



School Improvement Plan

Erie Elementary School

Chippewa Valley Schools

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Introduction

The School Improvement Plan 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?

Erie Elementary is one of 12 elementary schools in the Chippewa Valley School District. We are located on the northern end of Clinton Township, Michigan. Erie is centrally located within the district. Our current enrollment is 533. Each year the number of students choosing to attend Erie continues to grow. As of this year 55 students are school-of-choice and 81 are in-district transfers. The increasing number of students choosing to attend Erie is proof that we are doing great things in our school.

Erie is located in a residential setting. We are within close proximity to shopping malls, restuarants, and the local public library. Our students reside is apartments, condominiums and single family homes. Our student population has shown a growth in both ethnic and financial diveristy over the last several years.

As a result of the ethnic diversity, we have had an increase in the number of bilingual staff and students in our building. Over the last three years the number of students who receive bilingual services has increased along with the number of languages being spoken by these children.

Over the last three years families in our school have experienced greater financial challenges. As a result there is a greater number of eligible students participating in the free and reduced lunch program. Our school now offers free or reduced breakfast as well; therefore, over the last three years our school is providing a greater number of students two free or reduced meals each day.

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.

Our mission at "Erie Elementary is to inspire leadership by providing a caring, creative, and challenging place to learn;" thus, providing the students at Erie Elementary with the skills they will need to be successful and productive members in an ever-changing society. Our vision is "Everyone Reaching Individual Excellence." Our beliefs are evident in the everyday practices at Erie. Students are held accountable for their actions both positive and negative. Our incorporation of the "7 Habits of Highly Effective Learners" into the culture of the school has provided the students with the tools and language necessary to be accountable for themselves both socially and academically. Additionally, every student here at Erie has been given a leadership role, thus, allowing them the opportunity to show individual strengths and develop a strong sense of responsibility. As a staff we are 100% committed to meeting the needs of all of our students and work as a cohesive team collaborating to make this happen.

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.

In the spring of 2013 our school was awarded a \$60,000 grant in order to establish the "Leader in Me" program. As a staff we were and still are 100% committed to making this complete cultural change within our building. Our commitment stems from the knowledge that we need to help our students become fully prepared to face the challenges the future provides. We believe that students should be, and can be, accountable for themselves in order to achieve success. As we have moved along in this process we have progressed from teacher-led to student-led parent-teacher conferences. All students use their own "Leadership Binders" to communicate to their parents how they have grown socially and academically. They also use their binders to set goals and monitor areas that are in need of greater improvement. We believe that this change will lead to an increase in student responsibility, an increase in student achievement, and a decrease in behavior incidents. As a staff we believe that this program will help "Everyone Reach Individual Excellence!"

Recognition of our dedication to "The Leader in Me" program came from the Covey Foundation on April 20, 2016 when we officially achieved the esteemed title of "Lighthouse School!" Worldwide there are over 3000 schools using "The Leader in Me" program. Only 198 of these schools have achieved the coveted "Lighthouse" status. We are proud to say that we are school number 198!

Also this year, Chippewa Valley Schools hosted an AdvancED External Review for system-wide accreditation. The External Review Team recommended to the AdvancED Accreditation Commission that the Chippewa Valley Schools earn the distinction of accreditation for a five-year term. AdvancEd will review the results of the External Review to make a final determination in June of 2016. The final determination includes the appropriate next steps for the system in response to these findings.

The following is an excerpt from the External Review Teams' Final Report to the district:

The system is clearly focused on ensuring success for all students as evidenced by the system and schools' missions, visions, and student outcomes. A caring, trusting, and collaborative atmosphere aptly describe the culture of the system and community. The development of the system strategic plan involved a committee of over 75 persons, representing all stakeholder groups, in the development of the system's vision and mission.

Interviews highlighted the ways the governing body has set its priorities through the strategic planning process. Strong and effective leadership by the superintendent and board are very apparent with schools visibly fostering a culture that is based on shared values and beliefs about teaching and learning. The elected school board members work responsibly and effectively striving to facilitate the achievement of the vision and mission of the system. School level administrators firmly feel empowered to make decisions and lead their respective schools due to the collaborative, team approach throughout the system. Outstanding communication between and among the system and stakeholders further promotes the system's culture of caring and trust. The positivity throughout the system embodies the tradition of success in the community. A Powerful Practice identified by the team was: The system and school level leadership communicate effectively with all stakeholder groups to proactively build greater understanding and ownership of the system's vision.

The system is promoting collaboration throughout the schools by implementing system-wide curricula which is already providing increases in student academic growth. A Powerful Practice noted by the Team was: The system is committed to a quality education for all students through a laser-like focus on curriculum design, implementation and support. System level personnel have provided assistance at the schools by hiring ten curricular leaders to ensure teachers have the support and assistance needed to instruct the students in the written SY 2016-2017

curriculum. Common lesson plans and common assessments along with the implementation of professional learning communities have provided formal opportunities for collegial dialogue and a common goal of student success. Teachers indicated the positive support from the system level staff and feel they receive "just in time" assistance. Other comments were, "we are all speaking a common language now" and common lessons and assessments are "great when we have transfers within the system, the data can travel with the student." Without long waits for support, teachers feel empowered to continue learning new methods.

A major challenge for the system is funding. The system is currently the largest school system in the state that receives the lowest foundation allowance per pupil. Currently the limit for bonded indebtedness has been reached and the local ability to raise millage has been capped for many years. System leaders continue to work with county leaders to attempt to make necessary changes to free up additional funding. The system has utilized what monies were available to build new schools needed as a result of increased enrollments. Now, however, monies are needed to facilitate the maintenance of all facilities as 21st century schools.

Two Improvement Priorities resulted from the rapid growth within the school system boundaries, bringing in persons of different heritage and socio-economic levels. For years the school system community changed very little in ethnicity, socio-economic levels, or other nationalities. The effect of these changes is the need for diversity awareness and sensitivity training. In tandem with this growth is the need to allocate limited resources equitably throughout the system. As noted earlier in the report, equitable is not always equal. If portions are not equal, perceptions often are that allocations are not fair. With trust as a strength in the system, the leadership and board are on the correct path to successfully meet these challenges.

The superintendent has worked to provide a stable and proactive culture with a focus on academic achievement since the beginning of his tenure and has strived to maintain transparency as he has brought information to the Board for decisions. These Improvement Priorities are designed to build on strengths and direct the system forward. As noted above, the Team found clear evidence of a culture that is caring, trusted and dedicated to providing an excellent education for all students. The efforts of the system to address these challenges in a positive manner ensure continued improvement and increases in student success.

