guided group instruction and practice, and conferring with groups or with individual students. Teachers provide various accommodations and deliver instruction in a variety of ways depending on individual student needs, such as teaching the same skill through the use of a manipulative, hands-on, orally, and/or providing students to demonstrate their learning in different way, etc. Our plan reflects an emphasis on additional training for improving our methods and strategies for differentiation and providing quality instruction for all students.

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

**In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?**

- Federal:
- School Lunch: free and reduced lunch
  - Special Education Preschool: ECDD classroom services students with IEPs for academics
  - Title I: supports all students academically with Tier 1 and Tier 2 interventions using an RtI model
  - Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs
  - Title II A - Teacher Training: provides staff training
  - Title III Consortium Grant: Imlay City Schools Coordination and Integration of Federal, State, and Local programs and Resources. Provides support for potential LEP students.
- State:
- School Breakfast: provides breakfast for all students, free of charge
  - School Lunch, USDA Food program: provides lunch for free and reduced students
- Local:
- Title I District Wide Summer School: provides summer school for students in grades K-3 that were not proficient based on district and building academic criteria
  - Lapeer Family Literacy Center: supports afterschool academic programs, tutoring, and parent workshops
  - KIND (Kids in New Directions): supports behavioral interventions and social groups
  - Lapeer District Library Summer Reading Program: supports reading in the summer
  - Early on Truancy Prevention: supports families that have ongoing attendance concerns and supports behavioral interventions
  - Community Mental Health: supports students with IEPs and/or behavioral interventions
  - Kiwanis & Rotary Clubs: holiday assistance help, supports academics with volunteers and provides all 3rd grade students dictionaries
  - District process for screening & recruiting volunteers: The Lapeer Community Schools has a district wide process for recruiting and screening volunteers and provides a list of available individuals to buildings for tutoring and other services.
  - District preschool: Kids & Company: provides families with a preschool program
  - The annual Kindergarten Roundup coordinated by the district: brings a variety of community agencies together including the Health Department, public library, and Kids and Company (preschool program) and provides the opportunity for families to register their child for kindergarten and have assessment screening.
  - Preschool Transitions: host a free Parent and Child playgroup for ages 0 to 5. The playgroups are a 90 minute program that meets once a week for 6 weeks. This program is designed for children ages 0 to 5 years of age accompanied by a parent or caregiver who participates in the activities.
  - Lapeer County Health Department: provides vision and hearing screening services
  - Lapeer Great Start Collaborative
  - Foster Grandparents: provides volunteers for the classroom
  - National Honor Society Students: provides tutoring for students and assistance in the classroom
  - LIFT (Lapeer Investing in Families Together): provides support for struggling families

## School Improvement Plan

C.K. Schickler Elementary School

---

**List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

Federal:

- School Lunch
- Special Education Preschool
- Title I
- Title I Schoolwide Planning
- Title II A - Teacher Training
- Title III Consortium Grant: Imlay City Schools Coordination and Integration of Federal, State, and Local programs and Resources. Provides support for potential LEP students.

State:

- School Breakfast
- State Aid provides basic instructional program

Local:

- Title I District Wide Summer School
- Lapeer Family Literacy Center
- KIND (Kids in New Directions)
- Lapeer District Library Summer Reading Program
- Early on
- Community Mental Health
- Kiwanis & Rotary Clubs
- District process for screening & recruiting volunteers
- District preschool: Kids & Company
- Preschool Transitions: Provides a preschool program for 3 and 4 year olds. Visits are organized with the building staff in the spring.
- Lapeer County Health Dept provides vision and hearing screening services.
- Lapeer Great Start Collaborative
- Preschool Transitions: host a free Parent and Child playgroup for ages 0 to 5. The playgroups are a 90 minute program that meets once a week for 6 weeks. This program is designed for children ages 0 to 5 years of age accompanied by a parent or caregiver who participates in the activities.
- Foster Grandparents
- National Honor Society Students
- LIFT (Lapeer Investing in Families Together)

**Describe how the school will use the resources from Title I and other sources to implement the ten required schoolwide components.**

Comprehensive Needs Assessment

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an RtI model.
- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.
- Title IIA/Teacher Training: provides staff training.

## School Improvement Plan

C.K. Schickler Elementary School

---

### Schoolwide Reform Strategies

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an Rtl model.
- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.
- Title IIA/Teacher Training: provides staff training.
- SAT/Student Assistance Team: supports academic and behavioral interventions used in the school improvement plan and supports the Rtl model.

### Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an Rtl model.
- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.
- Title IIA/Teacher Training: provides staff training.
- SAT: supports academic and behavioral interventions used in the school improvement plan and supports the Rtl model. High-Quality and Ongoing Professional Development

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an Rtl model.
- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.
- Title IIA/Teacher Training: provides staff training.
- SAT: supports academic and behavioral interventions used in the school improvement plan and supports the Rtl model. Strategies to Increase Parental Involvement

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an Rtl model.
- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.
- Title IIA/Teacher Training: provides staff training.
- SAT: supports academic and behavioral interventions used in the school improvement plan and supports the Rtl model.

