School Improvement Plan

Southwest Elementary School

Howell Public Schools

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

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Southwest Elementary is located in the city of Howell. As of March 2010 the population of Howell was approximately 9500. Howell is located between Lansing and Detroit, where many of the residents are employed. Howell Public Schools is the largest employer in the city of Howell. Ten years ago Howell, along with other cities in Livingston County, was growing rapidly; Livingston County was the fastest growing county in the state of Michigan. Due to the declining economy and its effects on the automotive industry, Howell has seen a decline in population in the last 5 years. This has effected Southwest's enrollment with a slight decline of 10% for each of the prior three years. Last three years enrollment is 2013/14 - 513, 2014/15 - 510, 2015/16 - 518. Class size average is 27 students and has been consistent for the past 3 years. While the decline of enrollment has slightly decreased, the percentage of students qualifying for Free and Reduced lunch has stayed at about 38% - 42% for the last 4 years. Due to our increased percentage of Free and Reduced Lunch, Southwest was identified to be a Schoolwide Title 1 School. Our current percentage of Free and Reduced Lunch is 38%.

Three years ago, Southwest became the magnet school for students whose first language is not English. At this time we have 2 paraprofessionals assisting these students. For the past 2 years, ELL students have been approximately 5% of our student population. Southwest currently services students whose first language is Spanish, Chinese, and Micronesian.

Three years ago we began offering all day, every day kindergarten for all sections. Last year we offered a Kindergarten half day program. The staff turnover rate is very low. Over 90% of the teachers have worked in this building 5 years or more. All the staff is female except for one male. We have a part-time counselor who runs groups for specific issues our students have. Our students also are serviced by two Special Education Teachers and a Teacher Consultant. In addition, Livingston Education Service Agency provides for a full-time speech therapist, part-time occupational therapist, part-time social worker, and part-time psychologist.

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.

The mission of Southwest Elementary School is to develop a relationship with each student that enables us to recognize their individuality and support their academic and social growth.

The Southwest Staff pledges to be professional, respectful , problem solvers that are: open minded, active listeners, encouragers, giving best effort, valuing mistakes, risk takers, positive, supporting a safe environment, confidential, calm and collected, lifelong learners, knowledgeable and possesses expertise, focused on achievement, respectful of time, reflective, trustworthy, dependable, organized, and proactive.

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.

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Southwest's Notable Achievements include:

 District Accreditation by AdvancEd.

 Southwest is in their 6th year of the Positive Behavior Support Program

 Magnet School for ELL

Areas of improvement indicated by Southwest's NWEA scores.

 Increase students' proficiency in mathematics.

 Increase students' proficiency in reading.

Continue improvement on problem solving in math.

Areas to focus on:

Writing , specifically grammar.

 We will continue to decrease the difference in all subject areas and grades from non-SED students and SED students. We will concentrate on reading, writing, and mathematics.

Staff will utilize formative assessment in order to improve students academics.

Additional Information

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

No response.

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.

Southwest's School Improvement consists of teachers, principal, Data Team Leader, School Improvement Chair, and four parents. School Improvement Chair and Data Team Leader positions are voluntary and then selected by the principal. Teachers are chosen by grade levels. Each grade level and specials are represented. Parents volunteer to be on the team. All meeting are open to anyone who wishes to attend. Meetings are scheduled on Wednesday mornings. The schedule is made available prior to the new school year starting on bulletin board and web -site.

Each meeting has an agenda that describes the plan for the meeting. The agenda is made by the School Improvement Chair. During these meetings we analyze our self assessment, student data profile, student achievement data, Title1 plan, and School Improvement plan. The School Improvement Plan and Title 1 plan are updated in order to improve student achievement.

Minutes are made available to all stakeholders and grade Level and Special Representatives report back to staff.

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

Comprehensive Needs Assessment:
School Improvement Team
Data Manager

School-wide Reform Strategies:
School Improvement Team
Southwest Staff

Instruction by Highly Qualified Teachers:
Principal and District Personnel

Strategies to Attract Highly Qualified Teachers:
Principal and District Personnel

Professional Development:
School and District Improvement Team
Southwest Staff

Strategies to Increase Parental Involvement:
School Improvement Team
Parent Groups

Preschool Transition Strategies:
School Improvement Team
K-5 Staff
LESA Staff

Teacher Participation in Making Assessment Decisions:
School Improvement Team
Principal
Grade Level Teams

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 final school improvement plan, developed by School Improvement Team, was shared with Southwest teachers at a staff meeting prior to school ending. This plan will be presented again on a Professional Development Day prior to students starting in the Fall of 2016. This plan will be made available to all stakeholders on the Southwest Elementary Web Site. In Southwest's first school newsletter of the 2016-17 an article will highlight key points of improvement plan and encourage all to review at the web-site.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		MEAP Page 3 MEAP page 2 MEAP page1 SRI NWEA page1 NWEA page2 NWEA page 3 NWEA page4 NWEA page 5

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

Reading, mathematics, and writing are at expected levels.

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

Reading and mathematics

Which area(s) indicate the overall highest performance?

Reading

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

English Language Learners

Between which subgroups is the achievement gap closing?

English Language Learners
Males and Females

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

Mathematics and Reading NWEA proficiency percentages consistent with M-Step proficiency percentages.
Increases in proficiency On NWEA and SRI.

Areas in Need of Improvement

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

Reading - Foundational Skills and Vocabulary

Mathematics - Measurement and Numbers

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

At this time there is no negative trend in performance when comparing last years NWEA scores and SRI scores to this school year.

Which area(s) indicate the overall lowest performance?

Reading - Foundational Skills and Vocabulary

Mathematics - Measurement and Numbers

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

At this time no subgroups show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

At this time no subgroups show achievement gap increasing.

