



School Improvement Plan

Polk Elementary School

Dearborn Heights School District #7

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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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our CNA process was completed using NWEA, M-Step, and progress monitoring assessments, curriculum-based assessments, perception data, along with staff members, the Principal, and parental input.

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

Demographic data revealed that 43% of our entire (K-12) population is school of choice. There is a lack of parental involvement, and also declining socio-economics in the area.

Student achievement was below the state average in math and language arts. On average, 30% of our students fall into the partially proficient category for math and language arts. If 30% of our students moved from partially proficient to proficient, then approximately 45-50% would then be proficient.

Student Perception data revealed the highest level of satisfaction was that students knew what was expected of them in school, both behaviorally and academically. The lowest level of satisfaction was that students treat both peers and staff disrespectfully. Parent Perception data revealed the highest level of satisfaction was that their children were prepared for the next school year and the parents understood our PBIS program. Staff Perception data revealed the highest level of satisfaction was that teachers informed their students of their learning and performance expectations. The lowest level of satisfaction among staff was that teachers don't provide students with specific and timely feedback about their learning.

School programs that are in place to help students that are struggling are not enough. We offer many in-school programs, along with before and after programs, however, the student demand for these types of academic-help programs exceed the support that we can provide them because of not enough staff or funding to accommodate more programs.

CONCLUSIONS - Causes for the gaps:

Areas of priority for all D7 Elementary Schools are:

1. Content Areas: ELA and Math; The Wonders Series has been purchased for grades 2nd & 3rd, which we did not have previously to teach language arts. We now have comprehensive curriculum for both math and language arts, Kindergarten - 5th grades to be used with fidelity.
2. Subgroups: we do not have comparable data from last year to make any conclusions, however, our growing number of at-risk students and ELL students are closely being monitored, since there seems to be a correlation between poverty and language barriers with low achievement.
3. Perception Issues: Teachers and parents seem to feel that staff needs to differentiate their teaching to match the needs of our students better. Getting more feedback from the students (a low area of satisfaction for students) about what interests them at school would also help staff to develop more high-interest activities.
4. Demographic Trends: As our school of choice numbers and ELL students increase, our achievement scores have decreased. We need to offer more support services to at-risk students.

5. Professional Development Needs: Staff needs to be trained in how to differentiate lessons, how to provide appropriate and timely feedback to students, analyzing student achievement data, achieve buy-in from students, and how to engage our learners.
6. Program Changes: We need to offer more services, which involves hiring more staff and requires more funding. Again, new language arts and updated math curriculum will be used in the next school year. Also, two new Science kits will be piloted in the elementaries to help improve our science scores, as well.

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

The D7 Elementary schools' goals directly correlate to our priority needs and the needs assessment. The data analysis has led us to our schools' deficit areas and has helped us to identify our struggling learners. We are able to prioritize and assess areas of weakness and then discuss what strategies and activities we would implement to increase proficiency in these areas. The goals of our schools' improvement plan were developed based upon our NWEA and other curriculum-based assessment data analysis, perception data, and sub-group analysis.

Our goals:

1. All students will improve their math skills.
2. All students will improve their ELA skills.
3. All students will improve our schools' climate and community.

Subgroup focus: All of our goals identified will address all of our students, and no particular sub-group will be focused on. Deficits in these areas occur in all subgroups, therefore, our goals encompass all learners.

All content areas are covered in the goals we have chosen. We see the need for improvement in all academic areas and therefore, have addressed and prioritized our goals to meet the students' needs.

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

Our school is addressing ALL the students within the objectives, strategies, and activities of our goals because we have incorporated technology in the form of net books/laptops/smart boards in an effort to differentiate and motivate learners, and we have also included in our plan, supplemental materials that are leveled or individualized to meet the needs of the students who are even the farthest from the standards. Our MTSS committee also identifies, monitors, and provides support and strategies to our struggling learners.

Component 2: Schoolwide Reform Strategies

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

Here is an outline of the strategies we will implement for students by content area(s) for which we have written goals:

Language Arts: The McGraw-Hill Wonders Series will be utilized in all D7 Elementary Schools. Title I will also be used to address our struggling reader.

Math: The McGraw-Hill Wonders Series will be utilized in all D7 Elementary Schools.

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

The researched-based methods and strategies in our school wide plan focus on improving and increasing instruction by providing supplemental materials, incorporating technology, increasing assistance to facilitate small group learning, differentiated instruction, formative assessment, and targeted individualized instruction through our RtI/MTSS program for our learners struggling the most. We also have enrichment and accelerated programs before and after school focusing on our priority areas to help us close our achievement gaps rapidly.