### Preschool Transition Strategies

- We host a free Parent and Child playgroup for ages 0 to 5. The playgroups are a 90 minute program that meets once a week for 6 weeks. This program is designed for children ages 0 to 5 years of age accompanied by a parent or caregiver who participates in the activities.
- District preschool: Kids & Company: provides families with a preschool program
- Kindergarten Rev-Up: Each Spring we invite preschool families to attend a "Rev-Up for Kindergarten event where we provide academic strategies and materials for parents to use over the summer with their child.

### Teacher Participation in Making Assessment Decisions

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an Rtl model.
- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.
- Title IIA/Teacher Training: provides staff training.
- SAT: supports academic and behavioral interventions used in the school improvement plan and supports the Rtl model.

### Timely and Additional Assistance to Students

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an Rtl model.
- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.
- Title IIA/Teacher Training: provides staff training.
- SAT: supports academic and behavioral interventions used in the school improvement plan and supports the Rtl model.
- Bi-Weekly Professional Learning Community (PLC) Meetings: Grade level teams of teachers meet, share and analyze student data and plan for further instruction including small and whole group needs.

### Coordination and Integration of Federal, State and Local Programs and resources

- We will continue to collaborate with local agencies on an ongoing basis, such as KIND, Early On Truancy and Prevention Program, KIWANIS, Lapeer District Library, the Lapeer Family Literacy Center, etc. as previously mentioned.

As part of the plan evaluation process, all ten schoolwide components will be implemented throughout the year on a community based schedule. Planned events, meetings, and special nights will be communicated to all stakeholders through the use of a calendar. The decision

## School Improvement Plan

C.K. Schickler Elementary School

---

making bodies (effective schools committee, parent advisory council, building staff, and collaborative planning teams) will input the necessary data and analyze the results of assessments to inform our progress monitoring throughout the year. At the district level, the administrative team will furnish a common professional development schedule and continuous collaboration plan to ensure that all schools are progressing adequately through their school improvement plans. The summer pilot to convert to Schoolwide Title I provides a stimulus for school staff to examine the plan and set the implementation schedule for the upcoming year. The intent of the pilot is to allow more collaboration between our schools in regard to professional development and student learning opportunities within and beyond the school day.

**How does the school coordinate and integrate the following Federal, State and local 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.**

Schickler Elementary is an Early Fives through fifth grade building. Therefore, adult education, vocational and technical education, and job training are not applicable. At the early fives and kindergarten level, many of the federal, state and local preschool transition programs work in conjunction to provide a variety of support programs for students. In the area of violence prevention, Schickler Elementary works with the local Court House using the Early On Truancy and Prevention program. They provide a liaison that works directly with the school and family. Collaboratively, teams meet regularly and make accommodations to meet the needs of each child referred to the program. In the area of nutrition, Schickler Elementary receives federal and state funding to fully fund the breakfast program and support lunch programs for students who qualify for free and reduced meals. At the local level, Schickler partners with the Lapeer Health Department to provide additional nutritional support. Local agencies such as KIWANIS and several organizations in our "First Call For Help" booklet provide families with information regarding MI Child, dental services, clothing needs, and counseling services. These organizations are available to provide assistance in the areas of health, nutrition, housing and basic life needs. Student cafeteria and office workers, flag helpers and fifth grade morning announcers provide students with an opportunity to take on positions within the building that promote responsibility each day.

## Evaluation

### **How does the school evaluate at least annually the implementation of the schoolwide program?**

The school improvement plan and Title I program for Schickler Elementary will be reviewed throughout the school year and revised as evidence to do so becomes apparent, through analysis of achievement and perception data. The major decision making bodies for Schickler Elementary (Elementary Effective Schools Committee/ESC, Parent Advisory Council/PAC and School Improvement Committees that consist of grade level teams) will review data yearly. These bodies, comprised of various stakeholders, including a parent representative from each classroom, all teaching staff, support staff liaisons and student liaisons, will continue to study student achievement data from a variety of sources that include the MEAP (Michigan Educational Assessment Program) data, MLPP (Michigan Literacy Progress Profile) data, district level assessments using DRA2, common writing prompts and unit assessments in math, chapter tests, and classroom assessment and/or observational data. In addition, demographic information, perception data, and program/process data will be examined.

As referenced in the attached parent involvement policy, regular collaboration between school and home will be essential to ensuring that all stakeholders are well informed and involved in the continuous improvement of our schoolwide plan. Stakeholders will receive updates and vital information through school newsletters, the automated telecommunication system (which can deliver voice, text, and e-mail alerts), open Power School access for parents, scheduled Title I nights for all families, meetings of the ESC, PAC, and collaborative staff planning. From the beginning of the year, stakeholders will review the Annual Education report, home-school compact, parent involvement policy, and parental resources at our open house. In addition to scheduling special informational activities throughout the school year, we will discuss the parent compact at parent teacher conferences.

### **How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?**

Schickler Elementary utilizes three different avenues to involve all stakeholders in evaluating process. These three bodies include the Effective Schools Committee (ESC), the Parent Advisory Council (PAC), and the School Improvement Committees (SIP Committees) which consist of grade level teacher teams.