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

All data sources are consistent with these findings.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4
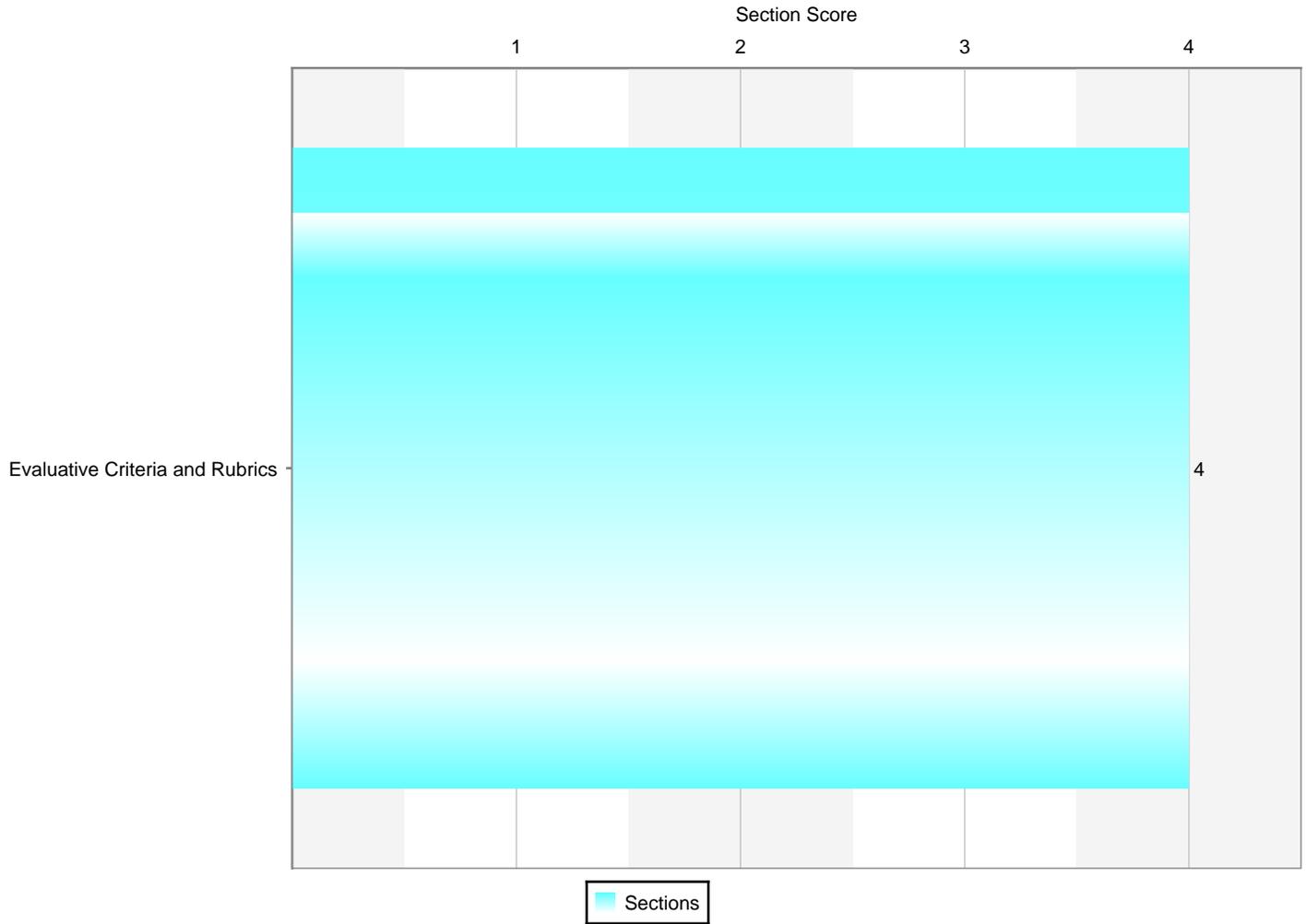
Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Parent Survey and staff survey was administered at the district level. It was sent to all parents of Southwest students. Student survey was done in computer lab as part of their technology class.	Parent Survey Staff Survey

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

The highest overall Standards for students were Purpose and Direction and Resources and Support Systems.

The highest level of satisfaction among parents/guardians was in Standard 5 - Using Results for Continuous Improvement - 4.24 and Standard 3 - Teaching and Assessing for Learning.

On individual questions -
Our school provides a safe learning environment. - 96% strongly agree or agree
My child knows the expectations for learning in all classes. - 89% strongly agree or agree
Our school provides students with access to a variety of information resources to support their learning. - 87% strongly agree or agree
All of my child's teachers use a variety of teaching strategies and learning activities. - 87% strongly agree or agree.

The highest level of satisfaction among teachers/staff were the standards of Purpose and Direction and Governance and Leadership.

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

Over the past 3 years all standards ratings for the parents' survey have improved. This is the first year standards of Teaching and Assessing for Learning and Using Results for Continuous Improvement have been the top two rated standards. Also, Purpose and Direction was one of the lowest scoring standards at a rating of 4.03, this years rating is 4.13

Students survey show that Using Results for Continuous Improvement was the lowest rated standard at 2.13 and this years rating is 2.62

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

Title 1 parent and staff survey indicate average scores above 4.0 (agree) for all questions.

Areas in Need of Improvement

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

Students show lowest satisfaction on the following statements:

In my school I am treated fairly. - 2.5

In my school students treat adults with respect. - 2.3

My principal and teachers ask me what I think about school. 1.6

Parents show lowest satisfaction on standards Governance and Leadership and Purpose and Direction.

Teachers show lowest satisfaction on standards Teaching and Assessing Learning and Resources and Support Systems.

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

No trends toward decreasing satisfaction for all stakeholders.

What are the implications for these stakeholder perceptions?

Parents scored Governance and Leadership as the lowest rated standard (4.13) Rating doesn't suggest perception issues. HPS has just released a new 5 year Strategic Plan. In the next five years the school district will be making improvements in many areas, therefore parent perceptions should improve in this area.

For students Governance and Leadership is the lowest rated standard. Southwest began using Capturing Kids Hearts in some classrooms and will continue to implement in all classrooms. Also, our Positive Behavior System will assist in improving perceptions in this area.

