



# **School Improvement Plan**

Ford Early Learning Center

Ypsilanti 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.

# **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?**

Ford Early Learning Center is unique as it is an Early Childhood Educational Building servicing 3-6 year olds in Preschool Head Start and GSSRP classes. The building also serves Kindergarten and First Grade Classrooms.

Ford Early Learning Center consists of the following grade configuration:

We have 411 students enrolled for the 2015-2016 school year. We are located in the urban community of Ypsilanti. We are a Title One building. 32% of our students receive free or reduced lunch. A challenge in this community is a lack of resources for our families. We also have a high population of homelessness, living below the poverty level and undernourishment.

This is our third year as a YCS school. The changes we have encountered are an increase in student population and a reduction in student funding.

The demographics of our community consists of hispanic, Latino, Non-Hispanic or Non-Latino ethnicities. Races within the community include Asian, Black or African American, White, Biracial/Multiracial families. Primary languages in the community include English, Spanish, Middle Eastern and South Asian, European and Slavic, and African Languages.

Our main challenge during the 2015-2016 was the increasing demand for the continual assessments of students and the recording and reporting of data.



## **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.**

Ypsilanti Community Schools purpose is founded on the Five Pillars of Success:

1. Birth through Kindergarten Entry
2. Leadership at All Levels
3. Positive Culture/Climate Focused on Learning
4. High Quality Teachers/Teaching
5. Every Student Will Have an Opportunity to Earn College Credit or a Career Credential Prior to High School Graduation.

The vision of Ford Early Learning Center and the Ypsilanti Community Schools is to be the first choice for an exceptional cradle to career education. We are committed to addressing both the academic and the financial challenges within our school and community that will change the academic outcome for students.

We are dedicated to offering a viable public school education and contributing to the vibrancy of a strong economic and educational community. We want to offer our students a "Learning, Achieving and Succeeding" environment!

Our Core Commitments, Values, Professional Standards and Ethics include:

Reflects and grows professionally.

Seeks knowledge, takes initiative, and remains current.

Has a vision for optimal performance.

Persistently seeks success and meets it.

Actively provides and supports a healthy environment for student success academically and socially.

Promotes positive interaction with colleagues.

Understands, embraces and engages the rich diversity of school and community.

Values and respects multiple perspectives.

Culturally proficient.

Communicates in timely and effective ways with all stakeholders.

Ability to process, monitor, adjust, and balance to assess priorities.

Builds trusting relationships with families in appropriate community groups.

Is aware of community events and happenings.

Adheres to district and school rules and procedures (attendance, meets deadlines, etc.)

Participates in district and school initiatives.

Regularly upholds and celebrates the achievement of others.

Upholds and promotes the district vision in a positive light.

Commitment: Strong Knowledge Base of Tools

Knowledge and Familiarity with district calendar and/or website.

Recruitment and/or soliciting of sponsors, partnerships, and/students.

Encourage parents to stay in district.

Positive Public Relations to increase student enrollment.

## School Improvement Plan

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Trust in handling of district money for fundraising, etc.

Encourage families to pursue the YCS Cradle to Career Education.

## **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.**

Notable Achievements attained:

Increase in GSRP students

Increase of Kindergarten Students

Increase in Community Partnerships

Decrease in student discipline referrals

Areas of Improvement:

Grade Level Planning Time

Parent Involvement

Oral Language Development

ELA (Reading and Writing Outcomes)

Math Outcomes

Increased Technology Usage

## **Additional Information**

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

In the 2015/2016 school year we had an increase in student enrollment which resulted in the addition on 1 Kindergarten classroom. One Full Day Blended Preschool Classroom went to a Half Day A.M. Head Start and Half Day P.M. GSRP Classroom which resulted in an additional 16 slots.

A Charter School opened in 2014/2015 school year and is within 1.5 miles of our school. We now reside in between 2 Charter Schools within 2 miles east and west of us.

Our school offers a licensed Full Day 6 a.m. to 6 p.m. Day Care Program.

We are a Balanced Calendar School for Kindergarten and First Grade Classrooms.

We have Educational Partnerships with The University of Michigan, and Eastern Michigan University working with interns that will be future educators. We also are in Partnership with the YMCA program of Ann Arbor, Michigan, a Girl Scout Program of Washtenaw County, and the PE-NUT Nutritional Program, and a once a month visit for our classrooms from the "Bookmobile" a partnership with the Ypsilanti District Library.

We offer our children the "Feeding his Sheep Red Backpack" Program through the Salvation Army (a weekend program that supports students/families that are in need of food assistance.)

Our staff continues to practice and implement Cultural Proficiency as well as Restorative Practices with our Students.

# **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.**

Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions and solicit feedback and respond to stakeholders, and to work collaboratively on school improvement efforts to provide and support meaningful leadership roles for stakeholder. Stakeholders were/are invited to participate in monthly school improvement meetings.

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

The following people were involved in our school improvement plan/process:

Vanessa Neil-First Grade Teacher

Anita Smith-Head Start Teacher

Mellony Higgs-Kindergarten Teacher

Micki Berg-Elementary Principal

Deb Wilbanks-31A Math Teacher

Benjamin Murphy-Smith-YCS Grant Coordinator

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

The school improvement plan is discussed at school improvement meetings, of which stakeholders are invited to attend. The information gathered at these meetings is then shared out at the next staff meeting as well as with the superintendent of the district.

# 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 past year, our enrollment increased over the 2014-15 school year by 30 Kindergarten students.