In summary, as positive changes continue to occur at Erie Elementary School we also see areas where improvement is still needed. One of the greatest challenges our staff has addressed is the need for instructional time. We have moved into a data-driven era and seem to consistently test students and look at the data; however, actual teaching time seems to be diminishing. We understand the need to look at the data in order to successfully meet the needs of the students; however, finding a perfect balance is challenging. Another area our staff feels we need to improve is in the area of challenging the higher level students. There seems to be an abundance of strategies and interventions to help children who struggle academically; however, we do not have the same number of resources for children who function at a higher academic level. As a staff we will continue to find ways to overcome these challenges and meet the needs of all of our students.

Additional Information

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

Erie Elementary is great school, as evidenced by the fact that more than a fifth of our population is either school-of-choice or an in-district transfer. We are proud of our school. We are a very cohesive group. Our staff is one of a few schools who can honestly say that we are 100% committed to making the changes needed to assure that our students continue to achieve their greatest successes both socially and academically.

Most notably we are the first school in Macomb County to establish the "Leader in Me" program. We are now into our third year of implementation. Every student in our building has a leadership role. Every student does at least one student-led conference every year. Most lead their conferences in the winter and spring! The support we have been receiving from our stakeholders continues to grow. As a staff we will continue to help all of our students strive to reach individual excellence, propelling Erie from a great school, to a place where great things happen.

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.

NCA chairs will guide the staff, on a regular basis, during staff meetings and early release days through the school improvement process and preparation for the district accreditation process.

Parents will be invited to PAC and PTO meetings. A parent representative will also remain on the "Lighthouse Team."

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

The students were involved with our school improvement process by participating in our annual survey.

The support staff were engaged through regular meetings throughout the year. The principal led the meetings, which were outside the support staff's regular school day. The district was supportive of these efforts, and paid for the participants to be at these meetings. The participants included reading paraprofessionals, bilingual paraprofessionals, custodians, clerical, kitchen staff and lunch monitors.

Parents were involved through participation in our annual survey.

Parents have a chance to provide input during PTO meetings regarding our school improvement process.

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

Parents were informed of our school improvement efforts during monthly PTO meetings. Data and processes were shared and vetted with this representative parent group. They made several suggestions throughout the year which resulted in documents being drafted that informed parents of our data collection and intervention efforts. We also communicate to parents through our website, Facebook page, school newsletters, classroom websites and teacher newsletters, and regular events such as Curriculum Night, Leadership Day, Community Circles and parent/teacher conferences.

For teachers, we used weekly staff meeting, inservice time, and regular Data Team Meetings.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Analyzing the data from the NWEA provided a framework to help in our decision-making process. It has helped us to find areas of notable achievement as well as areas that need specific attention in order to increase our student performance.

The NWEA MAP Math scores showed two grade levels with notable achievement. The test scores indicate that our first and second grades have performed higher than the national norm each of the testing periods from fall 2014-2015 through fall 2015. Likewise, our second grade consistently scored above the national norm on each of the reading assessments.

Describe the area(s) that show a positive trend in performance.

When analyzing the data for trends, we did a horizontal comparison from the 2013-2014 school year through the fall of the 2015-2016 school year using the NWEA MAP reading test. The data analysis showed that there is a positive trend in our reading scores. Due to the refinement of our MTSS intervention structure we have also found, through a horizontal comparison (first thru fifth grade) that fewer students are receiving tier 2 services. These findings are consistent with our DRA and STAR 360 assessments.

Which area(s) indicate the overall highest performance?

The NWEA MAP reading assessment indicates that the first and second grade classes have performed above the average national norm. The mean RIT for these grade levels are above the mean norm RIT during the testing periods of 2014-2015 and fall 2015. Similarly the NWEA MAP math assessment indicates that the first and second grade classes have performed above the average national norm. The mean RIT for these grade levels are above the mean RIT during the testing periods of 2014-2015 and fall 2015.

Which subgroup(s) show a trend toward increasing performance?

Disaggregating the data into the subgroups of gender and ethnicity provided us with many insights. Our gender data shows that both genders are progressing. This year, for the first time we have been able to disaggregate data by ethnicity in some of the grade levels. Last year in first grade the white students and the black/African American students gained equally, although, the black/African American students scored lower overall. Comparing these subgroups this fall (2015) we found that the white population's score remained consistent with the spring (2015) scores from the previous year while the fall (2015) scores of the black/African American students increased from the previous spring score.

Between which subgroups is the achievement gap closing?

found that the gap between the ethnic groups in third grade also closed and has remained consistent at the beginning of fourth grade this year.

Which of the above reported findings are consistent with findings from other data sources?

All of the above findings are consistent with our DRA and STAR 360 assessments.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

All grade levels can continue to improve on the math and reading NWEA MAP assessments ultimately decreasing the gap between Erie and some of the other elementary schools in our district.

Describe the area(s) that show a negative trend in performance.

At this time we do not have a negative trend in performance. We are remaining consistent in our performance on the NWEA MAP assessment as well as the DRA and STAR 360.

Which area(s) indicate the overall lowest performance?

All grade levels can continue to improve on the math and reading NWEA MAP assessments ultimately decreasing the gap between Erie and some of the other elementary schools in our district. Currently, however, we found that our upper elementary students are consistently lower than the national norm on both the reading and math NWEA MAP assessment.

Which subgroup(s) show a trend toward decreasing performance?

Analyzing the data longitudinally from the NWEA MAP reading and math assessments, comparing the 2013-2014 school year through the fall of the 2015-2016 school year, the males showed a negative trend in the second and fourth grade while the females showed a negative trend in the second and fifth grade. The language NWEA MAP assessment showed a negative trend for the males in the third and fourth grade.

Between which subgroups is the achievement gap becoming greater?