For teachers Teaching and Assessing Learning is the lowest rated standard. Southwest will continue professional development in using Formative Assessment. Also, this year Southwest created a data wall. This data wall includes all students and their assessment data. Students are colored coded depending on their proficiency. Next year we will use grade level meeting time to determine students who need additional academic support. Plans and outcomes for those students will be reviewed monthly.

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

The Title 1 Parent Perception Survey indicates that parents are aware of our School Improvement Plan and process to revise and update plan.

It also supports that parents feel that their instructional needs are being met by Title 1.

They also indicated that they have received communication about the Title 1 program.

Finally, Title 1 parents believe that assessment is driving the instruction so all students reach academic success.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 4
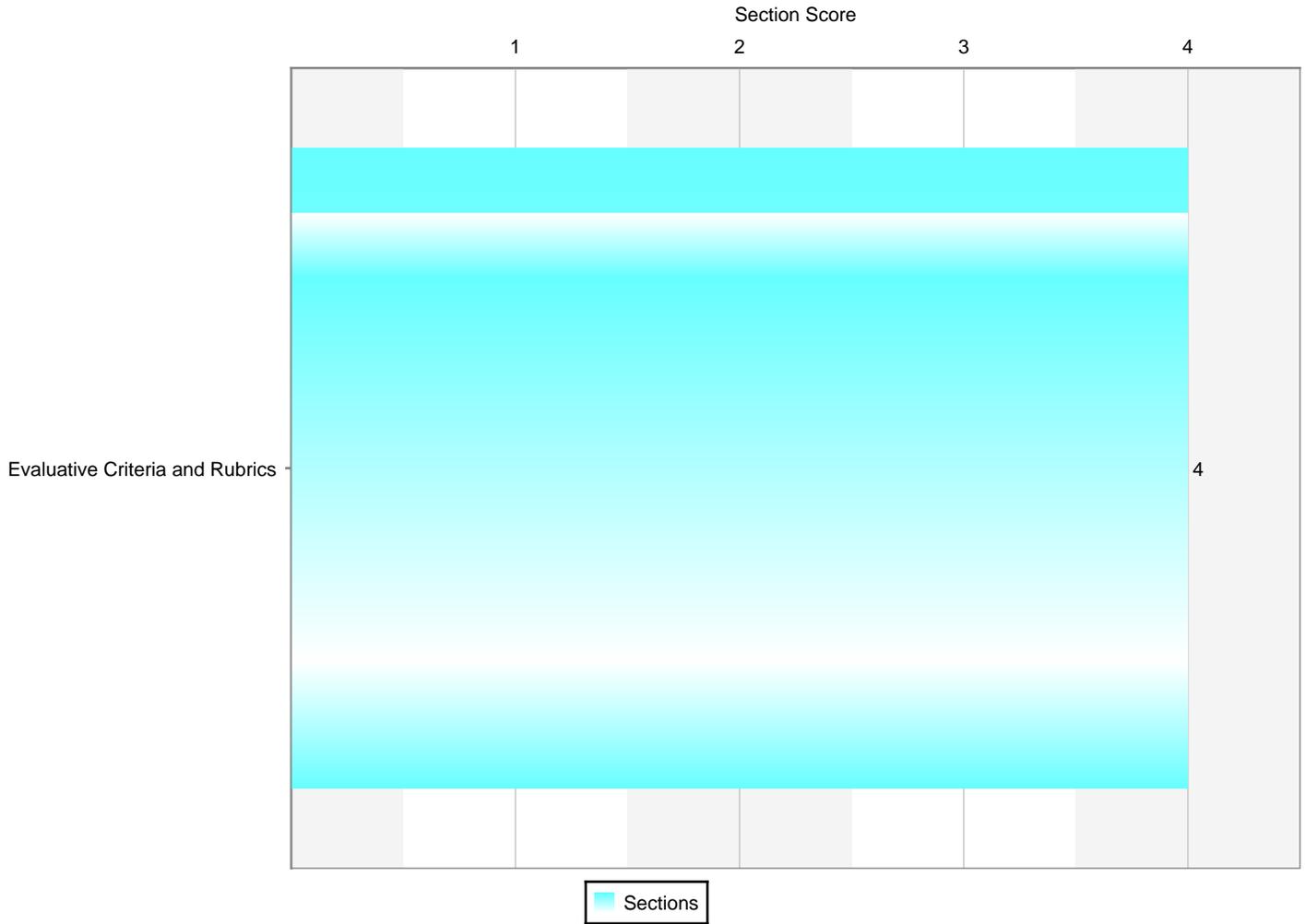
Sections

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?

Student enrollment continues to stabilize (2012-511, 2013 - 513, 2014 - 510, 2015 - 518).
Average class size is (2012 - 27, 2014 - 28, 2014 - 27, 2015 - 28) .
Challenge is that class sizes are above state and district averages.

Student Demographic Data

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

In analyzing our attendance data only 6% of the students missed more than 20 days of school. This is lower than in past years.

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?

In analyzing our Behavior Violation Form Data from the past 3 years from the Positive Behavior Systems committee, we see a trend that referrals on the playground are slowly increasing and the referrals in the classroom are decreasing. As for grade level data kindergarten and 1st grade are seeing increasing numbers of referrals and 5th grade is decreasing. The two major reasons for referrals are lying and insubordination.

Student Demographic Data

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

A action that could be taken to address challenges in our demographic data is to equalize school district which will reduce class size. Equalizing of schools is on HPS Strategic 5 year plan.

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?

This is the school's leader 2nd year as an elementary principal. No significant changes in student achievement data.

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?

80% of our teaching staff has over 9 years experience. Impact on student achievement is positive due to a deeper understanding of curriculum, staff collaboration, and behavior management.

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?

The school leader was absent less than 5 days, therefore there has been no impact on student 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?

Absences were higher this year due for the need for substitutes for M-STEP coverage, therefore there was no impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

No challenges identified.

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?

Standard 1 - Purpose and Direction

Standard 2 - Governance and Leadership

Standard 5 - Using Results for Continuous Improvement

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?

