



School Improvement Plan

Douglas Road Elementary School

Bedford Public Schools

Mrs. Carol Perz, Principal
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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Description:

Size: 568 students, 23 classroom teachers, 2 ISD teachers, 2 Resource Room Teachers, 7 teachers (music, gym, art, Reading Specialist, Student Support Coordinator, 2 Administrators), grades K-5

Community: Primarily Caucasian, middle class, population approximately 30,000, formerly rural area changed into suburban neighborhoods

Location: Suburb of Toledo located north of the Michigan/Ohio state line, in Monroe County

Changes over the last 3 years:

- Enrollment is up 8 students from 2014-15
- Closed Temperance Road Elementary and redistricted many students and staff to our school
- Decrease in support staff, technical assistant in the computer lab, resource room teacher, librarian, etc.
- Added Assistant Principal
- High turnover for district superintendent and other assistant superintendent positions
- Reduction in district liaison officer
- Reduction in state aid
- 1:1 Initiative added to fourth and fifth grades with plans to include third grade in the next year

Unique features:

Active PTA

Challenges:

- Teachers are negotiating a new contract
- Teachers are working at a 2009 pay level
- Parent and student apathy
- Many households have two parents working
- Median income changes from 2009 at \$83,074 to 2014 at \$67,210. That is a reduction of 18% over five years.
- Shared custody; students are shuffled between different homes
- Students are digital natives; teachers are digital immigrants
- More students living with grandparents due to parent impairment
- Tardy/absent students
- Recent attempt at a facilities bond failed to pass
- Recent sinking fund renewal failed to pass
- State economic challenges directly impacts financial allocations and decisions
- District just out Deficit Elimination

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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.

Douglas Road Elementary exists to educate children and serve our community. Our mission at Douglas Road Elementary is to create an environment that promotes strong student-teacher relationships and ensures individual academic growth as measured by state and federal standards. Our staff is committed to providing a comprehensive support system that uses best-practices in assessment and instruction, a challenging and relevant curriculum, and researched-based interventions to ensure that all students succeed. We steep ourselves in high expectations for every student, strong student-teacher relationships, individualized instruction for every student, flexibility in teaching, promoting creativity, fostering perseverance, and showing compassion.

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.

Douglas Road Elementary has made mathematics and literacy two of our primary focus areas for student instruction. Special attention and supports have been designed for our at-risk students. Throughout the grade levels Wonders and Everyday Math has been introduced and implemented. Fountas and Pinnelle are used with our struggling readers. Along with academic advancements, Douglas Road has committed to renewing the physical learning environment for students and staff as well. Facility updates include paint, flooring, safety and increased technology capacity. An all inclusive playground with community and staff support was installed with national recognition, so children of all abilities can play freely with each other. This was funded through national donations and continued fund raising.

Additional Information

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

We have a dedicated, highly-qualified, collaborative and caring staff committed to student success and growth. Recognizing the importance of technology for our students and their futures, Douglas Road Staff integrates technology into as many student learning experiences as possible by using projectors, interactive white boards, SMART boards, multi-media, and will have welcomed one-to-one initiative within the upper grades and will additionally welcome the initiative to third grade the 2016-2017 year.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Public invitations via multiple platforms are extended to parents, community members, and students during our district wide survey window. Our principal also will personally extend invitations to ensure various stakeholders are represented (for example parents/guardians of at risk and special education students). Variances in meeting times and days are scheduled to accommodate stakeholders' schedules. All staff completed the Staff survey during a staff meeting. Students in grades 3-5 took the surveys on chrome books or in the computer lab. Parents, K-5, completed their survey at home or in the computer lab during conferences.

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

Parents and teachers representing various grade levels, reading specialist, intervention specialist, principal, and curricular leaders. We collectively reviewed our data and drafted goals, broke into sub groups including the entire staff, and then came back together to refine the final product. In addition we worked closely with the Monroe County ISD.

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

Regular updates were provided to stakeholders approximately every month. The semi-final draft was also distributed and discussed with the staff for a last review prior to submission. At the district level, each plan was approved by our Assistant Superintendent, Mr. Manuszak. The staff received the updated plan at our first SI staff meeting of the year.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

One challenge was our school enrollment was declining until this year when it slightly increased by 8 students.

Student Demographic Data

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

We have not noticed any trends. One challenge is due to the loss of the liaison officer we have lost the ability to follow up with truancy issues. Our average attendance is typically around 90% and above. However there is a large number of students who arrive tardy and leave early.