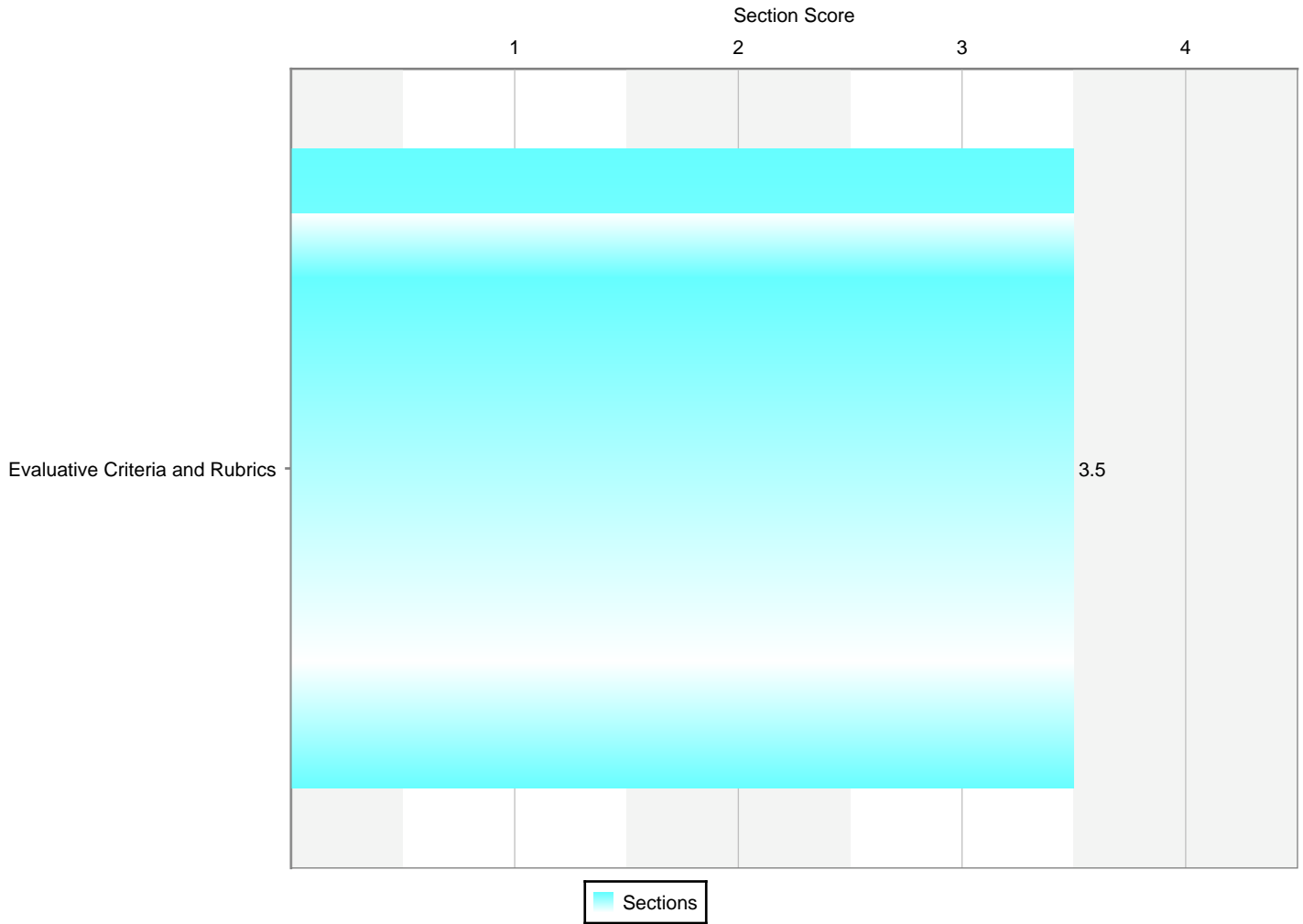
Our data shows that the achievement gaps are closing in both reading and math and are not increasing.

Which of the above reported findings are consistent with findings from other data sources?

These findings are consistent with our DRA and STAR 360 data.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Standard 1, purpose and direction were rated the highest on staff, student and parent surveys.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

We believe in large part due to The Leader in Me program we began 3 years ago is responsible for the upward trend in satisfaction in this area. Open ended comments on all three surveys also showed support for the program.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

In all three surveys, staff, student and parent, standard 1 was rated as the highest in satisfaction.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Standard 3, Teaching and Assessing for learning, had the lowest satisfaction or approval rating.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Standard 3, teaching and assessing for learning.

What are the implications for these stakeholder perceptions?

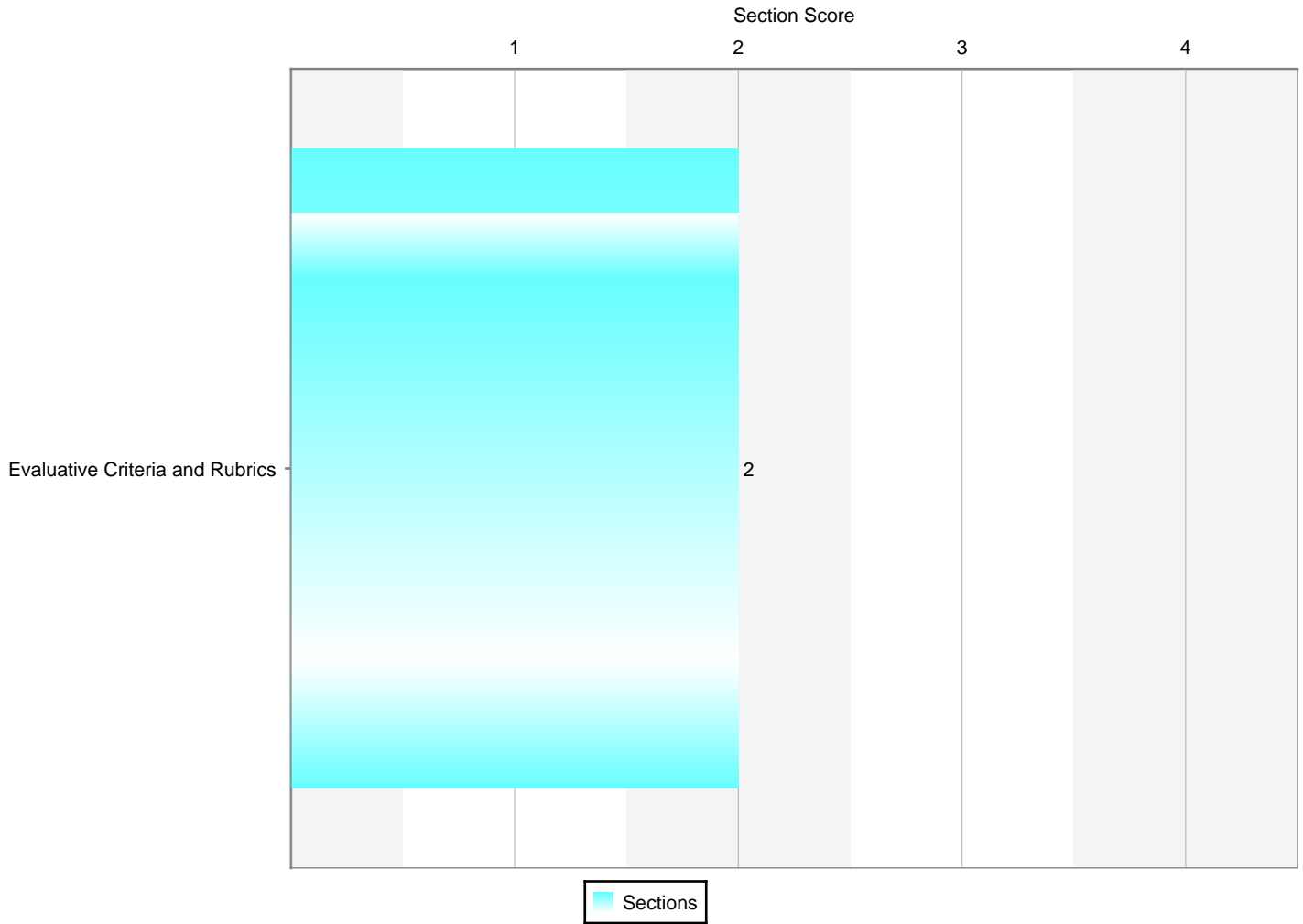
Based on the open ended responses in the staff and parent surveys, we believe that the dissatisfaction in this area came in large part from the new math program that was implemented last year. Parents reported confusion, and frustration not knowing how to help their child. The staff survey open ended responses also pointed to the amount of time spent testing, and analyzing data, and that it took away from instructional time.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We have pre and post implementation surveys for The Leader In Me program, and the results are encouraging. The Leader in Me is supported by students, staff and parents. One example of a comment made by a parent was "The Leader in Me program is an excellent tool to drive accountability, self awareness and emotional intelligence at a young age".