Standard 4 - Resources and Support Systems

12. How might these challenges impact student achievement?

One of the lowest indicators was that teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Another area of concern is having the school provide and coordinate learning support services to meet unique learning needs of students.

Finally another specific area is providing technology that supports the school's teaching, learning, and operational 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.

In the 2015-16 school year Southwest began a three year program with FAME.   FAME provides resources for school to implement formative assessment. This year was a learning year for the staff and implementation into the classrooms will occur in the 2011-17 school year. The School Improvement Plan will provide all staff professional development on the topic formative assessment. Professional development will include implementation into classrooms and how to use the data to inform instruction.

The 2016-17 SIP plan addresses the needs for technology infrastructure by providing district professional development, as part of the technology bond, on pm staff meeting.

Grade level meeting will be addressing the need to coordinate learning support systems in order to meet all students learning needs.

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?

The district's board policy prohibits discrimination of student placement into state and federal programming and that policy is enforced by administration. We have built in 45 minutes daily for interventions, such as Title 1, in addition providing and inclusion and co-teaching model for special education students.

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

At this time Howell Public Schools does not provide for after school programs for general education students at the elementary level.

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

Not Applicable

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?

Evidence would include principal walk-through, staff surveys, and staff/grade level meeting agendas and minutes.
Assessment data includes: DRA, SRI, NWEA, and Common Assessments.

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.

Not applicable

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

SRI-

3rd Grade - First Test 42% proficient/advanced - Last Test 68% proficient/advanced - Growth 26%

2015 -last test proficient/advanced -68%

4th Grade - First Test 70% proficient/advanced - Last Test 87% proficient/advanced - Growth 17%

2015 - last test proficient/advanced - 74%

5th Grade - First Test 60% proficient/advanced - Last Test 80% proficient/advanced - Growth 20%

2015 - last test proficient/advanced - 71%

Overall - First Test 57% proficient/advanced - Last Test 78% proficient/advanced - Growth 21%

2015 - last test proficient/advanced - 78%

SRI Demographic Data -

ELL - First Test 67% proficient/advanced - Last Test 99% proficient/advanced

Females - First Test 62% proficient/advanced- Last Test 82% proficient/advanced

Males - First Test 58% proficient/advanced - Last Test 81% proficient/advanced

M-Step Spring 2015

3rd Grade ELA - 71% proficient - District 64% ISD 63% State 50%

4th Grade ELA - 57.5% proficient - District 48% ISD 57% State 47%

NWEA

Students scoring average and above on RIT Scores

Kindergarten- Highest scores on Foundational Skills - 71% and Literature - 71%

1st grade - Highest scores on Language and Writing - 66% and Vocabulary-63%

2nd grade - Highest scores on Vocabulary - 78% and Literature and Informational - 76%

3rd grade - Highest Scores in Literature - 74% and Informational - 74%

4th grade - Highest scores Informational - 71% and Literature - 69%

5th grade - Highest scores in Literature 69%

Overall strength - Literature and Informational Reading

NWEA Demographic Data -

K - 3rd grade no major differences between male and female reading proficient percentages

1st grade only 18 % of ELL's are in the bottom 30% of RIT data

NWEA - Percent of students who met or exceeded RIT score

1st-55%

2nd- 51%

3rd- 60%

4th - 54%

5th - 52%

Total School Percentage 55%

19b. Reading- Challenges

SRI - 4th Grade Students with Disabilities 60% proficient/advanced - 4th grade overall proficient/advanced 87%

4th Grade - Female 89% proficient/advanced Male 84% proficient/advanced

3rd Grade- Female 73% proficient/advanced Male 70% proficient/advanced

M-STEP 2015

5th grade ELA 60% proficient - District 58% ISD 62% State 48%

Above District average but 3rd and 4th grade greater percentage over district, state, and ISD percentages.

NWEA

Percentage of Students who Scored Average and Above on RIT scores

Kindergarten - Language and Writing - 66%

1st grade - Foundational Skills - 55%

2nd grade - Foundational Skills - 64%

3rd grade - Vocabulary - 70%

4th grade - Vocabulary - 67%

5th grade - Vocabulary - 60%

Vocabulary is an area of challenge to be address in the 2016-17 school year.

NWEA Demographic Data -

See gaps between males and females in 4th and 5th grade

4th grade - males 67% females 77% - 10% difference

5th grade - males 61% females 75% - 14% difference

54% of the ELLs in K are in the bottom 30% of RIT scores
75% of the ELL's in 4th grade are in the bottom 30% of RIT scores

19c. Reading- Trends

Reading literature and informational text is a area of strength. Isolated skills needed to read - Foundational Skills and Vocabulary - are an area of weakness.

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.

Southwest needs to address the area of vocabulary. Teachers will be evaluating current vocabulary teaching strategies and updating to address students needs.
Title 1 will continue ELL vocabulary gap. Saw decrease in percentages in 1st grade and 3rd grade. Title 1 vocabulary program was in 1st, 3rd, and 4th.
Closer analysis of data will allow teachers to address individual classroom needs. By using the data teachers can effectively use formative assessment strategies to improve students learning in those challenging areas.

20a. Writing- Strengths

NWEA -

Percentage of average and above RIT score

2nd grade - Highest Score - Grammar - 78%

3rd Grade - Highest Score - Planning,, Organization, etc. - 65%

4th Grade Highest Score - Planning, Organizing, etc. - 72%

5th Grade - Highest Score - Mechanics

Second and fourth grade highest overall percentage 4th - 73% and 2nd 74%

Planning and Organizing possible area of Strength.

NWEA Demographics

No gaps large gaps between male and female for grades 2-4.

Percentage of Students who met or exceeded NWEA RIT projected scores

2nd-61%

3rd- 59%

5th - 64%

Total School = 56%

20b. Writing- Challenges

NWEA

Percentage of students who score average and above RIT scores

2nd Grade - Mechanics - 34%

3rd Grade - Grammar - 38%

4th Grade - Grammar - 28%

5th Grade - Grammar - 50%

Challenges in writing are in the area of Grammar.

