



# **School Improvement Plan**

**Will L. Lee School**

**Richmond Community 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.

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

# **Title I Targeted Assistance Diagnostic**

## Introduction

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



## **Component 1: Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The comprehensive needs assessment requires participation from all stake-holders. Staff worked together to complete the school process rubric. Staff members evaluated several different aspects of our school, from instruction and curriculum to school climate. We had a chance to discuss areas where our school is successful and areas that show a need for improvement. Members of the school improvement team input data such as overall achievement and subgroup achievement on the M-STEP, NWEA, program planning, teacher attendance, etc. once the information has been discussed during staff meetings/PLC time.

### **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?**

Students are assessed each fall with grade level math and reading assessments. DRA, NWEA, and grade level math and writing assessments are used school wide to identify potential at-risk students. Interventions are based on the RTI model. In addition, at-risk students are progress monitored in the classroom on an ongoing basis to assess progress in all subjects. Students participate in additional learning opportunities in language arts, science, and social studies through our computer/technology teacher.

### **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.**

We use DRA, MLPP, NWEA, and teacher input to identify at-risk students. A student's need for support is identified as Tier I, Tier II, or Tier III based on our data. Staff members examine assessment scores and classroom performance to decide how much support students require along with the type of support they need. Throughout the year, staff members look at assessment scores and performance data and adjust student support as needed.

### **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.**

Our school uses MLPP at this age level. Teachers conduct fluency, rhyming, letter/sound correspondence, and blending assessments to gauge student's skills and abilities. In addition to MLPP assessments, we use DRA assessments which test reading level, accuracy, fluency, and comprehension. Our reading series (Journey's) also provides assessments which can be used to identify potential at-risk students.

## **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.**

At risk students, kindergarten through fourth grade, receive Tier II and Tier III interventions several days a week. Supplemental instruction is differentiated to meet the needs of students. At-risk students receive remedial instruction to help them master grade-level standards.

Students who have mastered grade-level standards work on more advanced skills. Daily use of technology also allows students to practice skills at their level. In addition to Tier II interventions in the classroom, targeted students receive Tier III interventions daily in math and/or reading. Social studies and science supplemental services are provided to students through our computer teacher or classroom teacher. Students receive academic support by participating in Web-quests, research activities, and projects on the computer. We also run after-school programs for math and reading throughout the year.

## **Component 3: Incorporated Into Existing School Program Planning**

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

School Improvement planning includes the intervention component at our school. The intervention program is critical to our school improvement strategies and activities as they relate to our goals in Reading, Writing, and Math. Our plan is a guide for staff, stating how testing is to be carried out and what staff members will do with the data that is collected. Teachers have worked with the curriculum director, principal, and staff to select research based programs for use in interventions that will benefit students. The Title staff also works closely with the administrators to plan for the after-school programs and summer learning opportunities.

## **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 strategies, Tier I through Tier III, help students reach the state standards. Our Tier I strategies (Classroom Instruction that Works and Balanced Literacy) strengthen teacher instruction and support all K-4 students in our building. These two strategies will teach staff members instructional strategies to improve students learning and provide them with a guide for literacy management. Tier II and Tier III strategies (differentiation, small group support, and eSpark) support students who are at risk. At risk students receive Tier II and Tier III support several days a week. Title One eligible students receive appropriate grade level or remedial support to help them work toward mastery of the state's standards. Technology is an important component of our school improvement plan, and it plays an important role in our intervention program. In the classroom, students receive Tier II support through differentiation and small group support. Title staff utilize Smart Boards and interactive activities (eSpark) during Tier III support to help students develop basic skills. Tier III support is provided for those students who show the greatest need. Tier II and Tier III interventions are a crucial part of the school improvement plan.

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

Our intervention program is based on the RTI model, a research-based model used in conjunction with the MiBlisi program. During the 2017-2018 school year, our building will be using Balanced Literacy and Classroom Instruction That Works (CITW) as a model for classroom instruction. Journeys (intervention component), Math Expressions (intervention component), DRA, Close and Critical Reading, Depth of Knowledge (DOK), and eSpark are just some of the research-based programs that offer extra support to those in need.

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

We continue to work on extended learning programs for students. During the 2016-2017 school year, we were able to offer several different after-school programs to support students with needs in reading and math. Students received extra support using eSpark, which targets specific goals for each student based on testing data. We hope to continue these after-school programs for the 2017-2018 school year.

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

Our school schedule and Title One schedule can attest to the fact that students are rarely pulled during core instruction blocks. We have a ninety minute block of time set aside for Language Arts instruction and about an hour set aside for core math instruction. An intervention schedule was created using the school schedule as a reference to eliminate unnecessary interruptions from the student day. Each grade level has a designated block of time for Title One where Tier III students are pulled out for additional support. Students receive supplemental instruction based on their specific needs. This is the only time students are pulled from their classroom for supplemental instruction. During the upcoming school year, we plan to have our after-school programs in place where students have additional opportunities to receive academic support in reading and math.