Report Summary

Scores By Section



School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Over the last three years there really has not been a significant change in our enrollment. In 12/13 we had 548 students. In 13/14 we had 535 students and in 14/15 we have 547 students.

Student Demographic Data

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

Over the last three years we have had a greater number of students brought to the attention of the truancy officer than in past years; however, it does not represent a large number of our students.

Student Demographic Data

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

The three-year trend has remained consistent. We have not had a significant increase or decrease in any specific behaviors.

Student Demographic Data

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

Although we have not had any significant changes in our demographic data, we must remain proactive and begin with the end in mind so that we will continue either to maintain our status or make improvements.

Teacher/School Leader(s) Demographic Data

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

The teacher leaders have more than 10 years experience teaching. This experience comes with a great deal more knowledge and understanding of the students and how they have changed over the years. This knowledge enhances the achievement with their students.

Teacher/School Leader(s) Demographic Data

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

achievement?

Approximately 1/3 of our staff have less than five years teaching experience. These teachers are still in the process of learning the curriculum and the ways in which to best meet the needs of all the students in their classrooms. These teachers may also still be working on the best ways to manage their classrooms. Being newer there is more that these teachers are still learning and it may or may not affect the student achievement in their rooms; where as, experienced teachers have a greater knowledge and understanding of the changes in students over the years. This experience is reflected in student achievement.

Teacher/School Leader(s) Demographic Data

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

As our district has moved to district-wide initiatives to train all of the the teachers in CITW and now "Growing Good Readers" as well as FSI it means that many teachers will be out of the classroom several times throughout the school year. There are also various needs in the building when teachers are pulled from the classroom. For example, TLIM training, data team meetings, and time for teachers who have blended classes. When the teachers are out of the rooms the consistency is not there.

Teacher/School Leader(s) Demographic Data

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

As our district has moved to district-wide initiatives to train all of the the teachers in CITW and now "Growing Good Readers" it means that many teachers will be out of the classroom several times throughout the school year. When the teachers are out of the rooms the consistency is not there and learning is interrupted. Much of our curriculum, especially math, takes a great deal of planning and prep time. When a guest teacher enters the room in the morning there really is not enough time to get acquainted with how to teach the lessons appropriately, as much of it builds from previous lessons. For this reason most teachers leave "busy work" and learning time is lost, or we will have to reteach the lesson once we return.

Teacher/School Leader(s) Demographic Data

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

Teachers should not be pulled from the classrooms as much as they have been.

Process Data

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

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

After reviewing our interim self-assessment our strengths are in governance and leadership. Our overall score in this area was 3.83. Our other strength was in resources and support systems. Our overall score in this area was 3.86.

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

In looking at the results of our interim self-assessment our greatest challenge is in using results for continuous improvement. Our overall score in this area was a 3.2.

12. How might these challenges impact student achievement?

In order to have a greater impact on student learning we need to find ways in which to better use the results to allow us to have a more positive impact. We need to refine our support system in order to ensure that the students are receiving the appropriate interventions.

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

We can work on refining our data-team meetings and continue to research appropriate interventions.

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

We regularly assess students and analyze data to ensure students are receiving appropriate interventions.

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

In kindergarten through fifth grade we have an array of interventions for reading and math.

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

We use a variety of assessments and the data from these assessments is used to identify students needing extra support. We have parent letters and brochures ready to hand out to parents of those students.

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

We use teacher evaluations at the building level, and at the district level we have curriculum councils in place.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

We are refining our interventions and better meeting the needs of more students every year, thus our reading scores are improving.

19b. Reading- Challenges

We need to continue to refine our interventions to ensure that all students in need are receiving interventions that are appropriate for their needs.

19c. Reading- Trends

As we increase and refine our interventions we are noticing that our reading scores are improving.

19d. Reading- Summary

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

In our school improvement plan we have multi-tiered levels of support. All students receive core reading instruction at their grade level, and additional support is provided after data is analyzed and additional needs are identified.

20a. Writing- Strengths

After analyzing our data we have found that our students have demonstrated a strength in generating ideas about the topic.

20b. Writing- Challenges

After analyzing our data we have found that our students have difficulty adding details into their writing which supports the main topic. They also have difficulty organizing their writing.

20c. Writing- Trends

This has been consistent the last several years.

20d. Writing- Summary

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

We have an intervention specialist that will be working with the kids that have been identified as at risk. This is part of our school improvement plan.