NWEA Demographic Data

In 2nd grade 75% of ELLs are in the bottom 30% of RIT scores

Percentage of students who met or exceeded NWEA RIT projected scores

4th - 40%

20c. Writing- Trends

Planning and organizing has been an area that Southwest has been working on and the data shows gains in student achievement. Grammar is an area that has challenges. Early grades gaps between female and male proficient have lowered. Fifth grade only area where gap is over 10%. No trends for other sub groups.

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.

Staff will review Common Core Grammar Standards in order to plan and teach grade level expectations.

Closer analysis of data will allow teachers to address individual classroom needs. By using the data teachers can effectively use formative assessment strategies to improve students learning in those challenging areas.

21a. Math- Strengths

M-STEP 2015
3rd Grade Math - 62% proficient District 66% ISD 62% State 49%
4th Grade Math - 62% proficient District 50% ISD 52% State 41%

NWEA
Percentage of students who scored average and above of RIT
Kindergarten - Geometry - 76% and Operations and Algebraic - 70%
1st - Operations and Algebraic - 86% and Geometry - 69%
2nd - Geometry - 86% and Measurement - 66%
3rd - Operations and Algebraic - 64% and Measurement - 66%
4th - Geometry - 70% and Operations and Algebraic - 63%
5th - Measurement - 69%

Strength in Operations and Algebraic Thinking and Geometry

NWEA Demographic Data
Insignificant gaps between male and female proficiency percentages, except 5th grade.
Less than 50% of ELL's scored in the bottom 30% of RIT scores for all grades except 4th.

Percentage of Students who met or exceeded NWEA RIT projected Score
1st - 55%
2nd -73%
5th - 63%

Total School - 50%

21b. Math- Challenges

M-STEP 2015

5th Grade 40% proficient District 58% ISD 62% State 48%

NWEA

Percentage of Students who scored average and above on RIT

K - Measurement - 64%

1st Grade -Number Operations - 68% and Measurement - 64%

2nd Grade - Operations and Algebraic Thinking - 72%

3rd Grade - Numbers and Operations - 50%

4th Grade - Measurement - 58% and Operations and Algebraic Thinking - 57%

5th Grade - Geometry - 64%

Overall Measurement and Numbers and Operations are areas of challenge.

NWEA Demographic Data

5th grade gap between males and females - Males 84% proficient and females 54% proficient

Percentage of students who met or exceeded NWEA projected RIT scores:

K-49%

3rd - 35%

4th - 28%

21c. Math- Trends

Operations and Algebraic Thinking went from area of challenge to an area of strength. Measurement remains an area of challenge for 2 years in a row.

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.

Southwest will continue using Problem Solving practices to sustain Operations and Algebraic Thinking as a strength.

Southwest will continue to work on math facts to assist in number sense.

Closer analysis of data will allow teachers to address individual classroom needs. By using the data teachers can effectively use formative assessment strategies to improve students learning in those challenging areas.

22a. Science- Strengths

MSTEP 2015

4th Grade - 27% proficient District 18% ISD 17% State 12%

Common Assessments show Earth Science as a strength area.

22b. Science- Challenges

Overall common assessment show that over 90% proficient in grade levels and subjects. There seems to be a gap in common assessments scores and performance on MSTEP Science assessment. This may be addressed since the State of Michigan has released new State Science Standards in which HPS is transitioning to implementation into the classroom.

22c. Science- Trends

Physical Science remains a area of strength for 2 years.

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.

Overall common assessment show that over 90% proficient in grade levels and subjects. There seems to be a gap in common assessments scores and performance on MSTEP Science assessment. This may be addressed since the State of Michigan has released new State Science Standards in which HPS is transitioning to implementation into the classroom.

Closer analysis of data will allow teachers to address individual classroom needs. By using the data teachers can effectively use formative assessment strategies to improve students learning in those challenging areas.

23a. Social Studies- Strengths

All grades scored over 85% in all common assessments.

23b. Social Studies- Challenges

M-STEP 2015
5th Grade 29% proficient District 33% ISD 35% State 22%

Overall common assessment show that over 85% proficient in grade levels and subjects. There seems to be a gap in common assessments scores and performance on MSTEP Social Studies assessment.

23c. Social Studies- Trends

None

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.

Closer analysis of data will allow teachers to address individual classroom needs. By using the data teachers can effectively use formative assessment strategies to improve students learning in those challenging areas.

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?

The highest overall Standards were Purpose and Direction and Resources and Support Systems.

24b. Student Perception Data

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

The lowest scoring questions were:

1.) In my school I am treated fairly. Score 2.5

2.) In my school students treat adults with respect. 2.3

3.) My principal and teachers ask me what I think about school 1.6

24c. Student Perception Data

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

Students perception of being treated fairly and students respecting adults will be addressed through our Positive Behavior System committee. We also will address it through district initiative of Capturing Kids Hearts program.

25a. Parent/Guardian Perception Data

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

The highest level of satisfaction among parents/guardians was in Standard 5 - Using Results for Continuous Improvement - 4.24 and Standard 3 - Teaching and Assessing for Learning. - 4.18

On individual questions -

Our school provides a safe learning environment. - 96% strongly agree or agree

My child knows the expectations for learning in all classes. - 89% strongly agree or agree

Our school provides students with access to a variety of information resources to support their learning. - 87% strongly agree or agree

All of my child's teachers use a variety of teaching strategies and learning activities. - 87% strongly agree or agree.

25b. Parent/Guardian Perception Data

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

Lowest levels of satisfaction are in Standard 2 - Governance and Leadership 4.13 and Purpose and Direction 4.13.

Overall questions-

Our school provides excellent support services (e.g. counseling, and or career planning) 66% strongly agree or agree

Our school ensures the effective use of financial resources. 67% strongly agree or agree

Our school shares responsibility for student learning with its stakeholders. - 68% strongly agree or agree

25c. Parent/Guardian Perception Data

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

Lowest scoring areas will be discussed at the first School Improvement meeting of the 2016-17 school year.