Student Demographic Data

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

2013/14

63 infractions

86 detentions

10 ISS

3 OSS

2014/15

59 infractions

53 detentions

9 ISS

9 OSS

2015/16 (first semester)

42 infractions

21 detentions

1 suspension

We are happy to see that the total numbers of Infractions, detentions, and suspensions have gone down. Our school has implemented a weekly lesson to discuss feelings, actions, bullying, etc. Our Home School Coordinator has been working with grades 3 through 5 with the PATHS program. In addition, our Assistant Principal is working with a Kindergarten group. In conjunction with the ISD staff we are addressing peer sensitivity awareness with fifth graders in their interaction with students from the cross categorical room for lunch, recess, and special
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classes. We hope to expand this next year to include other grades.

Student Demographic Data

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

Our student support coordinator is meeting with the upper grades weekly for 30 minutes about student behavior, bullying, emotions, and how to interact appropriately. In the lower grades, the Expanding Expressions tool is used by the Speech and Language Pathologist with the classroom teachers to improve speech and language.

Teacher/School Leader(s) Demographic Data

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

Our building has numerous veteran teachers, novice and some in between. The younger teachers bring in new ideas and experiences with new technology. Our veteran teachers share their knowledge and experiences so our students benefit from this balance.

Teacher/School Leader(s) Demographic Data

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

Veteran teachers tend to be leaders in our building. Students benefit positively from their knowledge and experience.

Teacher/School Leader(s) Demographic Data

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

If teachers attend too many professional development experiences, it could negatively impact student learning. A balance must be kept! Consistent teaching and learning is our goal for all students.

Teacher/School Leader(s) Demographic Data

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

Our school does not have a problem with excessive teacher absences. Our district currently has problems finding substitutes to cover teachers. There should not be any impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

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If the state would reinstate our full funding foundation, our district would be able to fill all necessary positions like support staff, librarian, and computer technologist. Coaching and mentoring need to be part of our district policies. PD should focus on improving teaching strategies and directly related to student growth and learning.

Process Data

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

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

The highest Standards for DRE were Standard 1: Purpose and Direction at 3.33, Standard 2: Governance and Leadership at 3.17, and Standard 4: Resources and Support Systems at 3.14.

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

Standards 3: Teaching and Assessing for Learning (2.29) and 5:Using Results for Continuous Improvement (2.8) were our lowest.

12. How might these challenges impact student achievement?

The number of teachers and support staff has been reduced due to state foundation budget cuts. Student achievement and remediation of instruction is impacted due to increased class size. Opportunities for challenging high achieving students is limited due to space funding, and lack of materials.

Mentoring and coaching programs need to be formally implemented by the school district. Our district needs to provide PD to support this endeavor.

Grading has been identified by staff for several years. Teachers would like consistent policies, procedures, and guidelines for each grade level.

Teachers collect data on each student. This data needs to be used to inform our instruction. Teachers reported that they need PD to inform their instructional decisions as well as identify research based interventions.

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

There are several things that need to be addressed in our School Improvement Plan. First, teachers feel the need to be trained on data interpretation, especially with the new M-Step data. Secondly, the staff identified consistent grading practices, district common grade level planning time to formulate grading policies, and the criteria to be used for grades as necessary actions.

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

Students qualify for services based on our annual testing. Various assessments are utilized to determine the level of the disability. Services are then extended to match the disability.

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

Robotics is offered for the upper elementary grades. There is a Lego club for kindergarten. Through our Community Education department, there are a variety of athletics and creative opportunities available. There is also a Summer School for Title One students in grades two and three.

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

Brochures are sent home to parents and the kids can sign up.

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

We are currently in the process of entering all of our standards, curriculum and teaching materials into Atlas. Atlas is an online curriculum warehouse. Reports are available through Atlas to make sure all standards are included horizontally and vertically. In addition, all our state and local assessments indicate that the state content standards are being implemented.

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

NA

Achievement/Outcome Data

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

19a. Reading- Strengths

The DRE reading scores were above the state average in grades 3-5. Our local testing also shows consistent growth.

19b. Reading- Challenges

We just adopted Wonders teaching materials. Teachers need the opportunity to work together and develop a routine. The district is in the process of implementing new running records and comprehension tests. In addition, our ISD is in the process of adopting a new data warehouse, so we did not enter any scores this year. Early elementary tests are completely different, so it is also hard to compare data.

19c. Reading- Trends

It is hard to comment on trends since this was the first year for the M-Step. Due to new teaching materials and changes in our data warehouse, we cannot compare data.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on SY 2016-2017

tiered instruction if appropriate.

Most of these challenges are out of our control. Reading Specialists and Administrators are discussing these issues.

