



School Improvement Plan

Douglas Road Elementary School

Bedford Public Schools

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Introduction

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

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?

In the last three years the staff who serves students at Douglas Road Elementary has seen many changes. We have a new principal, secretary, media secretary, health aid, specialists, and classroom teachers. Due to the flux within the State of Michigan and the local economy our student population has also decreased. With the closing of one of the local elementaries and redistricting, students were redistributed throughout the remaining district elementaries. Assimilating students and staff to new school cultures remains a focus within our building as well as the district.

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 the Cafe management and strategy paradigm has been introduced and implemented. Over the past two years scores on 3rd through 5th grade math state assessments have increased dramatically.

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, and increased technology capacity.

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 sixth grade and will additionally welcome the initiative to fifth and seventh grade the 2014-2015 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 when appropriate. 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.

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.

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 three months. The semi-final draft was also distributed to the staff for a last review prior to submission.

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

Student Enrollment Data

How do student enrollment trends affect staffing?

Budgetary constraints impact our staffing. For example, our district is closing an elementary school at the end of this 2012-2013 school year, and the children who were attending that school will be welcomed into the remaining elementary buildings. Our building will be one of the buildings welcoming new students. Some grade levels will be adding sections and staff, while other grade levels will be shifting staff as the student populations change.

How do student enrollment trends affect staff recruitment?

Due to the declining enrollment within our district, we are not actively recruiting staff, but instead staff has been reduced and that trend will persist as schools have had to close.

How do student enrollment trends affect budget?

As the student enrollment declines, monies from the state is also reduced adversely affecting funding and negatively impacting services and programs we are able to provide for students.

How do student enrollment trends affect resource allocations?

Support services and staff has been minimized to a point where many supplemental and support resources are no longer available.

How do student enrollment trends affect facility planning and maintenance?

A drop in enrollment has necessitated reallocation of students to remaining open school facilities, while staff maintaining these facilities continues to be reduced and quality of school environment is negatively impacted.

How do student enrollment trends affect parent/guardian involvement?

With redistricting and assimilating to a new school culture, many parents/guardians find the transition difficult. Time to transition impacts the overall support the school receives from parents and guardians.

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

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negative impact on public perception of our school.

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

Maintaining necessary staff to continue to provide exemplary educational programs for our students remains a challenge.

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

Representatives will continue to engage Lansing's legislatures to restore and increase funding to meet the challenges of competing in a global economy.

What are the challenges you noticed based on student attendance?

The cuts in funding have reduced our ability to effectively enforce truancy issues.

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

We will continue to advocate for adequate funding.

Student Achievement Data for All Students

This area includes data questions.

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

Reading remains our content area of highest student achievement.

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

Mathematics is our content area of positive student performance. From the 2011 to the 2012 school year our third through fifth graders increased their performance from 1-15% on the MEAP mathematics section.

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

All content areas are above state targets of performance.

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

Parent involvement and student and parent valuing of education.

What factors or causes contributed to improved student achievement?

Professional development, increased use of best practice and most effective research based instructional strategies.

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

Test scores, formative assessments, and teacher observation.

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

Science is our content area of lowest student achievement.

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

None

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

None

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

Socio-economic disadvantage

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

We have not experienced such decline.

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

N/A

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

Continued professional development, addressing gaps within curriculum, additional support staff, and decrease class size.

Subgroup Student Achievement

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

Response:

- Economically Disadvantaged

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

Response:

- Students with Disabilities

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

Mathematics

How do you know the achievement gap is closing?*

Evaluation of pertinent data

What other data support the findings?

Running records, student performance product, unit assessments.

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

Increased use of best practice as outlined by the prior year's school improvement plan.

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

The data displays this evidence.

What actions could be taken to continue this positive trend?

Continue to use data to inform our practices, while adhering to our school's improvement plan to keep our focus.

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

Response:

- None

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

Response:

- Male
- English Language Learners (ELLs)

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

Writing scores show a greater achievement gap for these subgroups.