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

Some of the causes of our achievement gaps are an increase of at-risk students, ELL students, an all over decline in the socio-economics of the community, a transient population, and a lack of home/parent involvement. Our research-based reform strategies take these factors into consideration in trying to improve our students' achievement.

Math and reading goals are being addressed using research-based strategies found The Wonders and Everyday Math Series, on the NWEA website, Time for Kids Magazine website, and IXL Math websites, Reading A - Z, and Mobymax.com. All these sources use research-based strategies to differentiate and individualize learning in a motivational and up-to-date process.

By incorporating these research-based strategies, we hope to address the needs of our learners by using tested strategies, motivational and inspiring learning options, providing exposure, and providing real-world context to learning.

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

Timely additional assistance is provided to students who need the most instructional support in all major subgroups, across all content areas, including reading, math, science, and social studies, using Title I services through our P.A.S.S. or Title I Reading Program, R.T.I.-Response to Intervention or now called our M.T.S.S. Program (multiple tiered support system), and with before and after school tutoring. Our Title I PASS or reading intervention program targets are lowest performing students on the NWEA reading assessment and offers remedial reading strategies to help our struggling readers. Our MTSS Program is designed to target ANY student who is struggling academically or behaviorally. Our team discusses and prescribes an individualized, targeted plan to help these individual students obtain missing skills through small group and one-on-one instruction. Every student in our MTSS program has a prescribed intervention plan, strategies and interventions are documented, and progress monitoring is done to ensure the strategies are working. Before and after school tutoring is offered through many of our teachers, free of charge, to ANY student struggling and needs additional assistance in any subject area to be successful.

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

Our school determines if the needs of our students are being met through common unit assessments, curriculum-based assessments, 3x-a-year NWEA testing, and progress monitoring for students in our MTSS program (RtI). Students are given the opportunity to re-take any assessment on a quarterly basis to demonstrate growth or proficiency with the state standards. NWEA is done in the Fall, Winter, and Spring of each school year. Our at-risk students are monitored more closely in our MTSS (RtI) Program. Progress monitoring is done bi-weekly or weekly depending on what Tier of support the student is receiving. All data is reviewed, monitored, and the program is adjusted during our monthly MTSS meetings.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	The paraprofessionals working at Polk Elementary School are highly qualified as per NCLB (ESSA).	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All teachers working at Polk Elementary School meet the standards of highly qualified as per NCLB (ESSA).	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have had a 0% turnover rate. .

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

Most of the classroom teachers have 14-18 years of experience.

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

We really don't have a turn-over rate for teachers here, which speaks to the qualities of our school and District. We are a tight-knit community, with a strong supportive staff, who are genuinely invested in the well-being our our students and building a better community of successful life-long learners. As a means to retaining highly qualified teachers, we provide a mentor teacher to guide and be supportive of them the first four years. In addition, we pay for the new teachers to attend Wayne County RESA's new teacher workshops. New teachers are also supported and coached by the principal in areas identified for growth in the Individualized Development Plan. Professional development is encouraged.

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

Our District attracts and retains highly qualified teachers by providing a caring, safe, and supportive work environment. Resources, including technology, materials, and support staff are available to enable the teachers to effectively and successfully do their job. We have a new teacher academy through Wayne RESA and we also send teachers to conferences based on their professional needs. As a means of hiring and retaining highly qualified teachers, the administrative staff participated in the Ventures for Excellence training. This process combines an online system with in-depth personalized interviews. Through the use of the online system, we are now able to spend the majority of our time interviewing fewer candidates, yet identifying a greater number of excellent prospects.

The Teacher StyleProfile looks at recurring patterns in a person's attitudes, beliefs, and behaviors as they live their personal and professional life. Our goal in using this system is to hire teachers who are prepared to maximize each child's learning experience. Through the Ventures' process we become aware of the life themes and are able to identify prospective candidates who are "student centered" as opposed to "teacher centered."

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

Polk Elementary School does not have a high turnover of highly qualified teachers.

Component 5: High Quality and Ongoing Professional Development

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

The staff will receive professional development in the areas of PBIS, The McGraw-Hill Wonders Series, MTSS, and on other areas of concern throughout the year. These are all areas that are aligned with the CNA and the goals of our school improvement plan.