20a. Writing- Strengths

Our building and district do not have a common writing assessment. K-2 is working with the Expanding Expression Tool which helps students visualize, elaborate and organize their oral and written language. At the state level, our scores have been reported as a total ELA score which makes it difficult to separate out just writing.

20b. Writing- Challenges

Our state scores do not differentiate between reading and writing, so since our district does not have a separate writing assessment, we are not sure how to accurately measure growth in writing.

20c. Writing- Trends

We do not have any trends because this is the first year of the M-Step and the ELA scores are reported as one score.

20d. Writing- Summary

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

We will not have a writing goal next year. Our district will be creating district common writing assessments next year.

21a. Math- Strengths

We are above the state average in third and fourth grade.

21b. Math- Challenges

Third and fourth grades are above the state and county at the proficient level, despite the upheaval in our district due to building closures. However, our fifth grade scores are below the state and county proficiency level. One weakness that we have identified is the lack of materials for practice of skills in fourth and fifth grades. Our district is in the math adoption process. The district math common assessments changed when our district went from Trimesters to Semesters, so we do not have three years of local data to compare.

21c. Math- Trends

We do not have any trends because we do not have three years of consistent data. The state moved from the 12-13 and 13-14 Fall MEAP to the 14-15 Spring M-Step.

21d. Math- Summary

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

In our math goal, we will focus on math vocabulary and documenting growth. We are in the process of selecting new teaching materials that focus on the MI Standards. However, the final decision is in the hands of our school board and will be based on Bedford's finances. In addition, we will be writing grade common assessments for each unit that will be housed in Atlas.

22a. Science- Strengths

DRE's science scores are above the state and county proficiency levels for 13-14 and 14-15. Prior to that, science was tested at the fifth grade so it cannot be included.

22b. Science- Challenges

Teachers and materials must be updated to cover the Next Generation curriculum. Our district is newly out of deficit and our budget is strained to support our fiscal responsibilities which impacts the procurement of new curriculum and supplies.

22c. Science- Trends

The two years of trends we have, both show that our scores are above the state and county.

22d. Science- Summary

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

We will not include a science goal at this time. Our district will attempt to update teaching materials to support the new curriculum if it is financially feasible.

23a. Social Studies- Strengths

Our scores were above the state proficiency level.

23b. Social Studies- Challenges

Our scores show that only about 25% of our students were proficient. This is a concern, but one that cannot be addressed at this time due to fiscal and time issues.

23c. Social Studies- Trends

We do not have three years for trend data due to the switch between fourth and fifth grade social studies and science.

23d. Social Studies- Summary

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

The challenges with social studies will not be addressed in our new School Improvement Plan. Due to fiscal and time limitations, this will not be a focus.

Perception Data

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

24a. Student Perception Data

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

#1-2.97 In my school my principal and teachers want every student to learn.

#5-2.97 In my school my teachers want me to do my best work.

#16-2.99 My school has computers to help me learn.

24b. Student Perception Data

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

#18-2.43 My principal and teachers ask me what I think about school.

#14-2.66 My school is safe and clean.

#4-2.6 In my school students treat adults with respect.

24c. Student Perception Data

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

#18

Staff need to make a concerted effort to clearly ask students about their opinions and ideas on a regular basis

Reinstate Student Council to have more student involvement and reporting to each class.

#14 Custodians need to be given appropriate amount of time to clean rooms and the standards need to be published and addressed so the rooms are clean.

#4 Bring more attention and focus through Character Education skits, discussions.

Discussions about what respect looks like, feels like so students are better informed about what respect entails.

25a. Parent/Guardian Perception Data

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

#24-4.41 Our school provides qualified staff members to support student learning.

#26-4.48 Our school provides a safe learning environment.

#27-4.36 Our school provides students with access to a variety of information resources to support their learning.

25b. Parent/Guardian Perception Data

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

#2-3.77 Our school's purpose statement is formally reviewed and revised with involvement from parents.

#31-3.73 Our school ensures the effective use of financial resources.

#5-3.69 Our school's governing body does not interfere with the operation or leadership of our school.

25c. Parent/Guardian Perception Data

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

Give parents more opportunities to ask questions and give input.

Educate parent and communities members on school finances.

The district administration and school board member need to listen to building leadership and practitioners.

Conduct exit interviews with staff members who leave the district.

26a. Teacher/Staff Perception Data

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

#1-4.59 Our school's purpose statement is clearly focused on student success.

#47-4.52 Our school uses multiple assessment measures to determine student learning and school performance.

#36-4.48 Our school provides qualified staff members to support student learning.