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

Analysis of data, student performance product.

What other data support the findings?*

Formative assessments, teacher observation and evaluation, student performance products.

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

There is a lack of interest and internal motivation towards the prompts and writing themes.

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

Analyzing of data, and student surveys.

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

Implement results of data analysis, and instructional supports.

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

Due to comprehension challenges this student sub-group continues to struggle in comparison to their peers.

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

Regular meetings, communication between school and home, RTI process.

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

Teacher identifies students through observations, data collection (including, but not limited to formative assessments, summative assessments)

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

N/A

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.0

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

N/A

Label	Question	Value
	What is the total FTE count of teachers in your school?	20.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	7.0

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	9.0

Label	Question	Value
	How many teachers have been teaching >15 years?	6.0

What impact might this data have on student achievement?

With the flux in our district many teachers are moved among grade levels and buildings which makes curriculum and instructional consistency difficult.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	9.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	3.0

What impact might this data have on student achievement?

Frequent teacher absences may negatively impact student learning

Perception Data - Students

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

Student data indicated the caring teachers, staff, as well as being with their friends yields the highest satisfaction for students.

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

It is too early to determine a trend within student perception data.

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

The lack of cleanliness within our building facility was reported as the overall lowest level of satisfaction among students.

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

It is too early to determine a trend within the student satisfaction data.

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

Cutting of custodial staff leads to lack of cleanliness within the school facility. Students and teachers have a positive rapport.

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

Increased attention and staffing for building maintenance.

Perception Data – Parents/Guardians

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

Due to lack of parent participation on surveys, we are unable to compile reliable data.

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

Due to lack of parent participation on surveys, we are unable to compile reliable data.

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

Due to lack of parent participation on surveys we are unable to compile reliable data.

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

We are unable to determine a trend as we could not compile reliable data.

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

We were unable to compile reliable data.

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

We are reworking the parent survey and taking additional measures to collect more feedback from parents and guardians.

Perception Data – Teachers/Staff

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

Most teachers report a strong feeling of collegiality.

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

Due to this being our first year with this survey, it is difficult to determine trends yet.

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

District leadership in maintaining focus and consistency.

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

As this is the first year using this survey, we have not discovered a trends as of yet.

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

Lots of turnover within all levels.

Other

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

N/A

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

Individual staff members serve on district committees for each content area. When decisions are to be made involving curriculum, instruction and assessment they are brought to committee for review and implementation.

What evidence do you have to indicate the extent to which the standards are being implemented?

During staff and school improvement meetings, the Common Core State Standards were introduced to staff during the 2010-2011 school year. The following years staff spent time examining connections between current math curriculum and the CCSS to plan and deliver instruction accordingly.

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
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.bedford.k12.mi.us/pdf/business-office/district-AER-letter-posted-8-10-12.pdf	

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

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

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Label	Assurance	Response	Comment	Attachment
	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@bedford.k12.mi.us	

Label	Assurance	Response	Comment	Attachment
	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	Information is on page 3	

Label	Assurance	Response	Comment	Attachment
	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	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	59 minutes or less at elementary level, 105 minutes or less at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

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	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	Yes	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	Yes, we have a health services provider or school nurse for every 650 students	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	No	N/A

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	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	Yes	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to all indoor facilities	N/A

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 conducted?

Summative as well as formative assessments that are used to determine need are MEAP, MLPP, Rigby, 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, 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 Grade Level Meetings and SAT meetings throughout the year.

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.

Students must demonstrate a 6 month deficit or greater based on the Common Core Standards in ELA and Math. The Science and Social Studies Grade Level Expectations are used to identify students in these areas.

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.

MLPP data, Rigby scores as well as, teacher recommendation are used to identify K-2 students. Parents are notified and any information they have is also considered.

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 both as pull out and push-in. Students in grades 1 and 2 are pulled out for one-on-one 30 minutes 4-5 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 2-3 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. 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. Summer school is available for students also.