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

This professional development is embedded in our school improvement plan and is part of our monthly discussions. We have a commitment to improve in Literacy so that our students will be more successful in school and life. Staff meetings are designated for this professional development.

Professional development is sustained and ongoing. Professional development in Formative Assessment and Differentiated Instruction has been ongoing to four + years now. Response to Intervention (RTI or MTSS) profe

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Our school's professional learning plan is on-going and ever changing to meet the needs of our staff and our learners. Professional Development is planned based on the school's needs, the needs of the staff, and the needs of our learners.	

Component 6: Strategies to Increase Parental Involvement

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

Parents had a "voice" in our school wide plan through our Parent Survey, we have a parent on our school improvement team, and we also present our plans to the PTO (parent's association) for their input and suggestions, which are considered and included as needed into the plan. Parent involvement will be elicited first at Open House.

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

Parents are involved in the implementation of the school wide plan by completing the parent/teacher compact, reading, supporting, and signing their student's daily planner, volunteering at school activities, PBIS rewards celebration activities, and mentoring in our PASS or Title I reading intervention program. They are also welcomed to join our School Improvement Team and become a member of the PTO, which is actively involved in the implementation of the school wide plan.

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

The school wide plan is developed with parents who are members of our school improvement team and the plan is shared with parents at PTO (parent's association) meetings and their input is considered. We will send home a parent survey for their input. The parents will also provide feedback at our parent/teacher conferences.

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

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

Parent-Teacher Conferences to permit two-way communication between home and school Meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems, and Student Study Teams.

Special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the school or community.

An annual open house to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first

hand basis.

For the benefit of children, Polk's staff believes that parents have a responsibility to encourage their child's career in school by:

Supporting the school in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior.

Sending children to school with proper attention to their health, personal cleanliness, and dress.

Maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study.

Reading all communications from school, signing, and returning them promptly when required.

Cooperating with the school in attending conferences set up for the exchange of information of the child's progress in school.

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

Parent involvement will be evaluated through surveys of both parents and staff members on an annual basis.

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

The data collected from parent and staff surveys regarding parent involvement will provide data for the School Improvement Team and will assist in driving the dialogue regarding how parents and families are involved at Polk Elementary School as clarified through the lens of those parent members of the School Improvement Team.

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

The School-Parent Compact was developed by committee at the district level.

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

Parents are invited to complete a School-Parent Compact for each of their children attending Polk Elementary School at the beginning of the school year. This document is discussed during parent-teacher conferences as a method of facilitating parent involvement in the classroom setting.

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

Polk School is not aware of how this document is used beyond the elementary level.

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

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

Both MSTEP and NWEA Measures of Academic Progress assessments provide excellent parent reports that explain student scores in easy-to-understand language. Further, the district uses a standards-based report card on which the academic statements were rewritten by teachers to better convey meaning in parent-friendly language (i.e. Student can count from 1-30, Student can identify parts of speech in writing [nouns, verbs, adjectives], etc.).

Also, parents communicate regularly with parents via telephone, email, notes and face-to-face to provide specific, clear and relevant details regarding student performance, both academic and behavioral.

Finally, parent-teacher conferences provides ample opportunity for teachers to discuss academic performance of students with their families, allowing them to explain any confusing concepts or terminology.

Component 7: Preschool Transition Strategies

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

As a 2-3 lower elementary school, Polk does not receive students directly from preschool or Kindergarten. However, the staff at Bedford Elementary School (Pre-K-1) works with the preschool program at Madison Elementary, and also with the staff at Polk Elementary to facilitate seamless transitions from the primary grades to the lower elementary school. This takes the form of direct face-to-face communications at annual meetings as well as via electronic communicators.

Finally, the elementary counselor works with all elementary staff to ensure smooth transitions of all students from building to building and from grade level to grade level.

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

This is not applicable to Polk Elementary School.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teacher input is elicited through the School Improvement Team meetings as well as staff meetings and professional development activity days.

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

Teachers regularly take part in data analysis involving student performance data from standardized and local assessments. These data meetings generally take place during late start professional development sessions and staff meetings, but also feature prominently in collaborative lesson planning and RtI/MTSS meetings.

Teachers are responsible for not only bringing classroom data, but also participating on a team involved in analyzing the data. Once the analyses are completed, teacher teams bring their findings back to the group wherein discussions are had regarding potential changes to the instructional program according to identified areas of strength and weakness. These changes are then discussed, and the group-determined actions are implemented.