26b. Teacher/Staff Perception Data

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

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#50-3.33 Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

#23-3.48 All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

#30-3.52 In our school, staff members provide peer coaching to teachers.

26c. Teacher/Staff Perception Data

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

Grading: BPS needs to organize guidelines by grade levels with staff input.

Data: PD should be organized by BPS to "train" teachers on how to use data to drive their instruction and interpret.

Assessments should be streamlined and consolidated.

Continued training on formative assessments.

Grade cards that reflect academic achievement and effort.

Grade cards need to be parent and teacher friendly.

Teachers need more district grade level common planning time.

27a. Stakeholder/Community Perception Data

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

Confidence in staff and school leadership.

Parents know staff cares which creates trust.

Parents understand why we are doing 1:1.

We are giving students the tools they need to learn.

27b. Stakeholder/Community Perception Data

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

We need be clear about our purpose and give parents opportunities to weigh in.

Lack of trust regarding financial stewardship within the district.

27c. Stakeholder/Community Perception Data

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

The governing body needs to listen to each community group and implement reasonable suggestions.

Summary

28a. Summary

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

We have strong stakeholder support. Even through our continued financial difficulties, our children continue to outperform state levels. Our major challenge is to support new curriculum and supplies for all children.

28b. Summary

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

If we do not have teaching materials and curriculum that teach the Michigan Standards, there will be a drastic decline in student achievement.

28c. Summary

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

Unfortunately, teaching materials and curriculum cannot be included in our School Improvement plans. We included goals, measurable objectives, etc., that will have a positive impact in math and ELA.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	We test K-5.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Please see attached.	Annual Education Report

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a kindergarten through fifth grade building.	

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

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Howard Schwager Director of Human Resources & Labor Relations P: (734) 850-6020 Email: howard.schwager@mybedford.us	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	See attached.	DRE Title 1 Parent Involvement Policy 2016-17

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See previously attached Bedford Public School Handbook document	Home School Compact

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

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment is completed in May of each year once the Title SIPs complete the final summative assessments for the program. In conjunction with these final assessments, we send parent surveys each spring that ask for parent input regarding the efficacy of the Title 1 Program. Parents are encouraged to offer written feedback and suggestions for how the program can better serve their students and family. We hold an end-of-program evaluation meeting that includes parents, Title staff, teachers, and administrators to revisit and revise the Home-School Compact, the Parental Involvement Policy, and the overall success of the program. The Comprehensive Needs Assessment is revisited at this time as well, and all stakeholders are invited to contribute.

Summative as well as formative assessments that are used to determine need are M-Step, Rigby Benchmark Assessments, LLI Running Records, Wonders Grade Level Assessments, Star Reading and Math, Bob Sorenson's Essential Skills, District Trimester Math Assessments, and core curriculum unit tests. Data is reviewed and analyzed at School Improvement meetings, Data meetings, grade level meetings, and SAT meetings throughout the year. District formative and summative assessments are given fall, winter and spring. Identified students are assessed more often for progress monitoring purposes.

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

The assessment data, in each content area, is reviewed and analyzed at least 4 times a year to identify which students are failing or have a risk of failing. All staff and Title 1 support are involved in identifying students during Title 1 Data Meetings, and SAT meetings throughout the year. Student Intervention Providers collect data on a daily basis and this data is recorded and placed in the student's intervention file. Bi-weekly data is collected and submitted to the Reading Specialist via Goggle Docs. Data meetings are held several times a year by teachers, administrators and the reading specialist to ensure students are identified and showing progress. The Exit criteria is addressed at meetings such as academic success, resource room, or moving to a new school.

Science and social studies needs are supported through reading and math assessments and intervention programs.

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

First, all students are provided with a detailed, enriched, accelerated curriculum. Teacher, parents and staff input is used toward determining whether an individual student is in need of Title 1 services. Students must demonstrate a 6 month or greater deficit in one or more of the four curricular areas. If they fail to meet the State's core curriculum standards, and are at-risk of failing, this identifies a need for Title 1 services.

School Improvement Plan

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ELA--We utilize the Fountas and Pinnell Benchmark Assessment Kits.

Math--We utilize the District common assessment for mathematics and screeners found online for additional information.

Science & Social Studies--We utilize a combination of teacher recommendation and reading scores.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Wonders scores, Essential Skills, Rigby scores as well as, LLI running records, teacher recommendation are used to identify K-2 students.