21a. Math- Strengths

Our math program is aligned with the common core standards. As a result our students have continued to show growth in all areas; however, our greatest strength is in computation.

21b. Math- Challenges

Our challenges remain problem-solving and and fluency.

21c. Math- Trends

Over the years we continue to see our math scores improve.

21d. Math- Summary

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

All students receive instruction as part of our new math program which encompasses kindergarten through fifth grade. We have a ARTS person in our building who provides specific interventions to those being identified as at risk. This is part of our school improvement plan.

22a. Science- Strengths

We have a full-time science specialist that consistently does interactive activities and experiments with all grade levels.

22b. Science- Challenges

There is no district-wide curriculum or materials to support classroom teachers.

22c. Science- Trends

Based on our state standardized assessments we have shown study growth.

22d. Science- Summary

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

The lack of a district-wide curriculum and physical time during the school day continue to provide us with our greatest challenge.

23a. Social Studies- Strengths

We feel that our greatest strength is that our students have an in depth knowledge of the state in which we live.

23b. Social Studies- Challenges

We do not have a district-wide curriculum that encompasses all the grade levels.

23c. Social Studies- Trends

Our state test scores have indicated that we have been relatively consistent with our scores.

23d. Social Studies- Summary

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

Our greatest challenges remain the lack of a district-wide curriculum and physical time in the day to teach specifically to this curricular area.

Perception Data

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

24a. Student Perception Data

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

Overall the following areas were identified as the highest level of satisfaction among the students: my teachers want me to do my best work; my teachers help me get ready for the next grade; my principal and students want every student to learn.

24b. Student Perception Data

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

Overall the following areas were rated as the lowest level of satisfaction by the students: my principal and teachers ask me what I think about school; my teachers ask my family to come to school activities.

24c. Student Perception Data

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

We will make an effort to survey students and ask for their input about school, as well as invite more parents to participate in school activities together.

25a. Parent/Guardian Perception Data

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

The areas rated highest by parents were: our school maintains facilities that support student learning and our school maintains facilities that contribute to a safe environment.

25b. Parent/Guardian Perception Data

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

The areas which indicate the lowest level of satisfaction are: all teachers in our school use a variety of technologies as instructional
SY 2016-2017

resources.

25c. Parent/Guardian Perception Data

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

Teachers will continue to be encouraged to incorporate the use of technology on a regular basis in their classrooms.

26a. Teacher/Staff Perception Data

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

The overall highest levels of satisfaction are: our school's purpose statement is clearly focused on student success and our school has a continuous improvement process based on data, goals, actions, and measures for growth.

26b. Teacher/Staff Perception Data

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

The lowest areas of satisfaction were: in our school, staff members provide peer coaching to teachers and in our school, a professional learning program is designed to build capacity among all professional and support staff members

26c. Teacher/Staff Perception Data

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

We will work to provide more opportunities for teachers to peer coach and collaborate with one another.

27a. Stakeholder/Community Perception Data

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

The area indicated as highest level was that we provide a clean and safe environment.

27b. Stakeholder/Community Perception Data

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

The area indicated as the lowest area was the lack of consistent use of technology.

27c. Stakeholder/Community Perception Data

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

We will work to improve the use of technology.

Summary

28a. Summary

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

Overall the common theme was that we provide a safe and challenging environment for the children to learn.

28b. Summary

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

The challenge will be for us to continue to refine our intervention process in order to meet the various needs of our students.

28c. Summary

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

We will continue to use CITW and TLIM to guide our school improvement process as our tier one strategies. We will also continue to refine the strategies we use for tier 2 and 3.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Math: In grades K-5 we administer the MAP test Grades 1-5 do STAR math Grades 3-5 take MStep Reading and Writing Grades K-2 do DRA and MAP test Grades 3-5 administer the MAP test and the STAR reading test Grades 3-5 take MStep	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.chippewavalleyschools.org/schools/elementary-schools/erie/about-us/aer/	

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

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

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

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Adam Blanchard Assistant Superintendent of Human Resources 19120 Cass Avenue Clinton Township, MI 48038 (586) 723-2000	

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

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

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

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Each child grades K-5 takes the NWEA MAP test at least twice per year. Based on these data, students who are below the 25% are targeted for further discussion. We meet in data team meetings at least three times per year to discuss each child. The teams consist of the classroom teacher, the school psychologist, the reading support paraprofessionals, the bilingual professionals, the resource room teacher and the principal. The data from identified students helps to target the deficit area in reading where we will target our interventions. Intervention specific assessments are given to students to gather even more information. At data team meetings, all of this information is looked at by the team to help determine the most appropriate intervention for each child. Every two weeks, the students are progress monitored to determine how they are responding to the intervention. After three data points, we have another data team meeting to see what interventions need to be adjusted.

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?

We use a variety of data. The benchmark data is from the district NWEA MAP test, which is given three times per year for grades k-2, and twice a year for grades 3-5. For any new student, we use the STAR 360 test to determine areas of deficit.

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.

Our main target group is students who score below the 25% on the MAP test. Next year we are going back to our Base Camp model to ensure all of our students will be getting remediation if needed, or extension activities. Students below the 25% will get the most intense interventions. Students 25-40% will also get interventions, but in slightly smaller groups. Students above the 40% will be with a classroom teacher getting extension activities to go deeper into the skills and applying the skills they already have.

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.

Erie has grades K-5. The process is the same for all grades, as describe earlier.

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.

Each student at Erie, K-5, takes the MAP test, which is our district benchmark test, at least twice per year. Students are identified for intervention based on those data, and other data as well, such as the STAR 360 test, and intervention specific data, such as the I-READ placement test. Each student in the school either receives intervention, or extension of their skills through our daily base camp. Students who are below the 25% get reading intervention from trained reading paraprofessionals. For grades K-2, we use I READ in conjunction with small groups focused on areas of need. Other interventions we have include Road to the Code, Road to Reading, Success Maker, Rewards, Phonics for Reading, and guided reading groups which us research based interventions for fluency and comprehension from the Florida Center for Reading Research clearinghouse. Students are progress monitored every two weeks, and data teams adjust group size, time and interventions approximately every six weeks based on the progress monitoring data, and the MAP benchmark data.

Component 3: Incorporated Into Existing School Program Planning

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

Base camps are one of our activities we will be using to reach our reading goals in our school improvement plan. We believe that the reading interventions will also improve our scores in other curricular areas as well.