## **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?**

In previous years, grade level meetings were scheduled twice a year where classroom teachers and Title staff met to analyze assessment data and provide classroom input on students. Students were organized (or reorganized) into intervention groups, and teachers and Title staff collaborated regarding lesson planning and supplemental instruction. We have also had years where teachers met on an individual basis with the reading coach to discuss the placement of students in Title One. Grade level teams met with the principal and reading coach to discuss NWEA results as well as strengths and weaknesses of their grade level. During the 2016-2017, due to staff schedules, it was hard to find time for teachers and Title staff to collaborate. During the 2017-2018 school year, we would like to use PLC time and grade level time to discuss Title One support, which students are receiving support, and student growth from using eSpark. In addition to the scheduled meetings addressed above, teachers and Title staff participate in many impromptu meetings where individual student progress, supplemental instruction, remedial work, and after-school program participation are discussed.

### **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.**

In the past the Kindergarten team had attended a conference each year to provide assistance in transitioning preschool students to kindergarten. The preschool classroom is housed in the elementary school, where all children will attend kindergarten. During Kindergarten Parent Night, parents and students are invited into the school to tour the kindergarten classrooms and to meet the teachers and principal.

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	Yes, all of the instructional paraprofessionals meet the NCLB requirements for being highly qualified.	

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	Yes, all of the teachers meet the NCLB requirements for highly qualified.	

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**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?**

As of the 2016-2017 school year, we are using DRA to assess students. The staff received training before the start of the 2016-2017 school year. Staff members have been trained to use NWEA assessments. All staff have been trained in Smartboard technology, and more technology-based professional development is planned for the upcoming school year. During the 2017-2018 school year, staff members will receive more training on Balanced Literacy and Classroom Instruction that Works. Staff will continue to work on CHAMPS and PBIS training.

**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?**

At our open house, teachers provide parents with information on the curriculum and Common Core State Standards. Kindergarten parent night provides prospective kindergarten parents with information on kindergarten and materials to work with their child so their child will be prepared to enter kindergarten. Teachers also post a variety of resources for parents on their classroom webpages.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	A majority of our professional development plan is scheduled before the start of the school year. A few sessions are left open in case any needs arise during the school year.	Lee Elementary Professional Development Calendar



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**Component 8: Strategies to Increase Parental Involvement****1. How are parents involved in the design of the Targeted Assistance program plan?**

Parents give permission for their students to participate in our Title program. Parents are encouraged to provide input and feedback during parent teacher conferences. Parents are invited to complete an online survey as part of our School Data Profile to provide input and feedback on services provided by the district. We also encourage parent involvement with our School Improvement Team and parent group so parents can voice their opinions and concerns.

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

This is one area we would like to see improve. We have had some parent involvement, but we would like to get more parents involved. Parents are encouraged to attend conferences. We need to reach out to parents more and provide more opportunities for them to be involved in the 2017-2018 school year.

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	Yes, parents were invited to attend meetings with our Title Staff and principal. Parents had the opportunity to provide input and ask questions during the parent teacher conferences. They were invited to attend Blue Devil Days to provide input and ask questions. Parents were asked to complete surveys and provide their opinion on our Title One program. They also have the opportunity to correspond by email with the principal, Title staff, and teachers.	

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

The student parent school compact, which is signed each year, provides responsibilities that the school and parent share to provide the necessary support for children. Parents are asked to read through the compact and sign it at the beginning of the year. The compact is addressed as needed at Parent Teacher conferences to reiterate the responsibilities of each stakeholder.

**5. Describe how the parent involvement activities are evaluated.**

After each parent involvement activity, feedback surveys will be given. Data from the surveys will be analyzed and recorded, and it will be shared with stakeholders involved in the activity. Stakeholders will use the feedback to make adjustments to programs for the future.

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

The student parent compact was developed in conjunction with the local Macomb ISD and surrounding districts. It includes components we feel are essential for a successful learning experience, and it holds staff, students, and parents responsible for a successful experience. It lists specific tasks for students, parents, and staff members to undertake throughout the year to help each student learn.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The Title 1 compact is the same as the school wide compact.	Title 1 Compact

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

At the beginning of the year, many teachers provide information in their newsletter and on their classroom websites regarding the assessments that are conducted in September. Parents are encouraged to call or email teachers with questions or concerns they have regarding the assessments. We abide by an open communication policy between parents and teachers where parents are encouraged to ask questions/contact the teachers about their child's academic progress. During conferences, parents meet with the classroom teacher to go over testing results and student progress, and teachers have a chance to explain how assessments are used and what skills they evaluate. Report cards and progress reports are sent home four times a year, and parents can request additional information along with assessment results at any point.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Attached is the school Parent Involvement Plan/Policy with regard to Title 1.	Title 1 Parent Involvement Plan

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

In an effort to get parents more involved in their child's education and behavior at school, we address the parent compact again at parent teacher conferences. Teachers can highlight particular responsibilities students are successful with or behaviors/responsibilities that students are struggling with. Parents will be asked to sign the parent compact again during conferences, and they'll also have a chance to connect with the Title staff during conferences to discuss their child's progress during interventions/Title One time.