Parents are notified and any information they have is also considered. Students who have come from the County GSRP program are given automatic consideration.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Kindergarten students receive small group (2-3 students) for 30 minutes 4 to 5 days a week from a certified teacher (SIP) both as pull out and push-in. Students in grades 1 and 2 are pulled out for one-on-three, small group instruction for 30 minutes 5 days a week tutoring by a certified teacher for ELA and small group (2-3 students) push-in for all other subjects. A small group pull out 30 minute ELA sessions 5 times each week by a certified teacher is provided to grades 3 and 4. In all other 3-4 subjects the certified teacher pushes-in 3-4 times a week for 30-60 minutes. Students are in Enrichment during the time Title students are pulled.

All ELA lessons cover the 6 components of reading. Leveled readers, both fiction and non-fiction, are used. Math manipulatives as well as computer programs provide the students with extra practice in areas of deficit. Students are exposed to science and social studies concepts and vocabulary by reading trade books at their Lexile level.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

After analyzing the data, subgroups are identified, as well as the needs across the school. Title 1 staff as well as classroom teachers review the research and create the school improvement plan based on best practice

Within the School Improvement Plan, the MTSS process is defined and supported with objectives and strategies.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

The instructional strategies in the plan include the use of the Leveled Literacy Instruction for reading both fiction and non-fiction, Rigby Leveled Readers, and small group, push-in classroom intervention. Moby Max is a computer adaptive program that supports science and social studies curriculum. The Summer Reading Challenge helps support kids during the summer months in exiting grades K-5.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

The research based instructional strategies include:

- Leveled Literacy Intervention
- Rigby Leveled readers
- EveryDay Math
- Accelerated Reader
- Math Facts in a Flash
- Touch Math
- Words Their Way
- Fastmath
- Mondo oral Language
- Book Buddies
- Guided Reading
- The Cafe
- The Daily Five
- 7 Keys to Comprehension by Zimmerman and Hutchins
- Classroom Instruction That Works by Marzano
- Reading with Meaning by Debbie Miller
- Fanatically by Bob Sorenson

Fountas, I. C. & Pinnell, G.S. (2003). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8. Portsmouth, NH: Heinemann,

Fountas, I. C. & Pinnell, G.S. (2005). Leveled Books, K-8: Matching Texts to Readers for Effective Teaching. Portsmouth, NH: Heinemann.

Pinnell, G.S. & Fountas, I. C. (1998). Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom. Portsmouth, NH: Heinemann.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

The additional services and intervention are provided by certified teachers called SIPs (Student Intervention Providers) and the Reading Specialist. We are closing the gap in achievement by providing small group or one-on one services 5 days a week. Progress monitoring is on-going to ensure the services are making a difference and accelerating their learning.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

To ensure that students are rarely pulled from classroom instruction we have incorporated a master schedule that includes intervention/enrichment time.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The district has provided an ESL teacher that works closely with the classroom teacher to provide supplemental services. The Title 1 program coordinates and supports the regular general education program by reteaching and reinforcing the same curriculum and Common Core Standards and Grade Level Content Expectations. The Student Intervention Providers communicated weekly with the classroom teachers via a Google doc. Decisions to change any of the interventions occurs after the Reading Specialist has conferred with both the classroom teacher and the Student Intervention Provider.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Before school starts, kindergarten screening takes place at the district level. After the screening there is a meeting with the parents that provides them with additional information about kindergarten. A "Welcome to Kindergarten" packet is sent home that includes ideas parents can use at home. Parents are also encouraged to set-up an appointment to observe the kindergartens in the building and principals provide a tour of the building.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Paraprofessionals must provide proof of their qualifications before being hired. District houses this info. Douglas Road does not have paraprofessionals as part of our Title program.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Teachers must provide the district with a copy of their certification and are only allowed to work with students if they have the required endorsements.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All SIPs that work with Title 1 students receive 3-5 days of training from the Reading Specialist. This training includes teaching how to administer and analyze all diagnostic assessments to determine a student's strengths and weaknesses, as well as modeling by the Reading Specialist of all researched based strategies. The Reading Specialist also provides professional development to classroom teachers as needed. The district provides 5 days of professional development each year.