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

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

Classroom teachers form the first line in identifying students in need of assistance mastering the State's academic achievement assessment standards at least at the proficient level. Classroom interventions [Tier 1] are attempted and exhausted before the student is placed on a list for discussion with the RtI/MTSS Team at their next, monthly meeting. Teachers bring all relevant data (i.e. attendance, academic performance, classroom perception data, etc.) to the RtI/MTSS Team meeting, wherein the team examines the data in an effort to develop a series of [Tier 2] interventions to address the student's deficiencies.

Prior to the next RtI/MTSS Team meeting, the teacher works with the Learning Specialist to implement, track and evaluate the recommended interventions. Data is collected and charted, and the student is brought back to the RtI/MTSS Team at a subsequent meeting (6-8 weeks later).

If the team determines that the intervention plan is working, then it is continued. If it is not working, then adjustments are made regarding the specific interventions, and the student may potentially move to deeper interventions [Tier 3].

This process is performed hand-in-hand with the Special Education department, not to identify potential students for referral, but for their expertise in working with students in need of specific intervention.

This process continues as needed, though students may be referred for testing or exited from the program, depending on how they progress.

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

Interventions are provided according to the RtI/MTSS team, both in the classroom (by the teacher) as well as through push-in/pull-out intervention by the Learning Specialist.

Further, computer-based interventions are used both in and out of school, and students are eligible to receive before and/or after school tutoring from a certified staff member on an as-needed basis.

Finally, students may attend the district summer school program should that prove necessary at the end of the school year.

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

Differentiation is provided at the classroom level by the teacher in the form of Tier 1 and 2 interventions for struggling learners, and through extension activities for high-proficient and advanced learners.

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

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

The following services or programs are offered to parents and students in order to create a positive environment and learning community. We always keep our school-wide goals in mind when implementing services and programs.

Positive Behavior Intervention Support System (PBIS): A school-wide classroom management program which focuses on three expectations (Be Safe, Be Respectful, Be Responsible) Every morning students hear "Words of Wisdom" from different teachers, staff members, parents, and administration about making good choices in life. Every Friday, students are rewarded for their "good choices" and given a small reward (token) for their good behavior. Students who consistently make good choices are in the running for an even bigger prize for our monthly drawings.

PBIS was designed to take a proactive approach to behavior management. Students are provided with training on how to act and what rules are to be followed in all situations, from walking down the hallway, to proper bathroom etiquette, to lunch room manners. Students are also provided with posters throughout the school to remind them of specific rules and what's expected of them. Much time is given to teacher and student role-modeling of good behavior. The emphasis is put on the teaching of manners, rules and expectations, which, in turn, reduces the number of office referrals.

Elementary Counselor: Provides group counseling and classroom lessons as well as referral information and assistance to parents in contacting outside agencies for assistance.

Career Day: Career Education provided by the school counselor using local community volunteers. Students come to school dressed in the career they'd like to have when they grow up. Parents and local community volunteers come to the school for half-a-day and give a brief over-view of their jobs and answer any questions the students may have. On completion of the career day, students will reflect upon the different careers through discussion and Writing activities.

Career Options: We strive to make available in as many fields as practical, opportunities for on-the-job learning, such as role-playing and field trips, and combine that with classroom instruction.

The following is a description and purpose of the programs and services that Polk Elementary receives:

Title I, Part A - Improving Basic Programs

Designed to help disadvantaged children meet high academic standards; to help children who are failing or most at risk of failing to meet the district's core academic curriculum standards

Both school-wide and targeted assistance programs are to provide supplemental instruction services to identified children Title I, Part C - Migrant Education Program

Designed to support high-quality comprehensive educational programs for migratory children, to address the needs that result from educational disruptions and repeated moves

Priority is given to children who are not achieving core academic curriculum standards and whose education has been interrupted during the regular school year

Title I, Part D - Prevention/Intervention for Delinquent Children/Youth Provides supplementary services to children/youth in local facilities for delinquent children

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Services are designed to improve academic achievement, facilitate the transition of institutionalized children/youth into a regular school setting and help prepare participants for secondary school completion, training and employment, or further education

Focus on recruiting, training, and retaining highly qualified staff (including paraprofessionals and administrators)

Recruiting and hiring supplementary staff (to reduce the size of core instructional groups)

Reduce class size, particularly in the early grades

Build "highly qualified" teachers who demonstrate a high level of competency in each of the (core) academic subjects Title II, Part D, Subpart 1 - Enhancing Education through Technology Improves student academic achievement through the use of technology