One of the major decision making bodies for Schickler Elementary is the ESC (Effective Schools Committee). This collaborative group is comprised of various teachers teaching different grade levels and subjects. In addition, all staff are encouraged to attend ESC meetings and provide input into decisions being made and analyzing data. During PTC meetings, two teacher representatives attend monthly meetings and share parent input regarding the development and review of our SIP with ESC and SIP committees for school improvement initiatives. In addition to the ESC, Schickler utilizes PAC (Parent Advisory Council) to seek parent input in regards to building decisions. While not an independent decision-making body, parent representatives are sought from each classroom to promote varied participation. The committee then meets regularly to discuss the school improvement plan and to review changes to the plan and/or implementation. In addition, each meeting is focused on providing information and then seeking input and ideas related to issues facing the building. The PAC also serves as a committee that regularly completes various collaborative projects with teacher representatives, including budget decisions, parent compact and policy development, bond budget expenditures, etc. Finally, data related to building performance is often shared, examined, and gathered as part of these meetings.

School Improvement Committees consist of grade level teacher teams that meet weekly during collaborative planning time. All teaching staff serve on one of the goal committees and meet bi-monthly with any other representatives for their committee (parents/support staff) to review

## **School Improvement Plan**

C.K. Schickler Elementary School

---

data, discuss goals, and develop/communicate materials, assessments, and other elements of the goal to deliver to the rest of the staff. Throughout the year, the PAC also reviews the school improvement plan and discusses future needs based on data. Throughout the year, staff are also determining future needs to develop goals for the following school year. The ESC, PAC, staff, and parents study student achievement data from a variety of sources that include the MEAP (Michigan Educational Assessment Program) data, MLPP (Michigan Literacy Progress Profile) and DRA2 data, district level assessments, chapter tests, and classroom assessment and/or observational data. Upon reviewing the compiled data, goals and strategies are developed and resources are allocated to appropriately address the needs of our students, especially those students not yet meeting grade level expectations. Examples of decisions based on previously mentioned data include: professional development opportunities, grade level planning agendas, grade level and individual student interventions, budget development and resource allocation, support staff scheduling, curriculum implementation, positive behavior support planning, enrichment activities and support, and technology and software needs.

### **How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

The ESC, grade level teaching staff, and parent groups (PTC and PAC) will review the compiled data to determine if the existing goals and strategies are appropriate and whether or not they are meeting the needs of our students and moving us toward goal achievement. The Title I Interventionists will assist with compiling this data and identifying students not meeting expectations. The effectiveness of the plan, strategies, and supports will be analyzed to determine whether or not they are effective and to determine programming needs/changes for the following school year.

### **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?**

During monthly SIP, ESC, PAC and PTC meetings and weekly collaborative planning, we analyzed classroom, grade level and building achievement data, perception and profile data and identified strengths and weaknesses. We also used our targeted student list and conducted a careful evaluation to look for the existence of gaps in subgroups and content area.

In addition to analyzing building data, the Title I interventionist and Principal compiled data to discuss specific strategies and action steps with general and special education teachers during PLC and SIP meetings to strengthen academic achievement for all students. Then we wrote our school improvement plan to include three areas of need; writing, reading, math with an integration of improved parent communication and involvement within each content area.

# Schickler Elementary School Improvement Plan

DRAFT

## Overview

### Plan Name

Schickler Elementary School Improvement Plan

### Plan Description

Schickler Elementary's plan and action steps for increasing student academic achievement in all content areas.

DRAFT

## 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 students at Schickler Elementary will become proficient in reading.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$0
2	School Culture	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	All students at Schickler Elementary will become proficient in Mathematics.	Objectives: 1 Strategies: 5 Activities: 7	Academic	\$0
4	All students at Schickler Elementary will demonstrate proficiency in writing.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0

## Goal 1: All students at Schickler Elementary will become proficient in reading.

### Measurable Objective 1:

100% of All Students will Demonstrate a proficiency on district DRA2 end of the year assessments or, if not at grade level, showing greater than one years' growth in English Language Arts by 06/20/2014 as measured by end of year DRA assessment scores.

### Strategy 1:

Student Engagement Professional Development - Staff will receive training on the effectiveness of increased student engagement in relation to increased student achievement. Training on increasing student engagement will be offered through professional development opportunities.

Research Cited: Allington, Richard L., and Peter H. Johnston. Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms. New York: Guilford, 2002. Print. Guthrie, John T., and Angela McRae. "Reading Engagement Among African American and European American Students." What Research Has to Say about Reading Instruction. Newark, DE: International Reading Association, 2011. 115-142. Print. Ivey, Gay, and Peter H. Johnston. "Engagement With Yount Adult Literature: Outcomes and Processes." Reading Research Quarterly (2013): Print. Johnston, Peter H. Choice Words: How Our Language Affects Children's Learning. Portland, Me.: Stenhouse, 2004. Print. Johnston, Peter H. Opening Minds: Using Language to Change Lives. Portland, Me.: Stenhouse, 2012. Print. Marzano, Robert J. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print. Pressley, Michael. Learning to Read: Lessons from Exemplary First-grade Classrooms. New York: Guilford, 2001. Print.

Activity - Student Engagement Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

Activity - Reading Engagement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

C.K. Schickler Elementary School

<p>Staff will implement activities involving students designed to increase engagement in reading and literacy, such as communication with and presentations by literacy experts and authors, activities involving books designed to build excitement and sustained attention, and spaces within the building designated for students to utilize reading time in order to increase time in text and attitudes about reading. This will also include any materials necessary to implement this activity, including but not limited to technological resources.</p>	<p>Implementation</p>	<p>09/02/2013</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Title I Schoolwide</p>	<p>Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals</p>
--	-----------------------	-------------------	-------------------	------------	---------------------------	---

### Strategy 2:

Reading Workshop - Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice and conclude with sharing or reflection. Lessons will include demonstrations and opportunities to practice comprehension strategies. Students will read books at their independent or instructional level with teacher support as needed. Specific emphasis will be placed on navigating and using informational text, as well as crosscurricular reading, at all grade levels.