### **Student Demographic Data**

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

One challenge we have noticed is the lack of accountability for parents with students who have chronic absenteeism. Transportation continues to be a struggle due to our percentage of students who are homeless. Another challenge is that students who are below the age of 6 are not required to attend school.

### **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?**

We are a new school and have 3 years of data. YCS was established July 1, 2013. One of our challenges that we originally experienced were teachers who struggled with classroom management and building relationship with their students, we made improvements during the 2014-2015 school year. For the 2015-2016 year, we continue to have a significant decrease of student discipline referrals due to positive changes in our cultural climate.

### **Student Demographic Data**

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

Homelessness and poverty continues to be a struggle with many of our families. We have partnered with our wrap around family support system (CSTS) which offers families outside help with issues they are facing.

### **Teacher/School Leader(s) Demographic Data**

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

Our administrator has been with YCS for 3 consecutive years although this is her seventh year as an administrator. The teaching staff has a good match of veteran teachers and younger teachers new to the field. This mix allows for the staff to learn from one another, sharing best practices in education and innovative strategies to have a positive impact on student achievement.

**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?**

The range of teacher experience allows for the sharing of best teaching practices and innovative strategies. This will impact students by allowing for each child to have the benefits of new innovative practices along with proven techniques.

**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?**

Administrator absences are due to professional learning meetings. Professional learning meetings are crucial to ensuring that resources are provided for our school and will impact positively on students achievement.

**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?**

Teacher absences does have an impact on student achievement. If a substitute is in place for longer than one day behavior often gets in the way of learning. Occasionally if a teacher is going to be out for an extended period of time, some parent don't send their child to school everyday.

**Teacher/School Leader(s) Demographic Data**

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

Actions that might be noted are trying to schedule professional development either before or after school. This would allow for both teachers and administrators to be out of the classroom/building less.

## **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?**

#### Indicator E: Learning Environment

The school culture is one of high academic expectations for all.

High expectations are accompanied with appropriate academic, social, emotional support structures and safe environments that encourage positive risk taking.

Classroom management, use of space, procedures, and scheduling assure the maximum amount of time for learning.

School and classroom behavior expectations are communicated to staff, students and families are enforced consistently to support student success.

#### Indicator H: Shared Understanding

All instructional staff can communicate the appropriate purposes and uses of assessment.

Assessment results are shared and discussed with staff in a timely manner and useful format.

Reports of student data are communicated to students and parent in a manner that they can understand.

#### Indicator N: Safe and Supportive Environment

School leaders work to intentionally develop relationships that model respect, trust, collaboration and high expectations for all.

School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students.

Staff models a healthy school climate, including social, emotional, and physical health that is desired for students.

Students in crisis, students at risk of dropping out, and others that require intensive assistance are identified and linked to appropriate support in a timely manner.

Positive risk-taking by staff and students to achieve established goals is modeled and supported by school leaders.

### **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?**

#### Indicator J: Student Involvement in the Assessment Process

Students understand the criteria and expectation for demonstrating their learning.

Students receive descriptive feedback based on their performance as well as guidance on how to improve.

Students are taught how to self-assess and plan for improve.

Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

#### Indicator S: Collaborative Teams

A collaborative culture exists in which instructional staff supports each other through feedback and coaching to implement learning to increase student achievement.

Structures and systems are in place for collaborative planning time for learning teams.

Teams utilize protocol and collaboration time effectively.

Instructional staff collaborated regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.

### **12. How might these challenges impact student achievement?**

Students who are taught how to monitor, evaluate, and assess their own learning are able to set goals for themselves to increase their success.

Educators collaborate regularly are able to analyze data to inform instruction and adjust their delivery to meet student needs

### **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.**

Staff will meet in grade level teams to collaborate and analyze student data to better meet student needs. Student work can be collected on a monthly basis to be shared with families at conferences.

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

Students are selected for intervention programs using local and district wide assessments.

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

We provide literacy and math interventions to Kindergarten and First Grade students. We also offer family math night and family literacy night to all students.

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

Local and District wide assessments, as well as teacher recommendations, are used to determine the opportunities available. Parents are sent a letter home informing them if their child is chosen to receive an invitation.

### **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?**

The evidence that we have to indicate the extent to which the state content are being met is in a written format that we call our Yearly Assessment Tracking Sheet.

**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.**

Ford ELC did not complete the MIPHY, however YCS has completed a district MIPHY.

## **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**

Our strength in literacy include: fluency, sound/letter recognition which includes lends and word recognition.

### **19b. Reading- Challenges**

Our main challenges are a lack of reading comprehension and time on task.

### **19c. Reading- Trends**

Comprehension skills are not improving as much as we would like. Enrollment has fluctuated and our population is not consistent. Student word recognition and letter sound I.D. have increased.

### **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.**

Our district curriculum has incorporated the workshop model for reading. The model allows for specific interventions in the areas of comprehension and scaffolding for prior knowledge.

**20a. Writing- Strengths**

Students have become more expressive with their writing. They are more familiar with the writing process and have begun to edit their work.

**20b. Writing- Challenges**

Students struggle with understanding the mechanics and conventions of writing.

**20c. Writing- Trends**

Students are writing more frequently. Students continue to struggle in the area of mechanics and conventions.

**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.**

Our district incorporated the workshop model for writing. This model allows for specific interventions in the areas of mechanics and conventions of writing.

**21a. Math- Strengths**



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Students are strong in number recognition. Students are strong in calendar activities including patterns, place value, shapes, tally marks, clocks, and money.