Supports initiatives designed to increase access to technology, particularly in schools identified for improvement under Title I, Part A Ensures that all students are technologically literate by the end of the 8th grade

Supports innovative methods for delivering specialized or rigorous academic courses for students without access to such courses

Encourages effective integration of technology, resources, services and systems with teacher training and curriculum development

Establishes research-based instructional methods

Supports evaluating programs funded through Title II, Part D, regarding impact of program on student academic achievement Supports efforts to use technology to promote parent and family involvement in education and communications Title III - Language Acquisition Program (LAP) Sub Grant Speedy acquisition of English language proficiency Assists students to achieve in the core academic subjects Assists students to meet state standards

Supports efforts to use technology to promote parent and family involvement in education and communications Title V, Part A - Innovative Programs

Supports local education reform efforts that are consistent with and support education efforts

Provides funding to educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research

Provides a continuing source of innovation and educational improvement, including support programs to provide library services and media materials

Supports initiatives to meet the educational needs of all students

Supports the development and implementation of programs to improve school, student and teacher performance, including professional development

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

1. Comprehensive Needs Assessment General Fund:

Polk Elementary School Improvement Initiative

2. Schoolwide Reform Strategies General Fund & PBS grant:

Polk Elementary School Improvement Initiative Polk Elementary SIP Committee

3. Instruction by Highly Qualified Professional Staff

Title IIA & General Fund:

All staff [teachers & paraprofessionals] are all highly qualified at this time

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools General Fund, Title IIA & Polk Parents Association:

Mentoring program

New Teacher Orientation through Wayne County RESA

District professional development

Conferences to support ongoing learning

Teacher appreciation gifts

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Money for classroom use

Money for field trips/transportation

5. High-Quality and Ongoing Professional Development General Fund & Title IIA:

NWEA training

Web site development & maintenance

Data analysis & program planning training

Online report card training

Online gradebook training

6. Strategies to Increase Parental Involvement Title I & General Fund:

Polk Parent Association meeting attendance by staff, Fall Math activity night, Winter Reading activity, Book Fair

7. Teacher Participation in Making Assessment Decisions, General Fund & Title IIA, Staff meetings; curriculum, grade-level meetings and

Data analysis review

8. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards through Title I, Title IIA, IDEA & General Fund:

Extended day tutoring, Summer school, Paraprofessional support, Social work services, Counseling

9. Coordination and Integration of Federal, State and Local Programs and Resources

General Fund: Coordination of funds is accomplished by the Director of Student Services with staff, administration and central office

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

Violence prevention is part of the school-wide counseling program, funded through Section 31 A.

Our nutrition program is addressed through Sodexo, the vendor providing meals for the district, as well as through a grant by the National Kidney Foundation through the PE-Nut program.

Housing programs are addressed through Student Services at the district level.

Head Start is not offered by the school or district, but a 4-year-old preschool program - Great Schools Readiness Program (GSRP) - is offered through the district and is funded at the State level.

Adult education, vocational and technical education, and job training are only addressed peripherally through the school counselor and are left mainly to the high school.

Evaluation:

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

The School Improvement Plan is addressed quarterly at Polk Elementary School, first by the School Improvement Team, then by the staff as a whole. Student assessment data is studied, results are compared to the Goals in place, and information is adjusted [as necessary] in the SIP accordingly.

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

Both MSTEP and NWEA Measures of Academic Progress are both used as standardized measures for determining the effectiveness and efficacy of the School Improvement Plan (in addition to local and classroom assessments and teacher perception data). This information is examined in the context of the SIP, which may be adjusted if necessary based on those data.

This process is done first by the School Improvement Team, which then presents it to the staff as a whole. The staff then studies the results, brainstorms possible changes, and reports back to the SI Team. The School Improvement Team takes the staff's responses and suggestions and considers them when revising or rewriting the School Improvement Plan.

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

The success of the schoolwide program is determined using the following assessment data (as well as other additional, often anecdotal sources): standardized assessment data (i.e. M-Step, NWEA, Reading A to Z, IXL Mathematics, etc.), local assessment data, classroom assessment data, teacher perception data, and parent survey data. Improvements in these areas are used to determine effectiveness of the schoolwide program.

These data are used to triangulate areas of strength and weakness, allowing the revision of the School Improvement Plan based on student needs.