Research Cited: Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C., & Torgesen, J. (2010). "Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038)." Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Teaching for Deep Comprehension: A Reading Workshop Approach. Dorn, Linda J.; Soffos, Carla. 2005, Stenhouse Publishers, Portland, Maine.

"Assisting Students Struggling with Reading; Respose to Intervention and Multi-Tier Intervention in the Primary Grades" (2009). National Center for Educational Evaluation and Regional Assistance.

Bagl, K., Kaiser, K., Long, J., Roemer, J. Improving Reading Comprehension and Fluency Through the Use of Guided Reading. Chicago: Saint Xavier University and IRI/Skylight Professional Development, 2007.

Hewitt, C., Niego, J., Van Ryn, Susan. Improving Low Reading Skills through the Use of Reader's Workshop. Mount Prospect: Saint Xavier University and IRI Skylight, 1996.

King, Ray, Torgesen, J. (2000). Improving the Effectiveness of Reading Instruction in One Elementary. Tallahassee: Florida Center for Reading Research.

Activity - Professional Development to Support Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

C.K. Schickler Elementary School

Staff will participate in professional development opportunities to support reading instruction, including best instructional practices, appropriate use of supplies and materials within reading instruction, and aspects of differentiated instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
--	-----------------------	------------	------------	-----	--------------------	--

Activity - Team Meetings to Monitor Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet in regular grade-level team meetings to discuss student progress and assessment data. Staff will track school-wide data gathered during trimester and other classroom assessments. Staff will identify students needing additional interventions and create plan for interventions. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Monitor	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

Activity - Lab Classroom and Lesson Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be invited to observe a colleague teaching reading. Lab classroom participants will meet before each visit to set goals and reflect on possible learning, and will meet after each visit with classroom host in order to debrief and discuss observations. Multiple visits over a school year will be scheduled in order to observe change over time within a classroom. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

Activity - Reading Workshop Unit of Study Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

C.K. Schickler Elementary School

Staff will collaborate to implement and individualize MAISA units of study as well as individual lessons focused on reading comprehension and informational text. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
--	-----------------------	------------	------------	-----	--------------------	--

### Strategy 3:

Increase parent involvement with the support of Reading - Staff will support the application and use of Readers Workshop on the key components of workshop, reading strategies, and resources to support all readers at home.

Research Cited: Slavin,R.E., Lake,C. Davis,S. Madden,N.(2009). Effective Programs for Struggling Readers: A Best Evidence Synthesis. Baltimore: John Hopkins University, Center for Data-Driven Reform in Education.

Herrera, Carla, Sipe, Cynthia L., and McClanahan, Wendy S., "Mentoring School-age Children: Relationship Development in Community-based and School-based Programs.", 2000

Harvey, Stephanie and Goudvis, Anne, "Strategies That Work: Teaching Comprehension for Understanding and Engagement, Edition 2", 2007

Miller, Debbie, "Reading with Meaning: Teaching Comprehension in the Primary Grades", 2002

Gove, A. and P. Cvelich. 2011. Early Reading: Igniting Education for All. A report by the Early Grade Learning Community of Practice. Revised Edition. Research Triangle Park, NC: ResearchTriangle Institute.

Crow, Sherry R.Exploring the Experiences of Upper Elementary School Children Who Are Intrinsically Motivated to Seek Information. School Library Media Research, v14 2011.

Lenters, Kim.FROM STORYBOOKS TO GAMES, COMICS,BANDS, AND CHAPTER BOOKS: A YOUNG BOY'S APPROPRIATION OF LITERACY PRACTICES. Canadian Journal of Education, v30 n1 p113-136 2007.

Activity - Parent Involvement; Collaboration with all staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to events to support reading instruction taking part in the general and special education classrooms. During these events families will receive information on the importance of spending time reading with their child and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

## School Improvement Plan

C.K. Schickler Elementary School

### Strategy 4:

Multi-Tiered Systems of Support in Reading - Appropriate levels of support within reading instruction, as well as differentiated instruction, will be offered for students at all levels in reading.

Research Cited: Hewitt, Neigo and VanRyn. Improving Low Reading Skills Through the Use of Reader's Workshop - Action Research Project.

Fountas, Irene C., and Pinnell, Gay Su, "When Readers Struggle: Teaching That Works.", 2009

Burns, Matthew K., and Gibbons, Kimberly, "Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices / Edition 1", 2008

Gunn, Barbara; Smolkowski, Keith; Biglan, Anthony; Black, Carol; Blair, Jason. Fostering the Development of Reading Skill Through Supplemental Instruction: Results for Hispanic and Non-Hispanic Students. Journal of Special Education, v39 n2 p66-85 Sum 2005.

Gentry, Ruben; Windfield, Glenda. Response to Intervention--See Johnny Run Online Submission, Paper prepared for the Annual CEC Conference (Jackson, MS, Feb 18-19, 2010).