### 21b. Math- Challenges

One of our challenges is students not ensuring accuracy. Students also have a difficult time transferring knowledge from one concept/skill to another. Mental math continues to be an area of improvement.

### 21c. Math- Trends

Students exhibiting grade level skills are not improving as much as we would like. Enrollment has fluctuated and our population is not consistent. Student number recognition and number I.D. have increased.

### 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.**

This is the first year of using The Everyday Math Curriculum. Staff have been trained throughout this year and are implementing the new curriculum. Students are also learning how to use technology to enhance their learning of math facts.

### 22a. Science- Strengths

Some of our strengths is the use of weather and season during calendar time.

### 22b. Science- Challenges

Our science curriculum is not consistent. We also lack materials to implement the curriculum .

**22c. Science- Trends**

The trends have been the inconsistency of the curriculum, the materials to implement the curriculum, and the lack of no curriculum overall.

**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.**

Through the implementation of the writing and reading workshops science concepts and skills will be explored. The material is imbedded within the workshops and mentor texts themselves.

**23a. Social Studies- Strengths**

Restorative Practice skills and Diversity Training.

The entire school does "I Care Cat" which is part of "Peace Education Foundation, Inc."

**23b. Social Studies- Challenges**

Staff does not utilize a consistent curriculum.

**23c. Social Studies- Trends**

We have not had a consistent curriculum.

**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.**

Through the implementation of Writing and Reading Workshops Social Studies concepts and skills will be explored. The materials are embedded within the workshops and mentor texts themselves.



## **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?**

Our highest level of satisfaction with students believing that their teacher wants them to learn and do their best.

### **24b. Student Perception Data**

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

The lowest level of satisfaction is with their family wanting to come to school.

### **24c. Student Perception Data**

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

We will offer more opportunities for parent involvement by offering different types of activities.

### **25a. Parent/Guardian Perception Data**

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

Parents are mostly satisfied with the rigorous academic standards and high expectations that are required by staff.

### **25b. Parent/Guardian Perception Data**

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

The lowest level of satisfaction is with the school providing an adequate supply of learning resources.

### **25c. Parent/Guardian Perception Data**

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

Parents will be informed of resources that are used in the classroom which are not consumables such as white board, iPads, computer technology for specific skill building and of resources that are available to them outside of the classroom.

**26a. Teacher/Staff Perception Data**

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

The highest level of staff satisfaction is the school leader expects staff members to hold students to high academic standards. In our school all personnel regularly engage families in their children's learning progress.

**26b. Teacher/Staff Perception Data**

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

The lowest level of satisfaction is with "all teachers in our school personalize instructional strategies and interventions to address individual learning needs of students". And "our school provides sufficient material resources to meet student needs".

**26c. Teacher/Staff Perception Data**

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

We are aligning our report cards with the curriculum. This year the district has purchased guided reading texts and Maisa texts that have begun to be used by staff and will be fully utilized next school year.

**27a. Stakeholder/Community Perception Data**

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

The highest level of satisfaction is that our school employs quality staff members.

**27b. Stakeholder/Community Perception Data**

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

Our lowest level of satisfaction with stakeholders is schools having adequate , clean and well-kept facilities.

**27c. Stakeholder/Community Perception Data**

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

We are requesting more custodial service hours for next year.

## Summary

### 28a. Summary

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

Strengths:

Demographic Data: We have a diverse population.

Process Data: The learning environment is one where a school culture is one of high academic expectations for all. There is a shared understanding of the appropriate purposes and uses of assessments.

Achievement/Outcome Data: The strengths include fluency, blends, word recognition, writing expressively, and number recognition.

Perception Data: The strength is the support for student learning .

Challenges:

Demographic Data: Our challenges are attendance, homelessness, and poverty.

Process Data: Student involvement in the assessment process and collaborative teams.

Achievement/Outcome Data: Our challenges are reading comprehension, time on task, accuracy, transferring of knowledge, and mental math.

Perception Data: The challenges are the cleanliness of the building.

### 28b. Summary

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

Student Achievement could be impacted by students not having an invested interest in the selected assessment, curriculum, and or time spend on task.

Parent accountability and absenteeism continue to impact student growth scores.

### 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?**

Currently Truancy Officers are meeting with families to make sure they are showing up to class. If they are still missing school they are referred to Washtenaw County Truancy Officer Dana Shaw who will take over the case to dissolve.





# **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	Preschool and Kindergarten students are assessed 4 time a year using TS Gold. Preschool, Kindergarten, and First Grade students are given pre and post common assessments. First Grade Students are assessed three times a year using NWEA. Test are administered, fall, winter, and spring. Components of the MLPP are used at a minimum of three times a year.	

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	<a href="http://www.ycschools.us/our-schools/pre-k-and-kindergarten/ford-early-learning-center/">http://www.ycschools.us/our-schools/pre-k-and-kindergarten/ford-early-learning-center/</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	We are a Pre-K - 1st Grade building, however I am sure they do.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	This does not pertain to our building.	

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	Ben Edmondson Superintendent Ypsilanti Community Schools 1885 Packard Road Ypsilanti, MI 48197 734-221-1223	

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		Parent Involvement Plan

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

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

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment

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

The comprehensive needs assessment was completed by the administrator and school improvement team.

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

The results are that we still have some students with chronic absenteeism.