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

As mentioned previously, compilation and analysis of the collected data, first by the SI Team and then by the instructional staff as a whole, are used to determine the effectiveness of the schoolwide program. Revisions are based on areas determined as "weaknesses," as well as areas that the SI Plan has proven efficacious, permitting the reduction or removal of those items from the Plan.

Polk Elementary School Improvement 2018/2019

Overview

Plan Name

Polk Elementary School Improvement 2018/2019

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 students will improve their math skills.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$8000
2	All students will improve their ELA skills	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$11000
3	We will improve the school's climate and community.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$2300

Goal 1: All students will improve their math skills.

Measurable Objective 1:

increase student growth in math scores by 10% by 06/14/2019 as measured by NWEA MAP (Northwest Evaluation Association, Measures of Academic Progress).

Strategy 1:

Supplemental Math Skill Building - Teachers will use Mobymax as a supplement to their Everyday Mathematics curriculum. Teachers will assign a pre-assessment to determine their students' baseline scores. Activities will be assigned based on their deficit areas by Mobymax. Teachers will monitor ongoing assessments in Mobymax, which will personalize and differentiate learning.

Category: Learning Support Systems

Research Cited: Coddling, R. S., Burns, M. K., & Lukito, G. (2011). MetaAnalysis of Mathematic BasicFact Fluency Interventions: A Component Analysis. Learning Disabilities Research & Practice, 26(1), 3647.

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Student Data

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Cross, K. P., & Angelo, T. A. (1988). Classroom Assessment Techniques. A Handbook for Faculty.

Nitko, A. J. (1996). Educational assessment of students. PrenticeHall Order Processing Center, PO Box 11071, Des Moines, IA 503361071.

Tier: Tier 1

Activity - Mobymax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Mobymax: Math, Fact Fluency, Numbers	Academic Support Program	Tier 3	Implement	09/10/2018	06/14/2019	\$8000	Title I School Improvement (ISI)	All classrooms and support staff
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Strategy 2:

MTSS - The teachers will identify students' deficit areas in Math. Teachers will provide 30-60 additional minutes of Math intervention per week. Teachers will collect data points for progress monitoring. Teachers will meet with the MTSS team every other month to review progress and make necessary adjustments.

Category: Learning Support Systems

Research Cited: Archer, A., & Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.

Good, R.H., Powell-Smith, K.A., & Dewey, E.N. (2013). *DIBELS Pathways of Progress: Setting Ambitious, Meaningful and Attainable Goals in Grade Level Material*. Available: <http://dibels.org/>

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McMaster, K., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2002). Monitoring the academic progress of children who are not responsive to generally effective early reading intervention. *Assessment for Effective Intervention*, 27(4),–23–33).

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Wayman, M. W., Wallace, T., Wiley, H., Tichá, R. & Espin, C. A. (2007). Literature synthesis on curriculum-based measurement in reading. *The Journal of Special Education*, 41(2), 85-120.

Tier: Tier 2

Activity - MTSS Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teacher will use various data-driven targeted strategies (i.e. learning centers, guided math, para support, technology)	Academic Support Program	Tier 2	Implement	09/10/2018	06/14/2019	\$0	Title I Part A	All classroom teachers and support staff

School Improvement Plan

Polk Elementary School

Strategy 3:

Summer School - Teachers will identify at-risk students who would benefit from additional exposure to the ELA and Math curriculum over the summer months.

Category: Learning Support Systems

Research Cited: American Mathematical Society Camps, available at <http://www.ams.org/employment/mathcamps.html>

ALL Girls Math, available at <http://www.math.unl.edu/programs/agam/>

Denver Public Schools, available at <http://www.dpsk12.org/news/press/2007/06/12.shtml>

Focus Adolescent Services, available at <http://www.focusas.com/Programs-Outdoor.html>

Tier: Tier 2

Activity - Summer School Supplemental Instructional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District run program addressing ELA and Math skills targeting our at-risk student population.	Academic Support Program	Tier 2	Implement	06/24/2019	07/26/2019	\$0	Title I Part A	Summer School Staff

Goal 2: All students will improve their ELA skills

Measurable Objective 1:

increase student growth in ELA skills by 10% by 06/14/2019 as measured by NWEA MAP (Northwest Evaluation Association, Measures of Academic Progress).

Strategy 1:

Supplemental ELA skill building - A subscription to Mobymax will be used as a supplement to our ELA curriculum. Students will be given a pre-assessment to determine their baseline. Activities will be assigned based on their deficit areas. Mobymax provides ongoing assessment monitoring to individualize and differentiate instruction.