Bianco, Sharon Davis. Improving Student Outcomes: Data-Driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model. Teaching Exceptional Children Plus, v6 n5 Article 1 Jun 2010.

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained certified staff will work individually with the most at-risk first graders in daily one-on-one lessons following the Reading Recovery lesson framework. Trained Reading Recovery teachers will provide professional development for other staff on best practices for struggling readers. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Trained Reading Recovery staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be offered professional development opportunities on topics related to differentiation and small group and individual instruction within reading instruction in order to support readers of all levels within a classroom. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

## School Improvement Plan

C.K. Schickler Elementary School

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

## Goal 2: School Culture

### Measurable Objective 1:

Collaborate to actively create a school culture that promotes building positive and trusting relationships with staff, students, their families, and the broader neighborhood and community by 06/15/2018 as measured by pre and post school year perception surveys from all stakeholders, as well as monitoring levels of participation at community events.

### Strategy 1:

Provide a variety of experiences that promote positive relationships among all stakeholders - All stakeholders will be invited to participate in shared experiences designed to increase common understanding and mutual respect in order to create a culture that raises student achievement.

Research Cited: Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York: Russell Sage Foundation.

Fisher, Douglas, and Nancy Frey. How to create a culture of achievement in your school and classroom. Alexandria, Va.: ASCD, 2012. Print.

Parrett, William, and Kathleen M. Budge. Turning high-poverty schools into high-performing schools. Alexandria, Va.: ASCD, 2011. Print.

Tough, Paul. How children succeed grit, curiosity, and the hidden power of character. Boston: Houghton Mifflin Harcourt, 2012. Print.

Activity - Connection with Community Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schickler Elementary will actively promote a connection between community agencies and resources with students and their families. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Community Engagement	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

**School Improvement Plan**

C.K. Schickler Elementary School

Activity - Team Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in shared experiences designed to promote common understanding and mutual respect. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Other	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Activity - Parent Participation Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to join school staff and students for informal gatherings to increase comfort and partnership between home and school. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Activity - Student Enrichment Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have opportunities to participate in extended day enrichment activities in order to build the bond between students and school and provide all students the chance to develop skills and talents. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Other	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

**Goal 3: All students at Schickler Elementary will become proficient in Mathematics.****Measurable Objective 1:**

100% of All Students will Demonstrate a proficiency in mathematics in Mathematics by 06/15/2014 as measured by by scoring 80% or higher using district trimester post assessments or make growth of 20% from pre to post assessment using district trimester assessments.

**Strategy 1:**

Mathematics Fact Fluency - Staff will begin to implement grade-level appropriate fact fluency activities and timed tests in order to increase fact fluency among students, increasing problem-solving abilities.

Research Cited: "Quick retrieval of basic arithmetic facts is critical for success in mathematics."

National Mathematics Advisory Panel (2008). Foundations for success: The final report of the national mathematics advisory panel. Washington DC: U.S. Department of Education.

Explicit instruction of mathematics facts demonstrates positive gains in fact fluency.

Fuchs, L.S., Fuchs, D., Hamlett, C.L., Powell, S.R., Capizzi, A.M., & Seethaler, P.M. (2006). The effects of computer-assisted instruction on number combination skill in at-risk first graders. *Journal of Learning Disabilities*, 39(5), 467-475.

"The National Research Council (NRC) concluded that attaining computational fluency - the efficient, appropriate, and flexible application of single-digit and multi-digit calculations skills - is an essential aspect of mathematical proficiency." Arthur J. Baroody, *Teaching Children Mathematics*, August 2006

Why Children Have Difficulties Mastering the Basic Number Combinations and How to Help Them. Arthur J. Baroody, *Teaching Children Mathematics*, August 2006

Developing Fact Fluency in Mathematics Sam Strother, *Developing Mathematical Thinking Institute*

Nine Ways to Catch Kids Up Marilyn Burns, *Educational Leadership* November 2007

How I Boost My Students' Number Sense Marilyn Burns Instructor, April 1997

Activity - Mathematics Fact Fluency Study Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to monitor and adjust instruction and data usage for fact fluency instruction. The study team will investigate interventions to address gaps in achievement that are shown in student data. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Implementation	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

**Strategy 2:**

Problem Solving and Differentiated Instruction - Staff will teach problem solving strategies and higher-order thinking concepts through delivery of differentiated mathematics lessons. Staff will assist students in monitoring and reflecting on their problem solving. Staff will expose students to multiple problem-solving strategies, including using visual representations in their work

## School Improvement Plan

C.K. Schickler Elementary School

Research Cited: National Research Council. (2001). "Adding it up: Helping children learn mathematics." J. Kilpatrick, J. Swafford, & B. Findell (Eds.). Washington,DC: National Academies Press, Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education,

Mevarech, Z.R., & Kramarski, B. (2003). "The effects of metacognitive training vs. worked-out examples on students' mathematical reasoning." *British Journal of Educational Psychology*, 73(4), 449-471.

Cardelle-Elawar, M. (1995). "Effects of metacognitive instruction on low achievers in mathematics problems." *Teaching and Teacher Education*, 11(1), 81-95.

Jitendra, A.K., Griffin, C.C., McGoey, K., Gardill, M.C., Bhat, P., & Riley, T. (1998). "Effects of mathematical word problem solving by students at risk or with mild disabilities." *Journal of Educational Research*, 91(6), 345-355.