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

It is clear that the school goals are connected to the priority needs and the needs assessment process. Multiple types of data including our teaching tracking sheet results from our state and local assessments and staff input were regularly utilized. Some of these included DRA, NWEA, MAISA Reading and Writing, and Everyday Math Assessments.

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

The majority of our student population struggles with reading comprehension, math facts, and number sense. Instruction is differentiated within small group workshops. Teachers meet one-to-one with students as well as a pull out and push in approach by the intervention team.

## **Component 2: Schoolwide Reform Strategies**

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

The strategies in the school-wide plan which focus on helping all students reach the state standards include the use of small groups, workshop models, one-to-one instruction and hands on activities. We encourage technology time for the students and have educated the parent regarding the format of our state standard assessment. (NWEA)

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

The use of restorative and behavioral interventions create a positive climate where the teacher is then able to increase the quality and quantity of a diversified learning environment.

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

The reform strategies that we have implemented to meet the needs identified within the comprehensive needs assessment are utilizing the Workshop Model for reading and writing. We will differentiate within small fluid groups to allow for multiple styles of learning.

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

Strategies implemented for interventions include small fluid grouping, workshop model in reading and writing, as well as push service from Title One Staff.

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

Students will be assessed with local assessments and state assessments at a minimum of three times a year. This data is located on a school wide document that is reviewed and analyzed at a minimum of three times a year.



### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional Paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Teachers meet the NCLB requirements for Highly Qualified Teachers.	

## Component 4: Strategies to Attract Highly Qualified Teachers

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

One first grade teacher is going to another school.

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

The first grade teacher leaving is a veteran teacher. Our building has a variety of Highly Quality Educators from Preschool-First Grade. The experience level varies from 2 years through 28 years of teaching.

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

We have created a warmer, welcoming, supportive environment that has fostered interpersonal relationships to promote a school culture that is built on teamwork and mutual respect.

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

The district has implemented a cohesive math, reading and writing curriculum which allows for collaboration amongst educators in all buildings and across buildings. A mentorship program has been established to assist new staff in adjusting to their positions within the district. Opportunities have been arranged for employees to obtain the professional development required by the state for licensing purposes.

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

Our turnover rate is negligible.

## **Component 5: High Quality and Ongoing Professional Development**

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

All teachers will undergo professional development in the areas of math, reading, writing workshops, and the staff who have not been trained in restorative and cultural practices will be.

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

District Professional Development has been scheduled allotting times for training throughout the 2016-2017 school year, and for teachers to collaborate with one another.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	3. The school's Professional Learning Plan is complete.	Yes		

## **Component 6: Strategies to Increase Parental Involvement**

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

Parents are invited to be active participants in all school functions including annual title one meeting and school functions including annual title one meeting and school improvement plan processes. The school-parent compacts relevant and understandable to all stakeholders. Parent Compacts and Parent Involvement Policies are available at parent teacher conferences and the school website.

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

Parents are invited to be active participants in all school functions including annual title one meeting and school functions including annual title one meeting and school improvement plan processes. The school-parent compacts relevant and understandable to all stakeholders. Parent Compacts and Parent Involvement Policies are available at parent teacher conferences and the school website.

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

During school improvement and staff meetings we reflect on ways we can involve more parents. We look at nights we have hosted and discuss what went well and what could have been done to increase parental involvement. Parents are given the opportunity to complete a survey which helps with the evaluation process.

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

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

All parents are given the parent compact at the beginning of the year. We try to emphasize the importance of parent involvement in their students education and partnering with the school to meet the needs of the child. We have an open door policy and invite parents into the classroom as well as meet with the teachers to discuss the progress their child has made or area that still need support.

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

During school improvement and staff meetings, we always reflect on how we can involve more parents. We look at night we have already hosted and discuss what went well and what we could have done to increase the involvement of our parents. We look at the number of parents who volunteered with our classrooms or school and make suggestions of how we can improve the involvement of our parents.

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

The results of our discussion vary based on parent turn out. For example, on one of our Family Literacy Nights we had over 40 families attend. This is a very good turn out. At the next Family Math Night held we had about 20 families. We discussed reasons why there was such a discrepancy between the nights (topics discussed: time of day, day of week, etc.). We moved the night to an earlier time in the year as opposed to it being around spring break when many families may have other things on their agenda.

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

The school parent compact was a collaboration of the buildings within the district. It was also taken to the PTO for their thoughts on how it read. The staff also had input on what was in the compact.

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

The school-parent compact is shared with the parents at conferences and the teachers emphasize the importance of collaboration.

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

We only go up to first grade in this school.

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

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

We have an ELL teacher in the district who will interpret for the teacher or translate the assessment results in the family language if necessary.

## **Component 7: Preschool Transition Strategies**

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

At Ford ELC we house preschool students within our building. In the spring time, there are many activities for the preschool students to visit Kindergarten classrooms to assist with Kindergarten transition for the following year.

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

Preschool teachers are offered trainings throughout the year based on the scheduled district professional development days. the preschool teachers are also expected to attend staff meeting so they are always aware of things taking place in the building and within the district.

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

All teachers are invited to be part of our school improvement team. Teachers collaborate and analyze data at grade level staff meetings.

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

We meet regularly as a school improvement team to look at the data to see where we are at. Teachers meet in grade level teams to discuss instructional practices and how we teach. We are flexible in grouping our students so that students that meet the goals can be moved out of received services (Title One Math and Literacy Support). This allows us to target the lowest students at each grade level and give them extra support.