## **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.**

In our school, federal funds are used to pay for Title I staff salaries and intervention materials/supplies. Select professional development opportunities are paid for through our Title I grant. Title technicians work within the scope and boundaries of federal regulations about working with targeted students. State and local programs are integrated to address specific needs such as K-3 reading intervention. Each program is designed to add a layer of support for the same goals.

### **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.**

There is a lead staff member who provides training and seminars for targeted student's parents. We have free and reduced breakfast and lunch. We offer parent nights that provide information and resources for struggling readers and enrichment materials are supplied. Opportunities will be available to use online reading and math programs at home. Dentist R Us visits the school annually to provide at-risk students with dental care. Both the school plan and the district plan are designed with the district budget. This includes integration of Federal, State, and General Fund obligations to ensure student learning. The school houses a county funded Head Start program.

## **Component 10: Ongoing Review of Student Progress**

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

We use DRA to test students several times throughout the year. We use NWEA to assess students' reading and math skills three times a year. Progress monitoring is conducted in classroom on a regular basis to monitor student progress. Additional assessments such as Spelling Inventory, MLPP, and Journeys and Math Expressions assessments are also reviewed periodically to determine student progress. Data is then shared between the teacher and Title staff to evaluate student performance. Teachers and Title staff collaborate on student progress and areas of weaknesses and strengths.

### **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.**

We use standardized scores within math and reading to adjust our instruction and curriculum focus for our intervention program. We look at State Test scores, NWEA scores, Journeys assessments, Math Expressions assessments, and DRA results to make decisions about the needs of our students and how to adjust our instruction. The program has been revised in the areas of social studies and science based upon the new Next Generation Science standards, our new science resources, and teacher input.

With regards to the structure of our Title I and intervention program, teachers are asked for input at the beginning of the year. Teachers have the opportunity to provide input during grade level meetings and PLC's. Teachers are also provided with the opportunity to make comments and recommendations at the end of the year. Throughout the course of the year, the SIT regularly discusses our Title I program and we make adjustments as necessary.

### **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.**

A majority of the teachers and Title I staff have been trained in MLPP/ phonemic awareness. All staff members have been trained with DRA and NWEA, and these assessments are used to identify students who need additional support. Our staff spends a lot of time analyzing NWEA assessment data. NWEA provides a variety of reports to evaluate students' growth, and there are a variety of resources to help teachers understand the specific strengths and weaknesses of a student depending on the results of his/ her assessment. NWEA scores are tied directly to the programs we use for Title I support, and teachers have been trained to pull student goals directly from student NWEA results.

## 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.**

Teachers and Title I staff worked as a team to complete the school process rubric. Staff members evaluated several different aspects of our school such as instruction, supplemental support, and parent involvement. We had a chance to discuss areas where our school is successful and areas that show a need for improvement, including our intervention and Title program. Students, staff members, and families were provided with an opportunity to share their thoughts on core and supplemental instruction as well as the school climate, community, extra opportunities for students, etc. The results of the surveys are shared with stakeholders so that adjustments can be made.

**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.**

Grade level M-STEP and NWEA results are shared among teachers and staff. The results are compared to local assessments to make adjustments in core and supplemental instruction. Collaborative meetings occur between the Title One staff and teachers (or the reading coach and teachers) where student progress, the grouping of students for intervention, and instruction is discussed/evaluated. Ongoing meetings are held between the Title One staff and principal to monitor student progress.

**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.**

Reading and math skills are tested three times a year to measure student growth and progress towards state standards. At-risk students are monitored (in the classroom) to measure academic growth and progress towards narrowing the gap. Adjustments are made to both core and supplemental instruction to help students master skills they are struggling with. Teachers also assess students in the classroom on a regular basis using MLPP, Journey's assessments, and Math Expressions assessments. These assessments provide information on a student's progress and whether a planned, focused intervention is working or not.

**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.**

At the end of the year, we compile perception survey data from our families, students, and staff. The information is used to revise instruction, curriculum, communication, etc. for the next school year. Staff members are asked to provide feedback through staff surveys, and they are asked to share feedback and input during meetings. Grade level meetings allow staff members to make changes to the structure of our program as well as student groupings, curriculum, and instruction. Independent teacher meetings (held with the Title staff) in May allow teachers to make recommendations about particular students as well as the intervention program itself. The revision process is one that we're constantly developing in order to strengthen our intervention and Title program.