26a. Teacher/Staff Perception Data

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

The highest level of satisfaction for teachers/staff were the standards of Purpose and Direction and Governance and Leadership.

26b. Teacher/Staff Perception Data

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

The lowest level of satisfaction were in the standards of Teaching and Assessing for Learning and Resources and Support Systems.

26c. Teacher/Staff Perception Data

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

Teaching and Assessing for Learning was one of the lowest areas of satisfaction. This year Southwest created a data wall. This data wall includes all students and their assessment data. Students are colored coded depending on their proficiency. Next year we will use grade level meeting time to determine students who need additional academic support. Plans and outcomes for those students will be reviewed monthly.

In addition, staff members will opportunities for peer coaching.

Also, Southwest will continue professional development in formative assessment.

27a. Stakeholder/Community Perception Data

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

No stakeholder/community perception data was collected.

27b. Stakeholder/Community Perception Data

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

No stakeholder/community perception data was included.

27c. Stakeholder/Community Perception Data

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

No stakeholder/community perception data was collected.

Summary

28a. Summary

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

Demographic Data:

Strengths - Student enrollment, attendance, and behavior data remains consistent therefore there are no challenges.

Teacher/Leaders demographic and attendance data remains the same and there are no challenges.

Challenges - Class size is above district and state averages.

Process Data:

Strengths - Purpose and Direction and Teaching for Learning

Challenges - Using Results for Continuous Improvement and Governance and Leadership

Achievement/Outcome Data

Strengths: Reading - Literature and Informational Reading

Challenges - Vocabulary

Strengths: Math - Operations and Algebraic Thinking

Challenges: Measurement

Strengths: Science - Earth Science

Challenges: Proficiency on Common Assessments not matching to MSTEP results

Social Studies: Challenges - Proficiency on Common Assessment not matching to MSTEP results

Writing: Strength - Planning, Revising, and Editing

Challenge - Grammar

Perception Data:

Students: Strengths -Purpose and Direction and Resources and Support Systems

Challenges:

Parents: Strengths - Using Results for Continuous Improvement and Teaching and Assessing for Learning

Challenges- Governance and Leadership and Purpose and Direction

Teachers: Strengths - Purpose and Direction and Governance and Leadership

Challenges - Teaching and Assessing for Learning and Resources and Support Systems

28b. Summary

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

Demographic Area - Above average class size could have impact on student achievement.

Process Data - Lowest standard of Resources and Support Systems could impact on student achievement.

Achievement/Outcome Data - In reading need to address vocabulary and foundational skills. In mathematics need to address measurement and gap between males and females in 4th and 5th grade.
Science and Social Studies we need to address the gap in common assessments and MSTEP assessment.

Perception Data - Need to address students low score of being treated fairly and having staff ask students hat they think about school.

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?

To address the challenge of class size, we need to make sure we are utilizing all staff members for the greatest impact for student achievement. This will also address the low rating of resources and support systems on the self assessment. In addition, school equalization is in the 5 year Howell Strategic Plan to address these challenges.   As part of the SIP and HPS technology bond, technology professional development will be provided for staff in order to incorporate more technology into their teaching.

Southwest's focus in the 2016-17 school year will be using formative assessment into all classrooms. This activity provides teaching strategies and strategies looking at data in order for teachers to address students needs in their individual classroom. By using initial data, and using formative assessment in those particular skill areas, student achievement will go up. Also, formative assessment will provide students the opportunity to "take charge" of their own learning, improving our perception data concerns. Measurement of this activity will be district assessments.

Also, in the School Improvement Plan is for grade level meetings to address the need to coordinate learning support systems in order to meet all students learning needs.

Also, to address perception data Southwest will be using Capturing Kids Heart to provide a positive learning environment for all students. In addition, the Positive Behavior System will address challenges with behaviors that may interfere with student learning.

The above strategies and activities will address the challenges in our parent and teacher perception data.

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	MStep NWEA Common Assessments MLPP DRA SRI	

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.	No	Annual report hasn't been completed due to the M-Step.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	N/A	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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		

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	Liza Kelly, Executive Director of Labor Relations and Personnel Howell Public Schools Howell, Michigan 517-548-6229	

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		Student Parent Handbook

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Title 1 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 compiled by the Data Team Leader, School Improvement Chair and building principal. The data contained in this CNA was used by the entire school staff to determine our School Improvement Goals. This is a dynamic document that will be updated and revised on an annual basis.

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

Demographic Data:
Strengths - Student enrollment, attendance, and behavior data remains consistent therefore there are no challenges.
Teacher/Leaders demographic and attendance data remains the same and there are no challenges.
Challenges - Class size is above district and state averages.

Process Data:
Strengths - Purpose and Direction and Teaching for Learning
Challenges - Using Results for Continuous Improvement and Governance and Leadership

Achievement/Outcome Data
Strengths: Reading - Literature and Informational Reading
Challenges - Vocabulary

Strengths: Math - Operations and Algebraic Thinking
Challenges: Measurement

Strengths: Science - Earth Science
Challenges: Proficiency on Common Assessments not matching to MSTEP results

Social Studies: Challenges - Proficiency on Common Assessment not matching to MSTEP results

Writing: Strength - Planning, Revising, and Editing
Challenge - Grammar

Perception Data:
Students: Strengths -Purpose and Direction and Resources and Support Systems
Challenges:

Parents: Strengths - Using Results for Continuous Improvement and Teaching and Assessing for Learning

Challenges- Governance and Leadership and Purpose and Direction

Teachers - Strengths - Purpose and Direction and Governance and Leadership
Challenges - Teaching and Assessing Learning and Resources and Support Services

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

The goals are a result of comprehensive needs assessment analysis process that identifies students who are at-risk in the area of ELA,math, science, and social studies. For each grade level, a data wall was developed collaboratively between classroom teachers, Title 1 teachers, and principal. Level of competency using multiple objective criteria was determined in each of the four core subject areas in each grade level. In kindergarten through second grade developmentally appropriate measures were used, and other factors such as participation in Head Start or ECP, were taken into consideration as well. Students were ranked based on need and the neediest students receive Title 1 support. In addition, homeless students and ELL students are monitored and receive Title 1 services if needed.