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.

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 Cafe model for reading both fiction and non-fiction, Marzano's vocabulary instruction, and elevate learning.

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:

- Rigby Leveled readers
- EveryDay Math
- Accelerated Reader
- Math Facts in a Flash
- Touch Math
- Words Their Way
- Fastmath
- Mondo oral Language
- Book Buddies
- Marcia Freeman Writing Program
- 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
- Eastern Michigan Writing Project
- Fanatically by Bob Sorenson

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 4-5 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.

School Improvement Plan

Douglas Road Elementary School

To ensure that students are rarely pulled from classroom instruction we have incorporated a master schedule that includes intervention time. There is also extended year opportunities with summer school.

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 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.	

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.

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.	Title 1 Parent Survey

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 Night
 - 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

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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.	Home School Compact

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
- MEAP 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.

Teachers refer students in need to the School Student Support Coordinator and or Title 1 Coordinator. SAT meetings as well as data meeting are held monthly. Eligibility is determined by reviewing assessment results and progress data. When receiving academic intervention from SIPs it is required to keep daily observations and lesson plans.

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.

After reviewing the data, if a student is not making adequate progress, the interventions are evaluated and adjustments are made. The meetings to determine this are held monthly.

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.

Teachers have been trained on how to administer and evaluate various assessments. Training has also include:

- Differentiated Instruction (CAFE and Daily 5)
- Assessments
- Progress monitoring data
- Essential Skills in K-3

Eastern Michigan Writing Project

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:

- MEAP
- MEAP-Access
- MI Access
- STAR reading and math
- MLPP
- District Math Common Assessments
- Classroom assessments

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.

DRE School Improvement Plan 2014-2015

Overview

Plan Name

DRE School Improvement Plan 2014-2015

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 at Douglas Road Elementary will become more proficient in informational literacy skills across the curriculum	Objectives: 2 Strategies: 6 Activities: 13	Academic	\$318131
2	All students at Douglas Road Elementary School will improve their ability to read and understand information about mathematics across the curriculum.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$6000
3	Improving Instruction and Learning Environment	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$18333

Goal 1: All students at Douglas Road Elementary will become more proficient in informational literacy skills across the curriculum

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in informational literacy skills. in English Language Arts by 05/20/2015 as measured by outcomes on the state assessment.

Strategy 1:

Scaffolding using conferring - Staff will implement one-on-one conferencing with students to assess, correct, and guide the thought process/skills needed for inferring author's purpose for using literary devices to support ideas and themes while reading.

Research Cited: The implementation of individual conferences has shown to increase student achievement in reading. (Conferring: The Keystone of Reader's Workshop by Patrick Allen).

Tier:

Activity - Academic Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement Cafe and Daily 5 as a framework to manage conferring with students. Principals will monitor the implementation of Cafe and Daily 5 through walk through and observation checks.	Direct Instruction			09/02/2014	05/20/2015	\$144566	Title I Part A, Title I Part A	Classroom teachers, Special Intervention Providers, principal

Strategy 2:

Scaffolding Using Direct Instruction - Staff will implement a cycle of teacher-led instruction via thinking aloud, guided practice, and independent practice to foster students' ability to infer author's purpose for using literary devices to support ideas and themes while reading.

Research Cited: Engelmann, S. (1999) The benefits of direct instruction: Affirmative action for at-risk students. Education Leadership 157 (1), 77.