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?

All of our teachers have been trained in Classroom Instruction that Works. These 9 strategies were identified by Marzano's meta-analysis of thousands of educational research projects. The nine that the teachers have all been trained in are collectively called CITW. The district has a three year staff development plan that includes continued training in aspects of CITW, such as our district-wide Kagan Cooperative learning training. Also, staff, students and parents have been exposed to the skill of encouraging a growth mindset in all students. Growth mindset is another CITW strategy that is part of a multi-year push to have all teachers, students and parents aware and using the language and strategies to encourage growth mindset.

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 students are benchmarked and progress monitored through researched based assessments, including the NWEA MAP assessment and the STAR 360 assessment. The data is looked at during data team meetings. For data team meetings, we follow the template created by Laura Lipton and Bruce Wellman in their books, most notably Creating and Leading Cultures of Inquiry. The students in need of intervention are placed by the team into researched-based interventions such as I Read, Success Maker, Road to Reading and Road to the Code.

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

Each year we get more refined with placing students in the correct intervention. By closely looking at several pieces of data, including MAP results, STAR 360 data and intervention specific data and placement tests, we can create small intervention groups of students that very specifically target their areas of deficit. We intervene with fidelity, at least 4 days per week, and have arranged the entire school schedule around the base camp model, to ensure the least amount of disruption, the greatest fidelity and the most growth.

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

This has been a problem in the past. Teachers worked very hard to ensure that students would not be missing out on Tier One instruction, but in spite of our best efforts, it did happen on occasion. To ensure all students will be getting Tier one instruction, we are moving to a base camp model next year. The entire schedule is built around ever grade level, K-5, having sacred base camp time at least 4 days per week for interventions.

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?

At the school level and district level, we are getting more refined each year in determining what students need intervention, and which students would benefit from staying in Tier 1 instruction. We use WIDA scores to determine which intervention, if any, bilingual students may need. There has been district training and support provided to our bilingual paraprofessionals to increase the amount of teaching options available to them. Bilingual paraprofessionals are part of our data team meetings, and part of our base camps.

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.

We do not have a plan at the building level.

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		

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		

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?

Our paraprofessionals regularly meet as a group throughout the year to receive high quality professional development. This year, they met before school started to learn about our newest program, I Read. They then received monthly support training with a trained professional from the company to help guide the implementation journey.

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 at Erie, the parents get invited to a 7 Habits of Highly Effective Families training. In that training, parents are introduced to ways to help their child make a plan, be proactive and take responsibility for their learning. At the district level, there is a choreographed plan to educate parents in the growth mindset concepts. This took place this school year, and will continue to expand next school year.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	See attached	district pd plan

Component 8: Strategies to Increase Parental Involvement

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

At this point they are not.

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

At this point, they are not.

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	Every year we do a parent satisfaction survey in which we ask about our core curricular areas.	

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

We have a very active PTO that meets regularly. Each meeting begins with a Citizens Advisory Council meeting, where the business of the school is discussed, and parent input is solicited on a variety of topics.

There is an annual Title 1 parent meeting hosted by the district.

To increase the number of positive adult male role models in the school, this year we implemented the Watch DOGS program. There is one evening and one morning meeting throughout the year when fathers and other significant male role models in the children's lives come in for a fun evening, some food, and to sign up for a time to volunteer for a full day in our school. The feedback from this year was extremely positive and encouraging.

Parents are informed when students enter an intervention via an informative brochure or letter, and are kept informed of their progress, and when they leave or change interventions. In addition, during each parent/teacher conference, parents receive a resource packet designed to help them be resources for their children as they learn to read.

There are parent representatives on our Lighthouse Team, which meets once a week during the school year. The parents are involved in every decision the Lighthouse Team makes.

Parents are afforded several professional development opportunities throughout the year. In September there is an overview for all parents of the 7 habits of highly effective people. In October parents are invited back for a 2 hour overview. In November each year, parents are invited to attend a full day training on the 7 Habits of Highly Successful Families training.

There are numerous parent resources, including books, books on tape and DVD's on various parenting topics that are in the main office and

School Improvement Plan

Erie Elementary School

given out to parents during meeting.

This year Erie hosted the Title 1 book fair at our building. It was attended by hundreds of students and their parents..

We keep parents informed and get feedback from them through regular surveys, Curriculum Nights, and student-led parent.teacher conferences. During student-led conferences, students share their academic goals with the parents, and with the teacher facilitating, get parental input into how they can help their child reach their goals.

Each year, every child, parent and teacher discusses and signs the Parent/student/teacher contract. Students refer to this each day. We are also regularly communicate with parents using School Messenger, Facebook, school and classroom websites and newsletters.

On our school and district websites are a variety of resources for parents, including Curriculum guides, numerous family resources for all curricular areas and The Leader In Me.

5. Describe how the parent involvement activities are evaluated.

Each day the Watch DOGS complete a survey. At least one time per year, parents are surveyed. Each PTO and CAC meeting, the topic of parent involvement is looked at.

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

The professional staff came together and drafted a contract. It was vetted by our PTO, and is given out each year at the beginning of the year. When we began The Leader In Me, we revised it to include the 7 habits. Parent representatives were asked again to vet the final product, which we still use. Each year before our Curriculum Night, teachers explain the contract in depth to the students to make sure they understand the importance of what they'll be signing. On Curriculum Night, which takes place the first week of school, the contract is explained to the parents, who sign that evening.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		parent contract

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

Each year we send home report cards, MAP results for each student at least twice per year. The MAP results can be printed off in Spanish. Our bilingual department takes care of translations for any other language that is needed.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	There is a district plan.	

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

As part of The Leader in Me, our conferences are led by students. Part of the conference, the student shows the parent compact and their personal academic goals, and with the teacher helping to facilitate, brainstorms with the parent how they can support their child's goals.

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.

There is a district coordinator at the central office level.

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.

The coordinator at central office and other administrators provides coordination of these programs.

Component 10: Ongoing Review of Student Progress

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

We benchmark academic progress at least twice a year with MAP testing, and we monitor student's progress in interventions twice per month. Approximately every six weeks we have a data team meeting to analyze the data.

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.

Approximately every six weeks we have data team meetings that look at each child's progress to determine their response to the intervention in which they are enrolled. Also at data team meetings, we discuss interventions, schedules, materials and resources. As a result of this deep, substantive dialogue, each year we have continue to improve and refine our process. Next year, we will be moving to a base camp model.