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

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

Common assessments given three times a year focus on identifying struggling students. Our first grade students take the NWEA to fit this model. The first grade students are the students who receive Title One support. Locally developed assessments can also gauge this determination.

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

Students are assessed weekly by the Title One teacher. As they meet the Benchmark goals for the grade level, the students are Graduated from the program and the next struggling students are picked up.

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

The general education teacher uses direct instruction based on the Common Core strand. Once the direct instruction has been given, he/she makes accommodations based on the individual needs of the student.



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

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

All students receive free breakfast and lunch daily. We are a Title One targeted school in the State of Michigan. Our Title One services will support our lowest students in the First Grade in the areas of Math and Literacy.

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

Ford ELC will utilize the Title One monies to target our least performing students in the First Grade. We will also be hosting a minimum of two Parent Nights focussed on Math and Literacy. Our goal is to have our parents more involved in the education of their child.

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

At Ford ELC we currently have 3 Head Start/GSRP all day blended, 2 all day GSRP, 2 a.m. Head Start only, 1 p.m. Head Start only, and 1 p.m. GSRP only to meet those needs. We offer Free Breakfast and Lunch to all of our students.

## **Evaluation:**

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

We do teacher evaluations on the Title One Teachers with a minimum of three walk throughs and two observations throughout the course of the year. There is a final evaluation discussing the growth that students have made.

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

Our School Improvement Team meets to discuss data from the TS Gold for our Preschool and Kindergarten Students. We use the NWEA for Benchmarking the First Grade Students. Using that data we look at discrepancies of the sub groups and ways we can close the gaps between them focussing on our instruction and alignment with the CCSS.

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

We analyze the data in our School Improvement Meetings, we acknowledge where the gaps are and have discussions with grade level teams on strategies that we need to implement (more time on instruction, alignment of the content to the common core, common assessments, etc).

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

The School Improvement Team meets a minimum of once a month. We look at the data to see if we are on target with our students or need to tweak the process mid-year.

# **2016-2017 Plan for School Improvement Plan**

## Overview

### Plan Name

2016-2017 Plan for School Improvement Plan

### Plan Description

Goals for ELA, Math and Climate/Culture Proficiency

## 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	2016-2017 ELA Improving Reading Comprehension	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$105851
2	2016 - 2017 All Students will demonstrate improvement of basic math facts and number sense.	Objectives: 2 Strategies: 5 Activities: 6	Academic	\$40411
3	2016-2017 Ford Early Learning Center students and staff will create a positive climate and culture.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$70323

## Goal 1: 2016-2017 ELA Improving Reading Comprehension

### Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 comprehension and fluency in English Language Arts by 06/08/2017 as measured by Direct Reading Assessment based upon grade level expectations.

### Strategy 1:

Benchmarking - Teachers will monitor student progress at a minimum of three times throughout the year. If students are having difficulty in reaching the above objective the classroom teacher may do any combination of the following: small group intervention, Title One Services, or tutoring.

Category: English/Language Arts

Research Cited: Best Practices

Tier: Tier 3

Activity - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teacher will give direct instruction on reading strategies.	Direct Instruction	Tier 1	Implement	08/15/2016	06/08/2017	\$0	No Funding Required	Classroom Teachers

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will evaluate where there students are working using their fluency and comprehension skills. They will evaluate the students three times a year and for those students working below grade level, teacher will progress monitor them minimally every other month.	Monitor	Tier 1	Evaluate	08/15/2016	06/08/2017	\$2058	Title I Part A	Classroom Teachers

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### Strategy 2:

Small Group Instruction - Leveled activities will be selected that connect with CCSS to meet the individual student needs. Formative assessments will be used during small group and individual instruction. Materials that will be used to differentiate instruction include spiral notebooks/composition books, card stick, folders, 3-ring binders with plastic protectors, writing utensils, glue sticks, privacy partitions, sharpeners, fluency times, writing journals, Toobaloo, Easy Speak Recorder and Sound, erasable white boards, dry erase markers, plastic baggies, high lighters, easel pads and lamination.

Category: English/Language Arts

Research Cited: Best Practices

Tier: Tier 2

Activity - Supplemental Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Title One classroom teacher will work with students in small groups and in one-to-one situations providing instruction to students who are working below grade level.	Direct Instruction	Tier 2	Monitor	08/15/2016	06/08/2017	\$83293	Title I Part A	Title One Teacher

Activity - Leveled readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will work with students in small groups in one-to-one to meet the needs of their individual reading level. They will use leveled readers to build upon the skills they already have.	Direct Instruction	Tier 2	Monitor	08/15/2016	06/08/2017	\$19000	Title I Part A	Classroom teachers, special education teachers, resource room teachers

### Strategy 3:

Parent Involvement Nights - Parents will be invited into the school for a Make It - Take It Night. The activities will include several ways parents can support reading and writing skills with their child at home. Activities will include (but not limited to: abc games, sand trays, word matches, abc ordering, sentence structure, fluency

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comprehension skills, etc.) All students will receive items to use a home with their children.

Category: English/Language Arts

Research Cited: Research has proven that when parents are involved in their child's learning, students retain and improve their knowledge and skills more than parents who are not involved.

Tier: Tier 1

Activity - Make It-Take It Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive information and training on ways to support skills in literacy at home with their children.	Parent Involvement	Tier 1	Monitor	08/15/2016	06/08/2017	\$1500	Title I Part A	Classroom Teachers, Principal, Special Education Teachers, Resource Room Teachers

## Goal 2: 2016 - 2017 All Students will demonstrate improvement of basic math facts and number sense.

### Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 basic math facts in Mathematics by 06/08/2017 as measured by the local math assessments administered in the fall, winter, and spring.