Tier:

Activity - Direct Instruction paired with Student Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teachers will instruct students on comprehension strategies: Infer and Support with Evidence, Use Text Features, Use Main Idea and Supporting Details to Determine Importance, Determine and Analyze Author's Purpose and Support with Text, Recognize Literary Elements (especially themes), Recognize and Explain Cause and Effect Relationships, Compare and Contrast within and between Text, Check for Understanding, Back up and Reread, Retell Story, Use Prior Knowledge to Connect with Text, Make a Mental Image, Ask Questions Throughout Reading Process, Predict and Use Text to Confirm, Summarize. After instruction students will practice and integrate these strategies into their daily practice as readers and writers. These activities will be monitored through walkthroughs and Cafe notebook entries.	Implementation			09/02/2014	05/20/2015	\$0	No Funding Required	Classroom Teachers, Principal
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Activity - Cafe & Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sustained professional development will be offered to teachers across this content area and delivered by the building reading specialists within the Cafe, Guided Reading, and Daily Five platforms. PD for administering and scoring Rigby assessments will also be offered.	Direct Instruction			09/02/2014	05/20/2015	\$141899	Title II Part A, Title I Part A	Edward Manuszak, Reading specialist, building Principal Carol Perz, teaching staff

Strategy 3:

Technology Informational Literacy Skills - Staff will make informational literacy the foundation of content-area instruction to foster students' ability to infer author's purpose for using literary devices to support ideas and themes, generating from the themes their own claims, and using informational text (either written or multi-media) 50% of the time, to establish supporting details for their staked claim while reading.

Research Cited: Educational Leadership, 66(6), 54-58

Common Core State Standards

Tier:

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use the Discovery Science website and accompanying resources along with other print and on-line periodicals for the basis of establishing student proficiency in navigating, comprehending, and integrating non-fiction text within students' reading/writing.	Implementation			09/02/2014	05/20/2015	\$10000	General Fund	Classroom teachers, Technology Assistant, Principal

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Activity - Professional development in Common Sense Media Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided for staff in Common Sense Media Curriculum in order to better guide students in evaluating and utilizing on-line resources.	Professional Learning			09/02/2014	05/20/2015	\$10000	Title II Part A	Jennifer Earl, Kimberly Powell
Activity - Pearson Inform	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use the Pearson Inform Platform to monitor student performance and progress. Teachers and administrators will be trained to navigate, enter data, disaggregate data, and create reports to drive and differentiate instruction.	Technology			09/02/2014	05/20/2015	\$0	No Funding Required	Assistant Superintendent (Edward Manuszak), Principal (Carol Perz), Educational Technologist (Jennifer Earl and Kim Powell), ISD personnel, and Classroom Teachers.
Activity - Atlas Rubicon Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will be trained in using Atlas Rubicon and accessing curriculum.	Technology			08/26/2014	05/20/2015	\$0	General Fund	ISD personnel
Activity - 1:1 Learning Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The 4th and 8th grade teams will receive direct professional development during the second semester of the 2014-2015 school year. The 5th, 6th, 7th grade teams will receive direct professional development during the 2014-2015 school year to sustain our on-going 1:1 Learning Initiative efforts.	Technology			09/02/2014	05/29/2015	\$3750	Title II Part A	Assistant Superintendent of Curriculum and instruction (Edward Manuszek), District Technology Specialists (Earl & Powell), Principal (Carol Perz), and Classroom Teachers.
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Activity - Discovery Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will incorporate Discovery Science informational text across curriculum to improve informational literacy skills.	Technology			09/02/2014	05/20/2015	\$1695	General Fund	Administrators, staff, teachers, Educational Technologists

Activity - Common Sense Media Digital and Citizenship Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize Digital Literacy and Citizenship Curriculum to instruct students in digital literacy skills.	Technology			09/02/2014	05/20/2015	\$0	No Funding Required	Assistant Superintendent of Curriculum and Instruction (Edward Manuszek), Instructional Technologists (Earl & Powell), and classroom teachers.

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Strategy 4:

Direct Writing Instruction - Teachers will use guided instruction to model for students the strategies of note-taking, comparing and contrasting, summarizing to glean essential information from multi-media and written sources.

Research Cited: Classroom Instruction that Works. Marzano, R.J., D.J. Pickering, and J.E. Pollock, (2001). Classroom Instruction that Works: Research Based Strategies to Increase Student Achievement. Dean, C., Ross-Hubbel, E., Pitler, H., Stone, B.J.(2012).