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.

We have had training in how to look at multiple pieces of data and interpret a result. Our data teams have continued to improve each year as a result of ongoing feedback, training and self-reflection.

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.

We discuss regularly in data team meetings. We also have a select group of educators, including the principal, resource room teacher, general education teachers and school psychologist, who meet regularly throughout the school year and guide the implementation of our MTSS process. At the district level there was some additional training this year, with more scheduled for next year.

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.

This year, the M-STEP data helped to show our areas of deficit in a broad way. The district MAP test and ongoing STAR 360 tests and intervention specific assessments were very precise in their results.

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.

We compare fall to spring scores, and spring to spring scores on the MAP test to check the efficacy of our efforts.

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.

In our MTSS guidance group, we look at feedback from stakeholders, school wide results and research to help us evaluate and revise our plan if necessary.

2016-2017 Goals

Overview

Plan Name

2016-2017 Goals

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 Erie Elementary School will be proficient in reading	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$9700
2	All students at Erie Elementary School will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
3	All students at Erie Elementary School will be proficient in math.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
4	All students at Erie Elementary School will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
5	All students at Erie Elementary School will be proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

Goal 1: All students at Erie Elementary School will be proficient in reading

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/28/2024 as measured by the spring state assessment.

Strategy 1:

CITW-Cooperative Learning - All staff will implement the cooperative learning portion of CITW into their reading instruction in order to increase student engagement and learning.

Category: Learning Support Systems

Research Cited: Marzano, Classroom Instruction That Works, second ed.

Tier: Tier 1

Activity - Classroom walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will monitor the implementation of this strategy by walking through and observing the posted classroom objectives.	Walkthrough	Tier 1	Monitor	11/11/2015	05/25/2016	\$0	No Funding Required	Dr. Evanski
Activity - Updating Student Leadership Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will update their binders, thus monitoring their own progress towards their personal reading goals.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Classroom teachers.
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take STAR Reading, STAR Math, and the MAP tests to update and monitor progress towards personal reading goals.	Evaluation	Tier 1	Monitor	09/16/2015	05/20/2016	\$5000	General Fund	Classroom teachers, reading professionals, and Dr. Evanski.
Activity - Data Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Erie Elementary School

Grade levels will meet to go over data collected during progress monitoring to determine whether or not goals have been met and need to be updated.	Evaluation	Tier 1	Evaluate	09/24/2015	05/19/2016	\$3000	General Fund	Grade level teams, reading paraprofessionals and Dr. Evanski.
Activity - Classroom/individual student meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will discuss the progress towards the classroom goal and meet individually with students to discuss progress towards individual goals.	Evaluation	Tier 1	Evaluate	09/30/2015	05/20/2016	\$0	No Funding Required	Individual classroom teachers.
Activity - Parent education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed about the "Growth Mindset" concept through PTO meetings, newsletter articles, and videos.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	No Funding Required	Principal
Activity - Reinforcing Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.	Implementation	Tier 1		09/06/2016	06/20/2017	\$0	No Funding Required	All teachers

Strategy 2:

Quantum Reading - All staff will use Quantum Reading strategies during reading instruction in order to increase comprehension of non-fiction text.

Category: English/Language Arts

Research Cited: Barlas, L., Campbell, A., & Weeks, H. (2002). How Quantum Teaching Strategies Affect Learners. Algonquin, IL: Aurora University.

Benn, W. (2003). New Evaluation Study of Quantum Learning's Impact of Achievement in Multiple Settings. Laguna Hills, CA: William Benn and Associates.

DePorter, B., & Hernacki, M. (1992). Quantum Learning. New York: Random House.

DePorter, B., Reardon, M., & Singer-Nourie, S. (1999). Quantum teaching: Orchestrating student success. Needham Heights, MA: Allyn and Bacon.

DiMarino, J., & Castaneda, A. (2007). Assessing Applied Skills. Educational Leadership, 37.

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Tier: Tier 1

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be trained in how to use Quantum Reading in the classroom.	Professional Learning	Tier 1	Getting Ready	09/06/2016	10/28/2016	\$0	No Funding Required	Principal
Activity - Staff Posters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Posters will be made for the staff to hang in the classroom.	Getting Ready	Tier 1	Getting Ready	09/06/2016	10/28/2016	\$100	General Fund	Principal, media clerk
Activity - Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct regular classroom walkthroughs in order to monitor use of the strategy.	Monitor, Evaluation	Tier 1	Implement	11/01/2016	06/20/2017	\$0	No Funding Required	Principal
Activity - Data-team meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and grade-level staff will meet on a regular basis to evaluate the efficacy of the program.	Monitor	Tier 1	Evaluate	11/01/2016	06/20/2017	\$1600	General Fund	Principal, classroom teachers and para-professionals

Goal 2: All students at Erie Elementary School will be proficient in writing.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/28/2024 as measured by the spring state assessment.

Strategy 1:

CITW-Cooperative Learning - All staff will implement the cooperative learning component of CITW into their instructional writing practice to increase student engagement and learning.

Category: Learning Support Systems

Research Cited: Marzano, Classroom Instruction That Works, second ed.

Tier: Tier 1

Activity - Reinforcing effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.	Implementa tion	Tier 1	Implement	09/06/2016	06/20/2017	\$0	No Funding Required	All teachers
Activity - Classroom walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Administrator will monitor the implementation of this strategy by walking through and observing individual classrooms.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	No Funding Required	Dr. Evanski
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Parents will be informed about the " Growth Mindset" concept through PTO meetings, newsletter articles, and videos.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	No Funding Required	Principal

Goal 3: All students at Erie Elementary School will be proficient in math.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math in Mathematics by 06/28/2024 as measured by the spring state assessment.

Strategy 1:

Bridges to Mathematics - All staff will implement the Bridges to Mathematics program in their classroom in order to improve student learning and engagement. The Bridges to Mathematics program is used as our district's primary elementary resource for daily math instruction. It is a comprehensive K-5 curriculum.