Jitendra, A.K., Star, J.R., Rodriguez, M., Lindell, M., & Someki, F. (2010). "Improving students' proportional thinking using schema-based instruction." Manuscript submitted for publication.

Perels, F., gurtler, T., & Schmitz, B. (2005). "Training of self-regulatory and problem-solving competence." *Learning and Instruction*, 15(2), 123-139.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities for professional development on mathematics problem solving, differentiated instruction, use of math tools and manipulatives, Number Talk and number sense-building strategies, and use of appropriate problem solving supplies will be offered. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

Activity - Lab Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be invited to observe a colleague teaching mathematics. Lab classroom participants will meet before each visit to set goals and reflect on possible learning, and will meet after each visit with classroom host in order to debrief and discuss observations. Multiple visits over a school year will be scheduled in order to observe change over time within a mathematics classroom. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

## School Improvement Plan

C.K. Schickler Elementary School

Activity - Collaboration on Student Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor student mathematics progress through assessments such as district trimester and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. In addition, staff will meet with students to assist them in creating their own data collections ("Student Data Binders"). Students will track their own progress and create goals and strategies for their own successful learning. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Monitor	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

### Strategy 3:

Supplementary instruction and support for below grade level students - Staff will offer additional intervention time outside of daily math instruction to support struggling students.

Research Cited: Gersten, R., Beckman, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools."

National Center for Education Evaluation and Regional Assistance: 1-91.

Grimes, Kinberly and Stevens, Dannelle (2009). "Glass, Bug and Mud: A Self-assessment System Enables Teachers to Differentiate Elementary Mathematics Instruction, Which Boosts Both Students Learning and Students' Sense of Themselves as Mathematicians," Gale Cengage Learning.

Riccomini, Paul J. Response to Intervention in Math. Corwin Press (December 28, 2009). VanDerHeyden, Amanda (2009). "RTI and Math Instruction," Education Research and Consulting, Inc.

Grade Three: Math Concepts/Applications. Case Study National Center on Student Progress Monitoring, 2008.

Activity - Extended Day Math Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

C.K. Schickler Elementary School

<p>Staff will use intervention time outside of daily math instruction, including extended day opportunities, to support struggling students identified through the district unit assessments, classroom observations, and essentials. Staff will also support at risk students during daily classroom instruction in the general education classroom. The interventions are directed at developing one or more of the following: Knowledge, the ability to apply knowledge, skills, habits or patterns of behavior, and/or attitudes. This will also include any materials necessary to implement this activity, including but not limited to technological resources.</p>	<p>Academic Support Program</p>	<p>09/02/2013</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Title I Schoolwide</p>	<p>Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals</p>
--	---------------------------------	-------------------	-------------------	------------	---------------------------	---

### Strategy 4:

Student Engagement Professional Development - Staff will receive training on the effectiveness of increased student engagement in relation to increased student achievement. Training on increasing student engagement will be offered through professional development opportunities.

Research Cited: Allington, Richard L., and Peter H. Johnston. Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms. New York: Guilford, 2002. Print. Guthrie, John T., and Angela McRae. "Reading Engagement Among African American and European American Students." What Research Has to Say about Reading Instruction. Newark, DE: International Reading Association, 2011. 115-142. Print. Ivey, Gay, and Peter H. Johnston. "Engagement With Yount Adult Literature: Outcomes and Processes." Reading Research Quarterly (2013): Print. Johnston, Peter H. Choice Words: How Our Language Affects Children's Learning. Portland, Me.: Stenhouse, 2004. Print. Johnston, Peter H. Opening Minds: Using Language to Change Lives. Portland, Me.: Stenhouse, 2012. Print. Marzano, Robert J. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print. Pressley, Michael. Learning to Read: Lessons from Exemplary First-grade Classrooms. New York: Guilford, 2001. Print.

Activity - Student Engagement Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas. This will also include any materials necessary to implement this activity, including but not limited to technological resources.</p>	<p>Professional Learning</p>	<p>09/02/2013</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Title I Schoolwide</p>	<p>Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals</p>

### Strategy 5:

Increase parent involvement with the support of mathematics - All certified staff will support the application and support for problem solving through supplies, training, and or resources in order to deepen parent and student understating of the link between math concepts and life through family evening events.

Research Cited: Schnee, Emily; Bose, Enakshi. Parents "Don't" Do Nothing: Reconceptualizing Parental Null Actions as

## School Improvement Plan

C.K. Schickler Elementary School

Agency. School Community Journal, v20 n2 p91-114 2010.

Kliman, Marlene. Math Out of School: Families' Math Game Playing at Home. School Community Journal, Page 9 of 48. v16 n2 p69-90 Fall-Win 2006.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools." National Center for Education Evaluation and Regional Assistance: 1-91.

Activity - Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will take part in events to support the problem solving teaching taking place in the general and special education settings. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment activities. Families will also receive supplementary supplies to support these goals, interventions, and enrichment instruction at home.	Parent Involvement	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

## Goal 4: All students at Schickler Elementary will demonstrate proficiency in writing.

### Measurable Objective 1:

100% of All Students will Demonstrate a proficiency in writing in English Language Arts by 06/14/2014 as measured by district writing rubrics or show 25% growth on unit assessments from pre to post assessments..