To determine Southwest's goals multiple forms of data were analyzed. The assessments used were district common assessments, SRI, DRA, DIBELS, MLPP, and NWEA.
Based on the analysis of the data, Southwest has goals in Reading, Mathematics, and Writing.
We also need to continue to work on the gaps of subgroups of female and male, SES and non SES, and ELL students.

In order to address the priority needs discovered in the completing the comprehensive needs assessment, they following strategies and activities created Southwest's 2016-17 SIP.
Southwest will continue through professional development to implement the researched based strategy of formative assessment. Southwest is part of the FAME program and will start year two initiatives in the 2016-17 school year. Learn and analyze data is also an activity on SIP. Grade level time will be used to analyze data wall to insure all students are receiving interventions needed, in order for them to achieve academic success.
As part of the District Plan professional development will be provided to staff in order to integrate technology into teaching practices. This is part of a technology bond based for Howell Public Schools.
Also included in the school improvement plan is to learn and implement an aligned standards-based curriculum.

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?

Southwest will be using researched based strategies to improve instruction in the areas of Reading, Mathematics, and Writing. Strategies were chosen for those goals based on analysis of the entire school's assessments. NWEA will be used throughout the year to monitor, review, and improve instructional strategies used to meet our goals in reading, mathematics, and writing. Grade level meetings are set up quarterly in order to analyze multiple types of assessment on the data wall to monitor our progress and discuss ways to improve.
In order to meet the needs of children who are disadvantaged, RTI intervention time, outside the general education teaching schedule, will be made available for those students. Also ELL students and their parents will receive support in the curriculum. Curriculum will supplement

the general education teaching, but provide small group focused instruction.

Component 2: Schoolwide Reform Strategies

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

Southwest's staff met to review state school year. For each goal the staff determined a strategy that would help all students reach State's standards.

Goal 1 - All Southwest students will be proficient in reading. Strategy: Teachers will implement the researched based strategy of formative assessment, providing feedback to teachers and students that will adjust teaching and learning to improve student achievement in reading.

Goal 2- All Southwest Students will be proficient in writing. Strategy: Teachers will implement the researched based strategy of formative assessment, providing feedback to teachers and students that will adjust teaching and learning to improve student achievement in writing.

Goal 3 - All Southwest Students will be proficient in writing. Strategy: Teachers will implement the researched based strategy of formative assessment , providing feedback to teachers and students that will adjust teaching and learning to improve student achievement in mathematics.

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).

.Heritage, M., Kim, J., Vendlinski, T., & Herman, J. (2009). From evidence to action:
A seamless process in formative assessment? Educational Measurement: Issues
and Practice, 28(3), 24-31.

Wylie, C., & Lyon, C. (2009, August 3). What schools and districts need to know to
support teachers' use of formative assessment. Teachers College Record.

Graham S., Bollinger A., Olsen C., D'oust C., MacArthur C., and McCutchen D., June 2012. Teaching Elementary School Students to Be Effective Writers." What Works Clearinghouse.

Gillespie A. and Graham S. (2011) "Evidence Based Practices for Teaching Writing". John Hopkins University- New Horizons.

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

In 2014-15 Southwest staff read and discussed John Hattie's book "Visible Learning for Teachers". In reading the book, we learned that formative assessment had a large effect size on student achievement.

By using data, teachers can assess the needs of the students in their class are and use formative assessment in order to improve student achievement. Formative assessment allows us to improve instruction where student needs are.

Therefore, implementing formative assessment became Southwest's main focus for the 2015-16 school year.

To learn about implementing formative assessment, Southwest became a member of the Michigan's Department of Education's FAME project. The first year's focus was learning, reflecting, and early development of using formative assessment in the classroom.

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.

Southwest's schoolwide plan provides interventions for students by providing RTI outside core instructional time. That includes Title 1 staff, Speech Therapist, Special Education Staff, Occupational Therapist, Teacher Consultant, School Psychologist, Counselor, and School Social Worker.

The schoolwide plan also provides for ELL support for students and parents whose first language is not English.

Grade level meeting will be dedicated to analyzing student data from data wall. Students at risk will be determined and instructional interventions for that student will be discussed and planned.

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

To determine the effectiveness of our strategies and activities Southwest staff will use NWEA. NWEA is given three times a year and will be evaluated by staff to determine future instruction to meet are goals.

To determine who receives RTI assistance staff will utilize universal testing of NWEA and DRA. Also,

three times a year Title 1 eligibility sheets are created for all grades and all subjects. A point system is created using a multiple types of criteria: state assessment data, DRA, NWEA, SRI, SMI, and teacher recommendations. Students are then ranked to determine the most at-risk for each grade level and subject area. The classroom teacher, principal, and Title 1 teacher use the information from the eligibility sheets to determine students who will receive Title 1 support. In addition, homeless students, Economically Disadvantaged students, and ELL students are monitored closely to determine if Title 1 services are needed.

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		

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		

Component 4: Strategies to Attract Highly Qualified Teachers

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

Southwest has 19 general education teachers, 2 special education teachers, 1 half time art teacher, 1 physical education teacher, 1 music teacher, 1 technology teacher, 1 Title 1 teacher, and 1 teacher consultant. All but 2 of the the teachers have been at Southwest for 3 or more years. Two of the newer teachers were placed at Southwest due to new positions opening up, a BK and fifth grade position. The BK opening was due to teacher transferring to another school for a full time art position and the fifth grade position was a teacher returning from a leave.

Southwest has a low rate of turnover for the past five years. Over 75% of the staff have been teaching at Southwest for more than 5 years.

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

Ten teachers have been teaching for more than 15 years.
Fourteen teachers have been teaching for 9 to 15 years.
Three teachers have been teaching 4 to 8 years.
One teacher is teaching in her first year.