Category: Learning Support Systems

Research Cited: Writing McLeod, S. H., & Soven, M. (1992). Writing across the curriculum. Sage Publications. Stock, P. L. (1986). Writing across the curriculum. Theory Into Practice, 25(2), 97101. Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. Journal of second language writing, 16(3), 148164. BangertDrown (1993). The word processor as an instructional tool: A metaanalysis of word processing in writing instruction. Review of Educational research, 63(1), 6993. Edwards, L. (2003). Instruction in Kindergarten Examining an Emerging Area of Research for Children with Writing and Reading Difficulties. Journal of Learning Disabilities, 36(2), 136148. Goal Setting Moeller, Aleidine J. (2012). Goal Setting and Student Achievement: A Longitudinal Study Murayama, Kou (2009). The joint influence of personal achievement goal structures on achievement-relevant outcomes Wilson, Kristin (2012). A study on student achievement of classes that set goals and self-monitor their achievement Shannon, King R. (2011). Examining the role of goal setting and self-monitoring on sixth grade students' motivational beliefs and performance Smithson, Marla (2012). The p

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Tier: Tier 1

Activity - Mobymax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mobymax: alphabet, phonics sounds, phonics blending, phonics spelling, foundational reading, early reading trio, sight words, phonics and spelling rules, vocabulary, spelling lists, writing workshop, writing assignments, reading stories, reading skills literature, and informational	Academic Support Program	Tier 1	Implement	09/10/2018	06/14/2019	\$8000	Title I Part A	All classroom teachers and support staff
Activity - Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Electronic leveled books with comprehension and skill building activities	Technology, Academic Support Program	Tier 1	Monitor	09/10/2018	06/14/2019	\$3000	Title I Schoolwide	All teaching and support staff

Strategy 2:

MTSS Instructional Support - Teachers will identify students' deficit areas of ELA. Teachers will provide 30-60 additional ELA interventions per week. Teachers will collect data points for progress monitoring. Teachers will meet with the MTSS Team every other month to review progress and make necessary adjustments.

Category: Learning Support Systems

Research Cited: Archer, A., & Hughes, C. (2011). Explicit instruction: Effective and efficient teaching. New York, NY: Guilford Press.

Good, R.H., Powell-Smith, K.A., & Dewey, E.N. (2013). DIBELS Pathways of Progress: Setting Ambitious, Meaningful and Attainable Goals in Grade Level Material. Available: <http://dibels.org/>

Kahneman, D. (2003). A perspective on judgment and choice. American Psychologist, 58, 697-720., In S. R. Jimerson, M. K. Burns, & A. M.

Tier: Tier 2

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Activity - MTSS Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use various data-driven targeted strategies (ex: learning centers, guided reading, technology)	Academic Support Program	Tier 2	Implement	09/10/2018	06/14/2019	\$0	Title I Part A	All classroom teachers and support staff

Strategy 3:

Summer School - Teachers will identify at-risk students who would benefit from additional exposure to the ELA and Math curriculum over the summer months.

Category: Learning Support Systems

Research Cited: American Mathematical Society Camps, available at <http://www.ams.org/employment/mathcamps.html>

ALL Girls Math, available at <http://www.math.unl.edu/programs/agam/>

Denver Public Schools, available at <http://www.dpsk12.org/news/press/2007/06/12.shtml>

Focus Adolescent Services, available at <http://www.focusas.com/Programs-Outdoor.html>

Tier: Tier 2

Activity - Summer School Supplemental Instructional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District run program addressing ELA and Math skills targeting our at-risk student population.	Academic Support Program	Tier 2	Implement	06/24/2019	07/26/2019	\$0	Title I Part A	Summer school staff

Goal 3: We will improve the school's climate and community.

Measurable Objective 1:

collaborate to improve our school climate and community. by 06/14/2019 as measured by community staff and student surveys..

Strategy 1:

PBIS - School-wide positive behavior support system to encourage students to be responsible, respectful and safe.

Category: School Culture

Research Cited: Barrett, S., Bradshaw, C., & Lewis-Palmer, T. (2008). Maryland state-wide PBIS initiative. *Journal of Positive Behavior Interventions*, 10, 105-114.