The Reading Specialist attends PD during the school year and summer to help with literacy development. June of 2015, the Reading Specialist attended a PD session on visualization and verbalization through Lindamood-Bell. For the summer of 2016, the Reading Specialist will attend a 3-day workshop on phonemic awareness with the LIPPS program (Linamood-Bell). Also, she will take PD on the book, Why Readers Struggle, that coordinates with the LLI program.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Each year the Reading Specialist/Title 1 Building Coordinator conducts a Title 1 Parent Night. Packets are provided to parents describing how they can help their children at home. Title 1 parents are encouraged to aid the classroom teacher in which they are taught various ways to reinforce concepts while working with students. On-line resources are also provided to Title 1 parents. Title 1 parents are part of the School Improvement Committee which also provides them with information. All staff that works with Title 1 students receive an initial 3-5 day training as well as quarterly PD.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Professional Development is determined after analyzing the data.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

During the Title 1 Parent Information Night the Title 1 Coordinator describes the program and parents are asked for suggestions for the design of the program. A parent survey that evaluates the program is sent yearly in the spring and suggestions are welcome.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are encouraged to provide valuable feedback. Parents receive quarterly reports about student progress.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Title 1 parents are provided with a survey each year about the program. Adjustments can be made based on parent recommendations.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Involvement is encouraged and supported by the following:

- Title 1 Handbook
 - Fall Title 1 Parent Information coordinated with PT-Conferences
 - Take home packets are provided to assist parents in working with their students
 - On-line math intervention
- Staff builds effective parental involvement

5. Describe how the parent involvement activities are evaluated.

Parent Involvement is evaluated through parent surveys.

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

Using models of the compact from other districts the staff agreed upon one for our school.

School Improvement Plan

Douglas Road Elementary School

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	This compact is sent home every fall for students. It is discussed at parent/teacher conferences.	

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

Parents are informed of their student's academic assessment results in the following ways:

- report cards
- progress reports
- M-Step parent reports
- midterm reports
- SAT meetings
- conferences

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	Since this is our first year being a Title 1 school in many years we are in the process of creating one.	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The compact is discussed at conferences and signed.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

The Federal, State and local programs are coordinated and integrated by central administration. They provide the following to serve students:

- Free and reduced breakfast/lunch program
- District nurse
- Health Aid
- School Support Coordinator
- Special Education Teachers
- Paraprofessionals
- Student Support Providers
- Speech and Language Therapists
- Reading Teacher
- Psychologist
- Principal
- Social Worker
- Occupational Therapist
- Vision and Health Screenings
- Mobile Dentist
- Preschool Program
- Summer School Program
- Lions Club
- Monroe County Health-Wrap Around

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

A referral process is in place for classroom teachers who need to refer students for services. The School Student Support Coordinator makes available a list of programs and services available to students and staff. Monthly SAT meetings are used to discuss these service opportunities for eligible students.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Title Data Meetings are held every eight weeks including the Student Intervention Providers, Paraprofessionals, Reading Specialist, and Teachers. Eligibility is determined by reviewing assessment results from the Fountas and Pinnell Benchmark Assessments, Math Screeners, and classroom progress data. Students receiving services are monitored on a weekly basis to determine progress and success of interventions. Student Intervention Providers keep daily progress, through Google Docs, on every student they service. Teachers and support staff have access to all observations and notes/graphs on each individual Title 1 student. Paraprofessionals keep daily observation and notes on each student they service. Students are entered (more than six months behind in an academic area) and academically exited (at expected grade level) based on the data collected on the student. Weekly Student Assistance Team meetings occur to discuss individuals that the teachers and SIPs are concerned about. If needed, a formal SAT meeting is scheduled to discuss individual student progress with a child's parents to determine if further testing is needed.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Monitoring takes place on a weekly basis. If students are not making adequate progress, interventions are then reviewed and adjusted and/or changed to meet the needs of the student. Parent participation is essential to progress, and SIPs attempt to involve parents as often as possible. If students continue to struggle after a variety of strategies have been explored, a formal Student Assistance Team meeting will be scheduled to address next actions.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teacher training includes:

- Differentiated instruction (Cafe' and Daily Five)
- Progress Monitoring Data
- Formative and Summative
- Essential Skills in K-3

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Culminating data about attendance, graduation rates, achievement gap analysis, and gender demographics are used to evaluate the program's effectiveness

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

The assessments that are reviewed to determine whether or not the Title 1 program is making a difference are:

- M-Step
- MI Access
- STAR reading and math
- Wonders Assessments
- District Math Common Assessments
- Classroom assessments
- LLI Running Records

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

Assessment data is used, along with reviewing attendance rates, achievement gap analysis, and demographics to determine effectiveness.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Throughout the year, meetings take place to review data and discuss revisions of the program. This is done at Steering Committee Meetings, grade level meetings, staff meetings, SAT meetings, and at School Improvement meetings.