### Strategy 1:

Student Engagement Professional Development - Staff will receive training on the effectiveness of increased student engagement in relation to increased student achievement. Training on increasing student engagement will be offered through professional development opportunities.

Research Cited: Allington, Richard L., and Peter H. Johnston. Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms. New York: Guilford, 2002. Print. Guthrie, John T., and Angela McRae. "Reading Engagement Among African American and European American Students." What Research Has to Say about Reading Instruction. Newark, DE: International Reading Association, 2011. 115-142. Print. Ivey, Gay, and Peter H. Johnston. "Engagement With Yount Adult Literature: Outcomes and Processes." Reading Research Quarterly (2013): Print. Johnston, Peter H. Choice Words: How Our Language Affects Children's Learning. Portland, Me.: Stenhouse, 2004. Print. Johnston, Peter H. Opening Minds: Using Language to Change Lives. Portland, Me.: Stenhouse, 2012. Print. Marzano, Robert J. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print. Pressley, Michael. Learning to Read: Lessons from Exemplary First-grade Classrooms. New York: Guilford, 2001. Print.

## School Improvement Plan

C.K. Schickler Elementary School

Activity - Student Engagement Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

### Strategy 2:

Writing Workshop - Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications, at all grade levels.

Research Cited: Anderson, C. 2005. "Assessing Writers." Portsmouth, NH: Heinemann.

Calkins, L. 1994. "The Art of Teaching Writing. 2nd ed." Portsmouth, NH: Heinemann.

Graves, D. 1994. "A Fresh Look at Writing." Portsmouth, NH: Heinemann.

Short, K., Harste, J., & Burke, C. 1996. "Creating Classrooms for Authors and Inquirers. 2nd ed." Portsmouth, NH: Heinemann.

Spandel, V. 2001. "Creating Writers Through 6-Trait Writing Assessment and Instruction. 3rd ed." Boston, MA: Addison Wesley Longman.

Wood Ray, K. 1999. "Wondrous Words." Urbana, IL: NCTE.

Vygotsky, L.S. 1978. "Mind and Society: The Development of Higher Psychological Processes." Cambridge, MA: Harvard University Press.

Activity - Use of Models and Critique	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

C.K. Schickler Elementary School

Staff will receive training on, and begin implementation of, using strong models for students within writing workshop. Strong mentor texts will be identified through staff collaborative efforts, and teachers will model and guide the process of naming and noticing with students within the writing workshop. Teachers will guide students to implement noticed strengths within their own writing pieces. A continuous cycle of drafting, feedback, and revision will be encouraged within the writing workshop in order to create a process allowing for refinement, reflection and precision. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Other	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
--	-------	------------	------------	-----	--------------------	--

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development opportunities on best instructional practices, use of MAISA writing units, understanding of genre writing, and differentiation within writing workshop will be offered. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

Activity - Lab Classroom and Lesson Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be offered opportunity for facilitated observation of writing instruction. Observations will include collaborative discussion beforehand as well as debriefing with host teachers following each lesson. Multiple visits will be offered in order to observe change over time within a writing classroom. This will also include any materials necessary to implement this activity, including but not limited to technological resources	Professional Learning	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

### Strategy 3:

Differentiated Writing Instruction - Staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimito, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D.

(2008). "Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide." (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of

## School Improvement Plan

C.K. Schickler Elementary School

Education.

Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades

K - 3. Dorn, Linda J. and Soffos, Carla. 2012. Pearson: Boston, MA.

Activity - Differentiation within Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on differentiation within writing workshop will be offered in order to best meet the needs of writers of all abilities and performance levels. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Activity - Team Meetings to Monitor Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet in regular grade-level team meetings to discuss student progress and assessment data. Staff will collaborate to identify students requiring additional support in writing and plan for appropriate interventions. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Monitor	09/02/2013	06/15/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Activity - Unit of Study Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to implement and apply MAISA writing units of study as they become available. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Other	09/02/2013	06/01/2018	\$0	Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Team Meetings to Monitor Student Progress	Staff will meet in regular grade-level team meetings to discuss student progress and assessment data. Staff will track school-wide data gathered during trimester and other classroom assessments. Staff will identify students needing additional interventions and create plan for interventions. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Monitor	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Professional Development to Support Reading	Staff will participate in professional development opportunities to support reading instruction, including best instructional practices, appropriate use of supplies and materials within reading instruction, and aspects of differentiated instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Professional Development	Staff will be offered professional development opportunities on topics related to differentiation and small group and individual instruction within reading instruction in order to support readers of all levels within a classroom. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

## School Improvement Plan

C.K. Schickler Elementary School

Team Building	Staff will participate in shared experiences designed to promote common understanding and mutual respect. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Other	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Reading Recovery	Trained certified staff will work individually with the most at-risk first graders in daily one-on-one lessons following the Reading Recovery lesson framework. Trained Reading Recovery teachers will provide professional development for other staff on best practices for struggling readers. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	09/02/2013	06/15/2018	\$0	Trained Reading Recovery staff
Connection with Community Resources	Schickler Elementary will actively promote a connection between community agencies and resources with students and their families. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Community Engagement	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Extended Day Math Support	Staff will use intervention time outside of daily math instruction, including extended day opportunities, to support struggling students identified through the district unit assessments, classroom observations, and essentials. Staff will also support at risk students during daily classroom instruction in the general education classroom. The interventions are directed at developing one or more of the following: Knowledge, the ability to apply knowledge, skills, habits or patterns of behavior, and/or attitudes. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