Tier:

Activity - Note-taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will model for students the strategy of effective note-taking with gradual release of responsibility for students to practice taking notes from written and multi-media sources within the informational realm with focus on science and social studies. Coordinated professional learning activities will be orchestrated in order to allow staff the opportunity to deepen their content knowledge over this topic.	Direct Instruction			09/02/2014	05/20/2015	\$1940	General Fund, Title II Part A	Edward Manuszak will set up PD, teaching staff,

Strategy 5:

ELA Data Digs - Teachers will participate in "data digs" at least three times a year with their grade-level cohort. Research Cited: Schools demonstrating success with "closing the gap," profiled by the North Carolina Department of Public Instruction in a 2000 study, were more likely than others to assess students periodically for diagnostic purposes and to disaggregate the data.

Research Cited: Schools demonstrating success with "closing the gap," profiled by the North Carolina Department of Public Instruction in a 2000 study, were more likely than others to assess students periodically for diagnostic purposes and to disaggregate the data (Evaluation Section, Division of Accountability Services, North Carolina Department of Public Instruction 2000).

Tier:

Activity - Data Dig	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with grade-level teams three times a year, to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/02/2014	05/29/2015	\$2500	General Fund	Building principal and classroom teachers

Measurable Objective 2:

A 4% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in their ability to improve as proficient writers in English Language Arts by 05/20/2015 as measured by State objectives and locally based assessments..

School Improvement Plan

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Strategy 1:

Writing to Improve - Staff will be given the opportunity to research best practice models of writing across the curriculum and for informational writing.

Research Cited: Eastern Michigan Writing Project

Tier:

Activity - Writing to Improve PD time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be dedicated for all teachers at all levels to collaborate on how to teach writing and learning new skills on how to implement writing to their students.	Professional Learning			09/02/2014	05/20/2015	\$1781	Title II Part A	Edward Manuszak

Goal 2: All students at Douglas Road Elementary School will improve their ability to read and understand information about mathematics across the curriculum.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading and understanding information about mathematics across the curriculum in Mathematics by 05/29/2015 as measured by State assessments, and local district assessments.

Strategy 1:

Identifying Similarities and Differences - Staff will implement the use of graphic organizers to teach critical thinking skills in order to increase student ability for reading and understanding mathematical concepts.

Research Cited: Marzano, R. (2001). A Handbook for Classroom Instruction that Works.

Tier:

Activity - Create comparison matrixes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the use of graphic organizers to teach critical thinking skills in order to increase student ability for reading and understanding mathematical concepts.	Implementation			09/02/2014	05/29/2015	\$300	General Fund	Classroom Teachers

Activity - Monitoring Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring implementation of comparison matrixes by documenting implementation in lesson plans.	Monitor			09/02/2014	05/29/2015	\$0	No Funding Required	Classroom Teachers, Principal

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Strategy 2:

Scaffolding Using Direct Instruction of Vocabulary - Staff will receive professional development of Marzano's Six-Step Process for Teaching Vocabulary in order to teach reading and understanding mathematical concepts.

Research Cited: Marzano (2009), Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies. Marzano Research Laboratory. Englewood, CO

Marzano, R. (2001). A Handbook for Classroom Instruction that Works.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will participate in a series of PLC sessions to develop and align mathematical vocabulary with the CCSS, and to develop instructional vocabulary strategies and activities at each grade level.	Professional Learning			09/02/2013	05/30/2014	\$1350	General Fund	Assistant Superintendent of Curriculum (Eddie Manuszek), Principal (Carol Perz), District Math Curriculum Council Committee, Reading Specialist (Kristy Babka), Speech Pathology team, and Classroom Teachers.