### Strategy 1:

90 Minute Math Block - Each teacher will schedule a 90 minute math block for daily instruction. The math block will include a 10-15 minute warm up, 15-20 minute



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whole group mini lesson followed by small group differentiated instruction, independent practice , working with technology, and math games/problem solving activities. A second whole group mini lesson may be taught followed by small group differentiated instruction, independent practice , working with technology, and math games/problem solving activities and a reflective learning task.

Category: Mathematics

Research Cited: Erlauer, L (2003), The Brain Compatible classroom:Using what we know about learning to improve teaching, ASCD, Alexandria, VA, Marzano, R., Pickering, D. Pollack, J. (2001). Classroom instruction that works: Research based strategies from increasing student achievement, ASCD, Alexandria, VA, Ball, D., Boerst, University of Michigan in Elementary Math, (Collaborative Assessment of Teaching Ongoing research Project).

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled activities will be selected that connect with the CCSS to meet individual student needs. Formative assessments will be used during small group and individual instruction. Materials that will be used to differentiate instruction includes spiral notebooks/composition books, card stock, folders, 3 ring binders with plastic protectors, writing utensils, glue sticks, privacy partition, headphones and learning centers, dice, erasable white boards, and dry erase markers.	Direct Instruction	Tier 2	Implement	08/15/2016	06/08/2017	\$2461	Title I Part A	Classroom Teachers, Resource Room Teachers, teacher Consultants , ESL Teachers, Title Teachers, Para Educators.

Activity - Supplemental Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Title 1 math teacher will implement research based instructional strategies and provide supplemental support in small groups and in classrooms. S/he will collaborate with the general education teachers to ensure supplemental instruction is aligned with the curriculum and classroom instructional practices.	Direct Instruction	Tier 2	Implement	08/15/2016	06/08/2017	\$28000	Section 31a	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers
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**Strategy 2:**

Reflex Math - Students will work on an individual basis on building their fluency in math facts utilizing an online computer program.

Category: Mathematics

Research Cited: Reflex Math reaches students at their current level and teaches them new facts as they become proficient.

Tier: Tier 3

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on an individual basis on building their fluency in math facts.	Academic Support Program	Tier 3	Implement	08/15/2016	06/08/2017	\$1200	Title I Part A	Classroom Teachers, Resource Room Teachers, Special Education Teachers

**Strategy 3:**

Math Presentation - Students will observe a math presentation to build number sense skills and math vocabulary.

Category: Mathematics

Research Cited: Research shows students who have a greater awareness of numbers and math vocabulary have the ability to retain mathematical concepts longer.

Tier: Tier 1

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Activity - Math Assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will watch a presentation on using math in a fun and exciting way. This will build their vocabulary and allow them to make the connection between numbers and what they represent.	Academic Support Program	Tier 1	Implement	08/15/2016	06/08/2017	\$850	Title I Part A	Principal

### Strategy 4:

Math Strategy - Students will do math centers where they will explore and practice math facts.

Category: Mathematics

Research Cited: Best Practices

Tier: Tier 1

Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in math activities where they explore and practice math facts.	Academic Support Program	Tier 1	Getting Ready	08/15/2016	06/08/2017	\$6400	Title I Part A	Teachers, Support Staff, Title One, Administration

### Measurable Objective 2:

25% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 collaborate to attend Math Night with their parents. in Mathematics by 06/08/2017 as measured by The School Improvement Team will track the number of parents in attendance. .

### Strategy 1:

SY 2016-2017

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Family math Night - Parents will be invited to attend a parent workshop to learn and practice activities to do with their children.

Category: Mathematics

Research Cited: Research shows that when parents are involved with their child's education students perform and retain information better.

Tier: Tier 1

Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will attend an after school event where they will participate in activities that promote math mastery. Teachers will use a variety of materials including games, dice, mats, baggies, markers, food, etc. to teach math concepts and build number sense and vocabulary.	Parent Involvement	Tier 1	Implement	08/15/2016	06/08/2017	\$1500	Title I Part A	School Improvement Team, Administrative Personnel, Classroom Teachers and/or Support Staff.

## Goal 3: 2016-2017 Ford Early Learning Center students and staff will create a positive climate and culture.

### Measurable Objective 1:

demonstrate a behavior that will promote an environment which respects safety, relationships, and teaching. by 06/08/2017 as measured by a 10% decrease in discipline referrals .

### Strategy 1:

Positive Behavior Interventions - All staff have been trained in Restorative Practices. All teachers will create a positive community within their classrooms by holding daily community circles.

Category: School Culture

Research Cited: Porter, A.J. (2008). Research Reveals the Power of Restorative Practices in Schools. In L. Mirsky & T. Wachtel (eds.), Safer Safer Schools;

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Restorative Practices in Education, Bethlehem, PA.; Restorative Justice Consortium (2005). Statement of Restorative Justice Principals: As applied in a school setting (2nd ed).

Tier: Tier 1

Activity - Restorative Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers and support staff will implement the use of Restorative Circles as a means to create a positive culture, build community, and enhance learning.	Behavioral Support Program	Tier 1	Implement	08/15/2016	06/08/2017	\$0	No Funding Required	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants, Para Educators.