## School Improvement Plan

C.K. Schickler Elementary School

Student Engagement Professional Development	Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Lab Classroom	Staff will be invited to observe a colleague teaching mathematics. Lab classroom participants will meet before each visit to set goals and reflect on possible learning, and will meet after each visit with classroom host in order to debrief and discuss observations. Multiple visits over a school year will be scheduled in order to observe change over time within a mathematics classroom. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Mathematics Fact Fluency Study Team	Staff will collaborate to monitor and adjust instruction and data usage for fact fluency instruction. The study team will investigate interventions to address gaps in achievement that are shown in student data. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Implementation	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Unit of Study Implementation	Staff will collaborate to implement and apply MAISA writing units of study as they become available. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Other	09/02/2013	06/01/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

**School Improvement Plan**

C.K. Schickler Elementary School

Interventions	Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Differentiation within Writing Workshop	Professional development on differentiation within writing workshop will be offered in order to best meet the needs of writers of all abilities and performance levels. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Professional Development	Opportunities for professional development on mathematics problem solving, differentiated instruction, use of math tools and manipulatives, Number Talk and number sense-building strategies, and use of appropriate problem solving supplies will be offered. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Student Engagement Professional Development	Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

## School Improvement Plan

C.K. Schickler Elementary School

Parent Involvement; Collaboration with all staff	Families will be invited to events to support reading instruction taking part in the general and special education classrooms. During these events families will receive information on the importance of spending time reading with their child and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Student Engagement Professional Development	Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Reading Engagement Activities	Staff will implement activities involving students designed to increase engagement in reading and literacy, such as communication with and presentations by literacy experts and authors, activities involving books designed to build excitement and sustained attention, and spaces within the building designated for students to utilize reading time in order to increase time in text and attitudes about reading. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Implementation	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Family Events	Families will take part in events to support the problem solving teaching taking place in the general and special education settings. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment activities. Families will also receive supplementary supplies to support these goals, interventions, and enrichment instruction at home.	Parent Involvement	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

## School Improvement Plan

C.K. Schickler Elementary School

<p>Collaboration on Student Progress Monitoring</p>	<p>Staff will monitor student mathematics progress through assessments such as district trimester and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. In addition, staff will meet with students to assist them in creating their own data collections ("Student Data Binders"). Students will track their own progress and create goals and strategies for their own successful learning. This will also include any materials necessary to implement this activity, including but not limited to technological resources.</p>	<p>Monitor</p>	<p>09/02/2013</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals</p>
<p>Professional Development</p>	<p>Professional development opportunities on best instructional practices, use of MAISA writing units, understanding of genre writing, and differentiation within writing workshop will be offered. This will also include any materials necessary to implement this activity, including but not limited to technological resources.</p>	<p>Professional Learning</p>	<p>09/02/2013</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals</p>
<p>Reading Workshop Unit of Study Development</p>	<p>Staff will collaborate to implement and individualize MAISA units of study as well as individual lessons focused on reading comprehension and informational text. This will also include any materials necessary to implement this activity, including but not limited to technological resources.</p>	<p>Professional Learning</p>	<p>09/02/2013</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals</p>
<p>Lab Classroom and Lesson Study</p>	<p>Staff will be invited to observe a colleague teaching reading. Lab classroom participants will meet before each visit to set goals and reflect on possible learning, and will meet after each visit with classroom host in order to debrief and discuss observations. Multiple visits over a school year will be scheduled in order to observe change over time within a classroom. This will also include any materials necessary to implement this activity, including but not limited to technological resources.</p>	<p>Professional Learning</p>	<p>09/02/2013</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals</p>

## School Improvement Plan

C.K. Schickler Elementary School

Student Enrichment Experiences	Students will have opportunities to participate in extended day enrichment activities in order to build the bond between students and school and provide all students the chance to develop skills and talents. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Other	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Use of Models and Critique	Staff will receive training on, and begin implementation of, using strong models for students within writing workshop. Strong mentor texts will be identified through staff collaborative efforts, and teachers will model and guide the process of naming and noticing with students within the writing workshop. Teachers will guide students to implement noticed strengths within their own writing pieces. A continuous cycle of drafting, feedback, and revision will be encouraged within the writing workshop in order to create a process allowing for refinement, reflection and precision. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Other	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Lab Classroom and Lesson Study	Staff will be offered opportunity for facilitated observation of writing instruction. Observations will include collaborative discussion beforehand as well as debriefing with host teachers following each lesson. Multiple visits will be offered in order to observe change over time within a writing classroom. This will also include any materials necessary to implement this activity, including but not limited to technological resources	Professional Learning	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Team Meetings to Monitor Student Progress	Staff will meet in regular grade-level team meetings to discuss student progress and assessment data. Staff will collaborate to identify students requiring additional support in writing and plan for appropriate interventions. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Monitor	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

**School Improvement Plan**

C.K. Schickler Elementary School

Parent Participation Activities	Parents will be invited to join school staff and students for informal gatherings to increase comfort and partnership between home and school. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement	09/02/2013	06/15/2018	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
<b>Total</b>					<b>\$0</b>	

DRAFT