Activity - Marzano Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Marzano's Six-Step Process for Teaching Vocabulary	Implementation			09/02/2014	05/29/2015	\$1350	General Fund	Classroom Teachers

Activity - Monitor Six-Step Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Monitoring of Six-Step Process for Teaching Vocabulary through walkthroughs and documentation in lesson plans.	Monitor			09/02/2014	05/29/2015	\$0	No Funding Required	Classroom Teachers, Principal (Carol Perz)
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Strategy 3:

Incorporate Interactive Math Games - Staff will incorporate Interactive Math Games in order to increase student capacity for reading and understanding mathematical concepts.

Research Cited: Marzano, R. (2009) Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies. Marzano Research Laboratory. Englewood, CO.

Tier:

Activity - Interactive Technology Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
E-Suite and Technology Based Interactive Games within Everyday Math Website and Education City will be used to collect student data in order to inform instruction.	Technology			09/03/2013	05/29/2015	\$3000	General Fund	Classroom Teachers with the support of technology assistant

Activity - Monitoring Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring implementation of technology interactive games by gathering achievement data.	Monitor			09/03/2013	05/29/2015	\$0	No Funding Required	Classroom Teachers, Technology Assistant, and principal (Carol Perz)

Strategy 4:

Mathematics Data Digs - Teachers will meet three times a year to analyze collected data throughout the school year within the content area of mathematics. This will be the second half of the time with ELA data digs.

Research Cited: Schools demonstrating success with "closing the gap," profiled by the North Carolina Department of Public Instruction in a 2000 study, were more likely than others to assess students periodically for diagnostic purposes and to disaggregate the data (Evaluation Section, Division of Accountability Services, North Carolina Department of Public Instruction 2000).

Tier:

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Activity - Mathematics Data Dig	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level teams to analyze mathematic data collected throughout the course of the year.	Teacher Collaboration			09/02/2014	05/20/2015	\$0	General Fund	Edward Manuszak, Carol Perz, teaching staff

Goal 3: Improving Instruction and Learning Environment

Measurable Objective 1:

demonstrate a behavior of establishing a learning community in which students, parents, and staff demonstrate self and mutual respect by 05/29/2015 as measured by stakeholder surveys.

Strategy 1:

Love and Logic - Teachers and staff will continue to engage in continued professional development and implementation of the strategies from the 2014-2015 school year from the formal Character Education program to improve responsible behavior related to the grade span and needs of the students and staff.

Research Cited: Josephson Institute Center for Youth Ethics supports the idea of improving student academic success through improved learning environment. Love and Logic Institute, Inc. 2207 Jackson Street, Golden, CO 80401-2300 "The Love and Logic philosophy teaches character. Character is built out of a formula that involves three things: A child making a mistake, and adult feeling empathy and compassion for the child, and the child learning from the consequences of his or her actions."

Tier:

Activity - Love and Logic	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will participate in a professional learning community to review strategies from Love and Logic in order to assist students in positive relationship building and decision making.	Implementation			09/03/2013	05/30/2015	\$10000	General Fund	Bob Sornson

Strategy 2:

Early Learning Success - All teachers will instruct, screen, and monitor students' essential skills using the Essential Skills Inventory. This data will be used to differentiate instruction.

Research Cited: Fanatically Formative, Successful Learning During the Crucial K-3 Years; Sornson, (2012)

Tier:

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Activity - Teacher Training on Essential Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development by Dr. Robert Sornson, a nationally recognized expert on Early Learning Success programs. Staff will become familiar with and implement Dr. Sonson's Essential Skills Checklist.	Professional Learning			05/30/2013	05/30/2014	\$8333	Title II Part A	Dr. Sonson, elementary teachers, 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
Note-taking	Teaching staff will model for students the strategy of effective note-taking with gradual release of responsibility for students to practice taking notes from written and multi-media sources within the informational realm with focus on science and social studies. Coordinated professional learning activities will be orchestrated in order to allow staff the opportunity to deepen their content knowledge over this topic.	Direct Instruction			09/02/2014	05/20/2015	\$590	Edward Manuszak will set up PD, teaching staff,
Teacher Training on Essential Skills	Teachers will be provided professional development by Dr. Robert Sornson, a nationally recognized expert on Early Learning Success programs. Staff will become familiar with and implement Dr. Sonson's Essential Skills Checklist.	Professional Learning			05/30/2013	05/30/2014	\$8333	Dr. Sonson, elementary teachers, administrators
1:1 Learning Initiative	The 4th and 8th grade teams will receive direct professional development during the second semester of the 2014-2015 school year. The 5th, 6th, 7th grade teams will receive direct professional development during the 2014-2015 school year to sustain our on-going 1:1 Learning Initiative efforts.	Technology			09/02/2014	05/29/2015	\$3750	Assistant Superintendent of Curriculum and Instruction (Edward Manuszek), District Technology Specialists (Earl & Powell), Principal (Carol Perz), and Classroom Teachers.
Writing to Improve PD time	Time will be dedicated for all teachers at all levels to collaborate on how to teach writing and learning new skills on how to implement writing to their students.	Professional Learning			09/02/2014	05/20/2015	\$1781	Edward Manuszak

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Cafe & Daily 5	Sustained professional development will be offered to teachers across this content area and delivered by the building reading specialists within the Cafe, Guided Reading, and Daily Five platforms. PD for administering and scoring Rigby assessments will also be offered.	Direct Instruction			09/02/2014	05/20/2015	\$3600	Edward Manuszak, Reading specialist, building Principal Carol Perz, teaching staff
Professional development in Common Sense Media Curriculum	Professional development will be provided for staff in Common Sense Media Curriculum in order to better guide students in evaluating and utilizing on-line resources.	Professional Learning			09/02/2014	05/20/2015	\$10000	Jennifer Earl, Kimberly Powell

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Love and Logic	Teachers and staff will participate in a professional learning community to review strategies from Love and Logic in order to assist students in positive relationship building and decision making.	Implementation			09/03/2013	05/30/2015	\$10000	Bob Sornson
Create comparison matrixes	Staff will implement the use of graphic organizers to teach critical thinking skills in order to increase student ability for reading and understanding mathematical concepts.	Implementation			09/02/2014	05/29/2015	\$300	Classroom Teachers
Note-taking	Teaching staff will model for students the strategy of effective note-taking with gradual release of responsibility for students to practice taking notes from written and multi-media sources within the informational realm with focus on science and social studies. Coordinated professional learning activities will be orchestrated in order to allow staff the opportunity to deepen their content knowledge over this topic.	Direct Instruction			09/02/2014	05/20/2015	\$1350	Edward Manuszak will set up PD, teaching staff,
Technology Integration	Staff will use the Discovery Science website and accompanying resources along with other print and on-line periodicals for the basis of establishing student proficiency in navigating, comprehending, and integrating non-fiction text within students' reading/writing.	Implementation			09/02/2014	05/20/2015	\$10000	Classroom teachers, Technology Assistant, Principal
Interactive Technology Games	E-Suite and Technology Based Interactive Games within Everyday Math Website and Education City will be used to collect student data in order to inform instruction.	Technology			09/03/2013	05/29/2015	\$3000	Classroom Teachers with the support of technology assistant