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Tier: Tier 1

Activity - Positive Reinforcement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wr will provide school-wide assemblies, monthly reward celebrations, reward tickets, bucket filling parties.	Behavioral Support Program	Tier 1	Implement	09/10/2018	06/14/2019	\$1500	Other	Classroom teachers and support staff

Activity - Family Fun Night(s)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A fun-themed educational family event held after school.	Community Engagement, Extra Curricular, Parent Involvement	Tier 1	Monitor	09/10/2018	06/14/2019	\$0	No Funding Required	Classroom teachers and support staff

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Strategy 2:

Community building events - We will provide school-wide activities for parents, families and the community.

Category: School Culture

Research Cited: Battistich, V. (2001, April). Effects of an elementary school intervention on students' "connectedness" to school and social adjustment during middle school. Paper presented at the meeting of the American Educational Research Association, Seattle, WA.

Battistich, V., Solomon, D., Kim, D., Watson, M., & Schaps, E. (1995). Schools as communities, poverty levels of student populations, and students' attitudes, motives, and performance: A multilevel analysis. *American Educational Research Journal*, 32, 627–658.

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Tier: Tier 1

Activity - Books and Bites Under the Lights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The community will gather on the football field reading as a family and listening to stories. All students will receive their own book to add to their own home library. While enjoying their stories, families will enjoy donated treats.	Community Engagement, Extra Curricular, Parent Involvement	Tier 1	Monitor	10/01/2018	10/31/2018	\$300	Title I Schoolwide	Title 1 teachers, classroom teachers, and support staff

Activity - March is Reading Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>During the month of March a calendar of events will be provided for each family to encourage the love of reading. One book will be provided to each elementary student to read at home and school.</p>	<p>Community Engagement, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>03/01/2019</p>	<p>03/31/2019</p>	<p>\$500</p>	<p>Title I Schoolwide</p>	<p>Title 1 teachers, classroom teachers, and support staff.</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Fun Night(s)	A fun-themed educational family event held after school.	Community Engagement, Extra Curricular, Parent Involvement	Tier 1	Monitor	09/10/2018	06/14/2019	\$0	Classroom teachers and support staff

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Books and Bites Under the Lights	The community will gather on the football field reading as a family and listening to stories. All students will receive their own book to add to their own home library. While enjoying their stories, families will enjoy donated treats.	Community Engagement, Extra Curricular, Parent Involvement	Tier 1	Monitor	10/01/2018	10/31/2018	\$300	Title 1 teachers, classroom teachers, and support staff
Reading A-Z	Electronic leveled books with comprehension and skill building activities	Technology, Academic Support Program	Tier 1	Monitor	09/10/2018	06/14/2019	\$3000	All teaching and support staff
March is Reading Month	During the month of March a calendar of events will be provided for each family to encourage the love of reading. One book will be provided to each elementary student to read at home and school.	Community Engagement, Parent Involvement	Tier 1	Monitor	03/01/2019	03/31/2019	\$500	Title 1 teachers, classroom teachers, and support staff.

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Mobymax	Mobymax: Math, Fact Fluency, Numbers	Academic Support Program	Tier 3	Implement	09/10/2018	06/14/2019	\$8000	All classrooms and support staff
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Instructional Support	All teachers will use various data-driven targeted strategies (ex: learning centers, guided reading, technology)	Academic Support Program	Tier 2	Implement	09/10/2018	06/14/2019	\$0	All classroom teachers and support staff
Mobymax	Mobymax: alphabet, phonics sounds, phonics blending, phonics spelling, foundational reading, early reading trio, sight words, phonics and spelling rules, vocabulary, spelling lists, writing workshop, writing assignments, reading stories, reading skills literature, and informational	Academic Support Program	Tier 1	Implement	09/10/2018	06/14/2019	\$8000	All classroom teachers and support staff
Summer School Supplemental Instructional	District run program addressing ELA and Math skills targeting our at-risk student population.	Academic Support Program	Tier 2	Implement	06/24/2019	07/26/2019	\$0	Summer School Staff
MTSS Instructional Support	All teacher will use various data-driven targeted strategies (i.e. learning centers, guided math, para support, technology)	Academic Support Program	Tier 2	Implement	09/10/2018	06/14/2019	\$0	All classroom teachers and support staff
Summer School Supplemental Instructional	District run program addressing ELA and Math skills targeting our at-risk student population.	Academic Support Program	Tier 2	Implement	06/24/2019	07/26/2019	\$0	Summer school staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Reinforcement Activities	Wr will provide school-wide assemblies, monthly reward celebrations, reward tickets, bucket filling parties.	Behavioral Support Program	Tier 1	Implement	09/10/2018	06/14/2019	\$1500	Classroom teachers and support staff