2016-2017 Final DRE School Improvement Plan

Overview

Plan Name

2016-2017 Final DRE School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Douglas Road Elementary students will become proficient at Reading in their grade level Michigan Standards as measured by a balanced assessment system.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$152750
2	All Douglas Road Elementary students will become proficient in Mathematics at their grade level Michigan Standards as measured by a balanced assessment system.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$750

Goal 1: All Douglas Road Elementary students will become proficient at Reading in their grade level Michigan Standards as measured by a balanced assessment system.

Measurable Objective 1:

62% of Third, Fourth and Fifth grade students will demonstrate a proficiency in English Language Arts in Reading by 06/16/2017 as measured by state assessments..

Strategy 1:

Unpacking the Michigan Curriculum - Teachers will focus on the Michigan Reading Standards. As grade levels, teachers will identify the nouns and verbs in each standard. A list of nouns will be generated to show what the kids need to know and a list of verbs will identify what the kids need to be able to do. Teachers will work together by grade levels with a full day sub.

Category:

Research Cited: Marzano, The Art and Science of Teaching

Tier: Tier 1

Activity - Unpacking the Michigan Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will work with their grade level to align the Michigan Reading Standards horizontally and vertically. As an activity teachers will list the standard's nouns and verbs to identify skills and knowledge required for grade level proficiency. All elementary teachers will house grade level curriculum in Atlas Rubicon.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	05/27/2016	\$0	General Fund	All teachers, Administrators

Strategy 2:

Exploring Literacy Strategies - Teachers will expose students to various forms including trade books, magazines, textbooks, newspapers, blogs, online articles, podcasts, ebooks, videos and webinars.

Category: English/Language Arts

Research Cited: Reading Framework for the 2009 NAEP Report, Washington, DC

Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will participate in differentiated guided strategy groups focusing on identified literacy skills. As identified by unpacking the Michigan Curriculum. Teachers may select their management style that meets their classroom best, such as (not limited to) Café, Daily 5, Pat Pavelka, or 4-Blocks. Student progress will be assessed through ongoing formative assessments with support provided from the Rigby, Wonders, and Fountas and Pinnell Benchmark Assessments on a quarterly basis.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	\$0	Title II Part A	All classroom teachers
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Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Specialist and MTSS Intervention Providers will provide additional small group or individual direct instruction to identified students.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/08/2015	06/15/2016	\$152000	Title I Part A	Reading Specialist, MTSS Intervention Providers

Strategy 3:

Common and Consistent Balanced Assessment - Teachers in grades 2-5 will utilize the Wonders Weekly Assessments to focus on test taking skills and vocabulary.

This will be scaffolded as direct instruction activities to fully independent assessments.

Category: English/Language Arts

Research Cited: Marzano. 2006. Classroom Assessment and Grading that Works.

Tier: Tier 1

Activity - Wonders Weekly Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Wonders Weekly Assessment at the completion of each week. In the beginning of the year, these assessments will be the focus of teacher-led direct instruction, focusing on test-taking skills and vocabulary. Through the year the teacher will scaffold support, eventually leading to full independence of the students as they take the assessments. These assessments will be entered into the ATLAS data warehouse system.	Direct Instruction, Teacher Collaboration, Evaluation	Tier 1	Implement	09/06/2016	06/16/2017	\$750	Title II Part A	Classroom teachers and building administrators

Goal 2: All Douglas Road Elementary students will become proficient in Mathematics at their grade level Michigan Standards as measured by a balanced assessment system.

Measurable Objective 1:

School Improvement Plan

Douglas Road Elementary School

47% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the grade level Michigan Standards in Mathematics by 06/16/2017 as measured by state, district common assessments, and grade level common assessments.

Strategy 1:

Unpacking the Michigan Curriculum - Teachers will focus on the Michigan Mathematics Standards. As grade levels, teachers will identify the nouns and verbs in each standard. A list of nouns will be generated to show what the kids need to know and a list of verbs will identify what the kids need to be able to do.

Category: Mathematics

Research Cited: Marzano, The Art and Science of Teaching

Tier: Tier 1

Activity - Unpacking the Michigan Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will work in grade level teams to focus on the Michigan Mathematics Standards. As an activity teachers will list the standard's nouns and verbs to identify skills and knowledge required for grade level proficiency. All teachers will house grade level curriculum in Atlas Rubicon.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	05/27/2016	\$0	General Fund	All Teachers, Administrators, Curriculum Director, ISD staff- Chris Todd

Strategy 2:

Direct Instruction of Academic Vocabulary - Teachers will implement a Six Step Process for building math vocabulary to increase mathematical proficiency in all students using Marzano's Building Background Knowledge for Academic Achievement (<http://www.ascd.org/ASCD/video/buildingacademic.pdf>)

Student growth will be measured by grade level unit vocabulary assessments.