Activity - Building Respectful Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>A Social Worker or individual trained in behavior intervention will encourage positive behavior and elicit productive interactions using small group interventions, modeling, conferencing, and peer mediation in order to build healthy communities. Items used in small groups or one on one will include: Voices are not for yelling, Hands are not for hitting, Diapers are not forever, I hate Everything, I didn't do it, I am like you, you're like me, timer, alphabet sorting tray, magnetic letters, Interactive book plus CD, sunny shifts his brain, groups to go, Ready to reproduce handouts with CD, pass along papers, I care Rules and poster set, I care Rules and mini poster set, activity scarves, musical scarves with CD, ribbon wands, bean bags with CD, magnetic fishing set, tweezer tong sorting, tweezer tong, stretch and connect, creative builder kit, magna cars and trucks, train set, kids in motion, shake, rattle and roll, listen and sing, Kids in Action, sights and sounds, sorting bears, No David, Pete the Cat, Autism PDD social skills, Autism and PDD early detection, chipper chat, magnet talk early classifying, communicate junior game, photo fish verbs, fishing poles, mighty mouth hand puppet, What do you say, what do you do at, Word Flips, Arctic photos fun decks, hedbanz game, crocodile dentist, learning resources basic vocab cards, bug sorting center, old lady who swallowed a fly felt figure set flannel board, Solution focused RTI a positive and personalized approach, Essential guide to RTI, learning journey match it games, time flash cards, CVC board games, silly soup board game, educational insight sentence building, phonics and blending, picture sorting, catch kids before they fall through the cracks, puzzles, match it math, reading games, Didax Chunks, durable plastic eye, and ABC cookies.</p>	Behavioral Support Program	Tier 2	Implement	08/15/2016	06/08/2017	\$65548	Section 31a, Title I Part A	Principal, Behavior Interventionist, Social Worker, Classroom Teachers, Resource Room Teachers, Teacher Consultants
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Activity - National African American Parent Involvement Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to join their students for the day participating in activities that celebrate diversity and cultural awareness.	Parent Involvement	Tier 1	Implement	08/15/2016	06/08/2017	\$1500	Title I Part A	Principal, Classroom teachers, School Improvement Team

### Strategy 2:

Cultural Diversity Awareness - Students will learn about the cultures of other students.

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Category: School Culture

Research Cited: Research shows understanding and learning about different cultures creates a more respectful environment.

Tier: Tier 1

Activity - Diversity Presentation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will watch a presentation about being respectful to one another and learning about other student's cultures and backgrounds.	Behavioral Support Program	Tier 1	Implement	08/15/2016	06/08/2017	\$775	Title I Part A	Principal

Activity - Wall Mural	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the creation of a culturally diverse mural that depicts a variety of cultures.	Community Engagement	Tier 1	Implement	08/15/2016	06/08/2017	\$2500	Title I Part A	Administration, teachers, support staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Make It-Take It Literacy Night	Parents will receive information and training on ways to support skills in literacy at home with their children.	Parent Involvement	Tier 1	Monitor	08/15/2016	06/08/2017	\$1500	Classroom Teachers, Principal, Special Education Teachers, Resource Room Teachers
National African American Parent Involvement Day	Parents will be invited to join their students for the day participating in activities that celebrate diversity and cultural awareness.	Parent Involvement	Tier 1	Implement	08/15/2016	06/08/2017	\$1500	Principal, Classroom teachers, School Improvement Team
Leveled readers	Classroom teachers will work with students in small groups in one-to-one to meet the needs of their individual reading level. They will use leveled readers to build upon the skills they already have.	Direct Instruction	Tier 2	Monitor	08/15/2016	06/08/2017	\$19000	Classroom teachers, special education teachers, resource room teachers
Differentiated Instruction	Leveled activities will be selected that connect with the CCSS to meet individual student needs. Formative assessments will be used during small group and individual instruction. Materials that will be used to differentiate instruction includes spiral notebooks/composition books, card stock, folders, 3 ring binders with plastic protectors, writing utensils, glue sticks, privacy partition, headphones and learning centers, dice, erasable white boards, and dry erase markers.	Direct Instruction	Tier 2	Implement	08/15/2016	06/08/2017	\$2461	Classroom Teachers, Resource Room Teachers, teacher Consultants, ESL Teachers, Title Teachers, Para Educators.



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Math Assembly	Students will watch a presentation on using math in a fun and exciting way. This will build their vocabulary and allow them to make the connection between numbers and what they represent.	Academic Support Program	Tier 1	Implement	08/15/2016	06/08/2017	\$850	Principal
Progress Monitoring	Classroom teachers will evaluate where there students are working using their fluency and comprehension skills. They will evaluate the students three times a year and for those students working below grade level, teacher will progress monitor them minimally every other month.	Monitor	Tier 1	Evaluate	08/15/2016	06/08/2017	\$2058	Classroom Teachers
Reflex Math	Students will work on an individual basis on building their fluency in math facts.	Academic Support Program	Tier 3	Implement	08/15/2016	06/08/2017	\$1200	Classroom Teachers, Resource Room Teachers, Special Education Teachers
Family Math Night	Parents will attend an after school event where they will participate in activities that promote math mastery. Teachers will use a variety of materials including games, dice, mats, baggies, markers, food, etc. to teach math concepts and build number sense and vocabulary.	Parent Involvement	Tier 1	Implement	08/15/2016	06/08/2017	\$1500	School Improvement Team, Administrative Personnel, Classroom Teachers and/or Support Staff.
Supplemental Intervention	Our Title One classroom teacher will work with students in small groups and in one-to-one situations providing instruction to students who are working below grade level.	Direct Instruction	Tier 2	Monitor	08/15/2016	06/08/2017	\$83293	Title One Teacher
Wall Mural	Students will participate in the creation of a culturally diverse mural that depicts a variety of cultures.	Community Engagement	Tier 1	Implement	08/15/2016	06/08/2017	\$2500	Administration, teachers, support staff
Math Centers	Students will participate in math activities where they explore and practice math facts.	Academic Support Program	Tier 1	Getting Ready	08/15/2016	06/08/2017	\$6400	Teachers, Support Staff, Title One, Administration