Category: Mathematics

Research Cited: www.mathlearningcenter.org

Tier: Tier 1

Activity - Reinforcing effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.	Implementa tion	Tier 1	Implement	10/05/2015	06/15/2016	\$0	No Funding Required	All teachers
Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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All teachers will provide students with opportunities to interact with one another in ways that will enhance their learning.	Implementation	Tier 1	Implement	10/05/2015	06/15/2016	\$0	No Funding Required	All teachers
Activity - Classroom walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will monitor the implementation of this strategy by walking through and observing individual classrooms.	Walkthrough	Tier 1	Monitor	11/02/2015	06/15/2016	\$0	No Funding Required	Dr. Evanski
Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data to make informed instructional decisions.	Monitor, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/20/2017	\$0	No Funding Required	Principals, teachers and para-educators
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed about the "Growth Mindset" concept through PTO meetings, newsletter articles, and videos.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	No Funding Required	Principal

Goal 4: All students at Erie Elementary School will be proficient in science.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 06/28/2024 as measured by the spring state assessment.

Strategy 1:

CITW-cooperative learning - All staff will implement the cooperative learning component of CITW into their science instructional practice to increase student engagement and learning.

Category: Learning Support Systems

Research Cited: Marzano, Classroom Instruction That Works, second ed.

Tier: Tier 1

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Activity - Reinforcing effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.	Implementation	Tier 1	Implement	09/06/2016	06/20/2017	\$0	No Funding Required	All teachers
Activity - Classroom walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will monitor the implementation of this strategy walking through and observing individual classrooms.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	No Funding Required	Dr. Evanski
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed about the "Growth Mindset" concept through PTO meetings, newsletter articles, and videos.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	No Funding Required	Principal

Goal 5: All students at Erie Elementary School will be proficient in Social Studies

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of information in Social Studies in Social Studies by 06/28/2024 as measured by the spring state assessment.

Strategy 1:

CITW-Cooperative Learning - All staff will implement the cooperative learning component of CITW into their social studies instructional practice to increase student engagement and learning.

Category: Learning Support Systems

Research Cited: Marzano, Classroom Instruction That Works, second ed.

Tier: Tier 1

Activity - Reinforcing effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.	Implementation	Tier 1	Implement	09/06/2016	06/20/2017	\$0	No Funding Required	All teachers

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Activity - Classroom walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will monitor the implementation of this strategy by walking through and observing individual classrooms.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	No Funding Required	Dr. Evanski
Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed about the "Growth Mindset" concept through PTO meetings, newsletter articles, and videos.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	No Funding Required	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Posters	Posters will be made for the staff to hang in the classroom.	Getting Ready	Tier 1	Getting Ready	09/06/2016	10/28/2016	\$100	Principal, media clerk
Data-team meetings	Principal and grade-level staff will meet on a regular basis to evaluate the efficacy of the program.	Monitor	Tier 1	Evaluate	11/01/2016	06/20/2017	\$1600	Principal, classroom teachers and para-professionals
Progress Monitoring	Students will take STAR Reading, STAR Math, and the MAP tests to update and monitor progress towards personal reading goals.	Evaluation	Tier 1	Monitor	09/16/2015	05/20/2016	\$5000	Classroom teachers, reading paraprofessionals, and Dr. Evanski.
Data Team Meetings	Grade levels will meet to go over data collected during progress monitoring to determine whether or not goals have been met and need to be updated.	Evaluation	Tier 1	Evaluate	09/24/2015	05/19/2016	\$3000	Grade level teams, reading paraprofessionals and Dr. Evanski.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reinforcing effort	Teachers will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.	Implementation	Tier 1	Implement	09/06/2016	06/20/2017	\$0	All teachers
Reinforcing Effort	Teachers will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.	Implementation	Tier 1		09/06/2016	06/20/2017	\$0	All teachers

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Classroom walk-throughs	Administrator will monitor the implementation of this strategy by walking through and observing the posted classroom objectives.	Walkthrough	Tier 1	Monitor	11/11/2015	05/25/2016	\$0	Dr. Evanski
Parent education	Parents will be informed about the "Growth Mindset" concept through PTO meetings, newsletter articles, and videos.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	Principal
Classroom walk-throughs	Administrator will monitor the implementation of this strategy by walking through and observing individual classrooms.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	Dr. Evanski
Classroom walk-throughs	Administrator will monitor the implementation of this strategy by walking through and observing individual classrooms.	Walkthrough	Tier 1	Monitor	11/02/2015	06/15/2016	\$0	Dr. Evanski
Classroom walk-throughs	Administrator will monitor the implementation of this strategy walking through and observing individual classrooms.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	Dr. Evanski
Reinforcing effort	Teachers will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.	Implementation	Tier 1	Implement	09/06/2016	06/20/2017	\$0	All teachers
Walkthrough	Principal will conduct regular classroom walkthroughs in order to monitor use of the strategy.	Monitor, Evaluation	Tier 1	Implement	11/01/2016	06/20/2017	\$0	Principal
Data Review	Use data to make informed instructional decisions.	Monitor, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/20/2017	\$0	Principals, teachers and para-educators
Parent Education	Parents will be informed about the "Growth Mindset" concept through PTO meetings, newsletter articles, and videos.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	Principal
Staff Training	Staff will be trained in how to use Quantum Reading in the classroom.	Professional Learning	Tier 1	Getting Ready	09/06/2016	10/28/2016	\$0	Principal
Classroom/individual student meetings	Classroom teachers will discuss the progress towards the classroom goal and meet individually with students to discuss progress towards individual goals.	Evaluation	Tier 1	Evaluate	09/30/2015	05/20/2016	\$0	Individual classroom teachers.
Cooperative Learning	All teachers will provide students with opportunities to interact with one another in ways that will enhance their learning.	Implementation	Tier 1	Implement	10/05/2015	06/15/2016	\$0	All teachers
Parent Education	Parents will be informed about the "Growth Mindset" concept through PTO meetings, newsletter articles, and videos.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	Principal
Classroom walk-throughs	Administrator will monitor the implementation of this strategy by walking through and observing individual classrooms.	Walkthrough	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	Dr. Evanski
Parent Education	Parents will be informed about the "Growth Mindset" concept through PTO meetings, newsletter articles, and videos.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	Principal

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Reinforcing effort	Teachers will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.	Implementation	Tier 1	Implement	10/05/2015	06/15/2016	\$0	All teachers
Parent Education	Parents will be informed about the "Growth Mindset" concept through PTO meetings, newsletter articles, and videos.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	Principal
Reinforcing effort	Teachers will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.	Implementation	Tier 1	Implement	09/06/2016	06/20/2017	\$0	All teachers
Updating Student Leadership Notebooks	Students will update their binders, thus monitoring their own progress towards their personal reading goals.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	Classroom teachers.