Category: Mathematics

Research Cited: Marzano, Six-Step Process for Teaching Vocabulary

http://www.marzanoresearch.com/vocabulary?product_type=192

Tier: Tier 1

Activity - Mathematical Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-5 teachers will identify math vocabulary words found in the MI Standards, organize the vocabulary by unit/chapters in our textbooks, and establish grade level strategies for each of Marzano's Six Steps. The grade level activities and word lists will be entered into Atlas Data Warehouse under Resources.	Direct Instruction, Materials, Implementation, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/16/2017	\$0	General Fund	K-5 teachers, School Improvement Chairs, Administrators
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Activity - Assessing Mathematical Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 2-5 will utilize Spelling City/Vocabulary to monitor student growth on unit math vocabulary proficiency.	Monitor	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	K-5 Classroom Teachers, School Improvement Chairs, Administrators, District/Building Math Chairperson

Strategy 3:

Common and Consistent Balanced Assessment - Teachers will meet by district grade levels to implement a system for common and consistent balanced assessments.

Category: Mathematics

Research Cited: Marzano, 2006, Classroom Assessment and Grading that Works.

Tier: Tier 1

Activity - Develop and Administer Common Math Unit Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will develop common unit summative assessments and discuss possible formative assessments. These will be housed in the ATLAS data warehouse with each unit and utilized with students when appropriate.	Teacher Collaboration, Evaluation	Tier 1	Implement	09/06/2016	06/16/2017	\$750	Title II Part A	All classroom teachers, and administrators.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop and Administer Common Math Unit Assessments	Grade level teachers will develop common unit summative assessments and discuss possible formative assessments. These will be housed in the ATLAS data warehouse with each unit and utilized with students when appropriate.	Teacher Collaboration, Evaluation	Tier 1	Implement	09/06/2016	06/16/2017	\$750	All classroom teachers, and administrators.
Guided Reading	All students will participate in differentiated guided strategy groups focusing on identified literacy skills. As identified by unpacking the Michigan Curriculum. Teachers may select their management style that meets their classroom best, such as (not limited to) Café, Daily 5, Pat Pavelka, or 4-Blocks. Student progress will be assessed through ongoing formative assessments with support provided from the Rigby, Wonders, and Fountas and Pinnell Benchmark Assessments on a quarterly basis.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	\$0	All classroom teachers
Wonders Weekly Assessments	Teachers will utilize the Wonders Weekly Assessment at the completion of each week. In the beginning of the year, these assessments will be the focus of teacher-led direct instruction, focusing on test-taking skills and vocabulary. Through the year the teacher will scaffold support, eventually leading to full independence of the students as they take the assessments. These assessments will be entered into the ATLAS data warehouse system.	Direct Instruction, Teacher Collaboration, Evaluation	Tier 1	Implement	09/06/2016	06/16/2017	\$750	Classroom teachers and building administrators

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

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MTSS	The Reading Specialist and MTSS Intervention Providers will provide additional small group or individual direct instruction to identified students.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/08/2015	06/15/2016	\$152000	Reading Specialist, MTSS Intervention Providers
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Unpacking the Michigan Curriculum	All teachers will work in grade level teams to focus on the Michigan Mathematics Standards. As an activity teachers will list the standard's nouns and verbs to identify skills and knowledge required for grade level proficiency. All teachers will house grade level curriculum in Atlas Rubicon.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	05/27/2016	\$0	All Teachers, Administrators, Curriculum Director, ISD staff-Chris Todd
Mathematical Vocabulary	K-5 teachers will identify math vocabulary words found in the MI Standards, organize the vocabulary by unit/chapters in our textbooks, and establish grade level strategies for each of Marzano's Six Steps. The grade level activities and word lists will be entered into Atlas Data Warehouse under Resources.	Direct Instruction, Materials, Implementation, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/16/2017	\$0	K-5 teachers, School Improvement Chairs, Administrators
Assessing Mathematical Vocabulary	Teachers in grades 2-5 will utilize Spelling City/Vocabulary to monitor student growth on unit math vocabulary proficiency.	Monitor	Tier 1	Implement	09/06/2016	06/16/2017	\$0	K-5 Classroom Teachers, School Improvement Chairs, Administrators, District/Building Math Chairperson
Unpacking the Michigan Curriculum	All teachers will work with their grade level to align the Michigan Reading Standards horizontally and vertically. As an activity teachers will list the standard's nouns and verbs to identify skills and knowledge required for grade level proficiency. All elementary teachers will house grade level curriculum in Atlas Rubicon.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	05/27/2016	\$0	All teachers, Administrators