## School Improvement Plan

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Building Respectful Communities	A Social Worker or individual trained in behavior intervention will encourage positive behavior and elicit productive interactions using small group interventions, modeling, conferencing, and peer mediation in order to build healthy communities. Items used in small groups or one on one will include: Voices are not for yelling, Hands are not for hitting, Diapers are not forever, I hate Everything, I didn't do it, I am like you, you're like me, timer, alphabet sorting tray, magnetic letters, Interactive book plus CD, sunny shifts his brain, groups to go, Ready to reproduce handouts with CD, pass along papers, I care Rules and poster set, I care Rules and mini poster set, activity scarves, musical scarves with CD, ribbon wands, bean bags with CD, magnetic fishing set, tweezer tong sorting, tweezer tong, stretch and connect, creative builder kit, magna cars and trucks, train set, kids in motion, shake, rattle and roll, listen and sing, Kids in Action, sights and sounds, sorting bears, No David, Pete the Cat, Autism PDD social skills, Autism and PDD early detection, chipper chat, magnet talk early classifying, communicate junior game, photo fish verbs, fishing poles, mighty mouth hand puppet, What do you say, what do you do at, Word Flips, Arctic photos fun decks, hedbanz game, crocodile dentist, learning resources basic vocab cards, bug sorting center, old lady who swallowed a fly felt figure set flannel board, Solution focused RTI a positive and personalized approach, Essential guide to RTI, learning journey match it games, time flash cards, CVC board games, silly soup board game, educational insight sentence building, phonics and blending, picture sorting, catch kids before they fall through the cracks, puzzles, match it math, reading games, Didax Chunks, durable plastic eye, and ABC cookies.	Behavioral Support Program	Tier 2	Implement	08/15/2016	06/08/2017	\$3000	Principal, Behavior Interventionist, Social Worker, Classroom Teachers, Resource Room Teachers, Teacher Consultants
Diversity Presentation	Students will watch a presentation about being respectful to one another and learning about other student's cultures and backgrounds.	Behavioral Support Program	Tier 1	Implement	08/15/2016	06/08/2017	\$775	Principal

### Section 31a

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

Ford Early Learning Center

Supplemental Intervention	The Title 1 math teacher will implement research based instructional strategies and provide supplemental support in small groups and in classrooms. S/he will collaborate with the general education teachers to ensure supplemental instruction is aligned with the curriculum and classroom instructional practices.	Direct Instruction	Tier 2	Implement	08/15/2016	06/08/2017	\$28000	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers
Building Respectful Communities	A Social Worker or individual trained in behavior intervention will encourage positive behavior and elicit productive interactions using small group interventions, modeling, conferencing, and peer mediation in order to build healthy communities. Items used in small groups or one on one will include: Voices are not for yelling, Hands are not for hitting, Diapers are not forever, I hate Everything, I didn't do it, I am like you, you're like me, timer, alphabet sorting tray, magnetic letters, Interactive book plus CD, sunny shifts his brain, groups to go, Ready to reproduce handouts with CD, pass along papers, I care Rules and poster set, I care Rules and mini poster set, activity scarves, musical scarves with CD, ribbon wands, bean bags with CD, magnetic fishing set, tweezer tong sorting, tweezer tong, stretch and connect, creative builder kit, magna cars and trucks, train set, kids in motion, shake, rattle and roll, listen and sing, Kids in Action, sights and sounds, sorting bears, No David, Pete the Cat, Autism PDD social skills, Autism and PDD early detection, chipper chat, magnet talk early classifying, communicate junior game, photo fish verbs, fishing poles, mighty mouth hand puppet, What do you say, what do you do at, Word Flips, Arctic photos fun decks, hedbanz game, crocodile dentist, learning resources basic vocab cards, bug sorting center, old lady who swallowed a fly felt figure set flannel board, Solution focused RTI a positive and personalized approach, Essential guide to RTI, learning journey match it games, time flash cards, CVC board games, silly soup board game, educational insight sentence building, phonics and blending, picture sorting, catch kids before they fall through the cracks, puzzles, match it math, reading games, Didax Chunks, durable plastic eye, and ABC cookies.	Behavioral Support Program	Tier 2	Implement	08/15/2016	06/08/2017	\$62548	Principal, Behavior Interventionist, Social Worker, Classroom Teachers, Resource Room Teachers, Teacher Consultants

**School Improvement Plan**

Ford Early Learning Center

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Circles	All classroom teachers and support staff will implement the use of Restorative Circles as a means to create a positive culture, build community, and enhance learning.	Behavioral Support Program	Tier 1	Implement	08/15/2016	06/08/2017	\$0	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants, Para Educators.
Classroom Instruction	Classroom teacher will give direct instruction on reading strategies.	Direct Instruction	Tier 1	Implement	08/15/2016	06/08/2017	\$0	Classroom Teachers