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Data Dig	Teachers will meet with grade-level teams three times a year, to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/02/2014	05/29/2015	\$2500	Building principal and classroom teachers
Marzano Implementation	Implementation of Marzano's Six-Step Process for Teaching Vocabulary	Implementation			09/02/2014	05/29/2015	\$1350	Classroom Teachers
Mathematics Data Dig	Teachers will meet in grade level teams to analyze mathematic data collected throughout the course of the year.	Teacher Collaboration			09/02/2014	05/20/2015	\$0	Edward Manuszak, Carol Perz, teaching staff
Atlas Rubicon Pacing Guides	All teaching staff will be trained in using Atlas Rubicon and accessing curriculum.	Technology			08/26/2014	05/20/2015	\$0	ISD personnel
Discovery Education	Elementary teachers will incorporate Discovery Science informational text across curriculum to improve informtional literacy skills.	Technology			09/02/2014	05/20/2015	\$1695	Administrators, staff, teachers, Educational Technologists
Professional Development	The staff will participate in a series of PLC sessions to develop and align mathematical vocabulary with the CCSS, and to develop instructional vocabulary stratgies and activities at each grade level.	Professional Learning			09/02/2013	05/30/2014	\$1350	Assisstant Superintendent of Curriculum (Eddie Manuszek), Principal (Carol Perz), District Math Curriculum Council Committe, Reading Specialist (Kristy Babka), Speech Pathology team, and Classroom Teachers.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Monitoring Implementation	Monitoring implementation of technology interactive games by gathering achievement data.	Monitor			09/03/2013	05/29/2015	\$0	Classroom Teachers, Technology Assistant, and principal (Carol Perz)
Monitoring Implementation	Monitoring implementation of comparison matrixes by documenting implementation in lesson plans.	Monitor			09/02/2014	05/29/2015	\$0	Classroom Teachers, Principal
Monitor Six-Step Process	Monitoring of Six-Step Process for Teaching Vocabulary through walkthroughs and documentation in lesson plans.	Monitor			09/02/2014	05/29/2015	\$0	Classroom Teachers, Principal (Carol Perz)
Common Sense Media Digital and Citizenship Curriculum	All teachers will utilize Digital Literacy and Citizenship Curriculum to instruct students in digital literacy skills.	Technology			09/02/2014	05/20/2015	\$0	Assistant Superintendent of Curriculum and Instruction (Edward Manuszek), Instructional Technologists (Earl & Powell), and classroom teachers.
Direct Instruction paired with Student Practice	Teachers will instruct students on comprehension strategies: Infer and Support with Evidence, Use Text Features, Use Main Idea and Supporting Details to Determine Importance, Determine and Analyze Author's Purpose and Support with Text, Recognize Literary Elements (especially themes), Recognize and Explain Cause and Effect Relationships, Compare and Contrast within and between Text, Check for Understanding, Back up and Reread, Retell Story, Use Prior Knowledge to Connect with Text, Make a Mental Image, Ask Questions Throughout Reading Process, Predict and Use Text to Confirm, Summarize. After instruction students will practice and integrate these strategies into their daily practice as readers and writers. These activities will be monitored through walkthroughs and Cafe notebook entries.	Implementation			09/02/2014	05/20/2015	\$0	Classroom Teachers, Principal

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Pearson Inform	Staff will use the Pearson Inform Platform to monitor student performance and progress. Teachers and administrators will be trained to navigate, enter data, disaggregate data, and create reports to drive and differentiate instruction.	Technology			09/02/2014	05/20/2015	\$0	Assistant Superintendent (Edward Manuszak), Principal (Carol Perz), Educational Technologist (Jennifer Earl and Kim Powell), ISD personnel, and Classroom Teachers.
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support Program	Classroom teachers will implement Cafe and Daily 5 as a framework to manage conferring with students. Principals will monitor the implementation of Cafe and Daily 5 through walk through and observation checks.	Direct Instruction			09/02/2014	05/20/2015	\$127000	Classroom teachers, Special Intervention Providers, principal
Cafe & Daily 5	Sustained professional development will be offered to teachers across this content area and delivered by the building reading specialists within the Cafe, Guided Reading, and Daily Five platforms. PD for administering and scoring Rigby assessments will also be offered.	Direct Instruction			09/02/2014	05/20/2015	\$138299	Edward Manuszak, Reading specialist, building Principal Carol Perz, teaching staff
Academic Support Program	Classroom teachers will implement Cafe and Daily 5 as a framework to manage conferring with students. Principals will monitor the implementation of Cafe and Daily 5 through walk through and observation checks.	Direct Instruction			09/02/2014	05/20/2015	\$17566	Classroom teachers, Special Intervention Providers, principal