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

Southwest utilizes the teacher mentor program for new teachers to retain high quality teachers.
The interview process at Southwest consists of a committee of staff, administration, and parents to ensure high quality teachers that will be beneficial to the teaching staff at Southwest.
District and building administrators attend college and universities within the state to recruit highly
qualified staff. During the interview process, only highly qualified candidates, per state and federal
requirements, are selected. All reference and academic records are reviewed for accuracy.

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

District and building administrators attend college and universities within the state to recruit highly
qualified staff. During the interview process, only highly qualified candidates, per state and federal
requirements, are selected. All reference and academic records are reviewed for accuracy.

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?

Southwest does not have a high turnover rate.

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.

Southwest will be utilizing staff meeting time and grade level meetings to assist in professional development aligned to the goals.

Staff meeting time will be used in order to provide professional development in formative assessment.

Southwest has been accepted to be part of the Michigan's Department of Education FAME project. FAME team members will meet monthly to learn about formative assessment. That information will be presented to all Southwest Staff at staff meeting.

Also, staff meeting time will be dedicated to learning how to us and integrate technology into classroom instruction.

Meeting time will be given to grade levels in order to provide direction and time for staff members to analyze data in order to provide targeted and intentional instruction to meet all student needs.

Grade level meetings will be used for RTI to ensure at risk students are receiving services needed.

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

Staff meeting are held two times a month.

Grade level meeting are held once a month.

Label	Assurance	Response	Comment	Attachment
	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.

Design

Parents are involved in the design of our Schoolwide Title 1 program through parent surveys, parent membership on School Improvement Team, and Title 1 parent night. Parents are asked for suggestions on how we can improve the design of the program. Through these surveys and talking with parents we make changes to the design of the program.

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

Parents are involved in the implementation of our Schoolwide Title 1 program as well. Title 1 presented a Technology night for parents. Information was shown to parents of how to use technology to help their child learn. Web site demonstration were given for all subject areas. A large focus of the demonstration was given on our on-line reading program, Raz Kids.

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

Parents complete a survey yearly evaluating the plan. This survey is sent home to all parents whose children participate in the Title 1 program. The survey begins by describing the program and then asks parents to rank statements based on components of the Schoolwide Title 1 plan.
Parents are also encouraged to make suggestions at Title 1 parent meetings and at School Improvement meetings.

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

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

PARENT INVOLVEMENT POLICY
Southwest Elementary School
Southwest Elementary School follows the parent involvement policy guidelines in accordance with the No Child Left Behind Act of 2001, Section 1118. Southwest will distribute and make this Parent Involvement Policy readily available to the parents of each student participating in the School-wide Title I program and with parent input,update the policy periodically.
A. Southwest convenes an annual meeting in the fall of each school year with our entire school community. The purpose for the meeting is to share the information in the Annual Report, which describes the school improvement goal statements and the progress made by our students on the statewide academic assessments, and to share and discuss the school-wide Title I Plan, which was developed by the staff, parents, and community.

B. Title I provisions require that parents have the right to be involved in decisions related to their children's education, and the school is required to seek input from parents in a variety of ways. Southwest will meet these requirements by using the following avenues: a) the school improvement team will have parental representation at meetings where budget, student assessment data, and instructional strategies are discussed, developed, or revised. Parent members will be present when the expenditure of funds are discussed for the variety of programs related to the school improvement goal statements, such as family involvement curriculum nights, parent education programs, community outreach efforts, and tutoring programs. b) Individual Parent/Teacher

Conferences are held in November and March, and any additional meetings scheduled due to parent or teacher initiation. c) Parent surveys are used to determine parental satisfaction or dissatisfaction with the academic program, the

school climate, the school improvement plan, and other important key issues involving parent-teacher partnerships including homework and communication between home and school.

C. Southwest offers a flexible schedule of meetings to encourage parents' attendance. School Improvement meetings are rotated between mornings and afternoons outside the school day.

D. Parent input is sought specifically through parent surveys and parent participation in committees and activities for the development and revision of our parent involvement policy, our Parent-School Compact, and our School-wide Title I Plan.

E. Parents are provided with timely information in the following ways; weekly/monthly classroom newsletter, monthly updates at PTO meetings, quarterly issued report cards, scheduled Parent/Teacher Conferences and parent or teacher initiated meetings, phone calls, emails, Southwest Elementary School website, Howell Public Schools District website, monthly Southwest newsletters and calendars, Howell Public Schools District Scanner newsletter twice a year, and Student Code of Conduct booklet. Parents

will receive state of Michigan Grade Level Content Expectation booklets in Language Arts and Math describing in detail the academic requirements at each grade level.F. The Annual Report informs parents of the academic assessments that are used

to measure student progress. Parents receive copies of the student assessment results with the levels of proficiency defined, including parent friendly individual reports on the MEAP.

G. As described in Paragraph B, parents are given opportunities for decision making related to the

education of their children.

H. Parents are given materials and training on how they can improve their child's

achievement. Some examples include: curriculum nights to explain the grade level curriculum and

technology resources accessible by parents in order to support students in their core academic classes, Title 1 Literacy Night, upper and lower literacy nights. We also include Parent Link in our monthly newsletter, which contains ideas for parents on child development and how to support their child's success in school.

I. Southwest staff will continue to train on the best ways to strengthen positive

relationships between home and school. Parents will be offered the opportunity to attend a presentation of Jim Fay and David Funk's book, Teaching With Love & Logic.

J. Southwest will continue to coordinate and integrate with Parker Middle School and Highlander Way Middle Schools, and our local preschool programs by participating in the following transition programs: Sixth Grade Orientation for 5th grade students and preschool to kindergarten transition activities.

K. Southwest has access to translators for parent meetings. The building is fully handicap accessible.

L. Southwest has a Parent Compact that was developed jointly by staff and parents.

The Compact is used annually at parent conferences and signed by the parents, teachers, students, and principal. The Compact is reviewed each year, and the necessary revisions are made according to suggestions by parents, students, and staff.

M. Southwest provides reasonable support for parental involvement by allowing parents to volunteer in the building and in classrooms.

Parents are requested to attend Open House/Curriculum Night, special events and assemblies. Parents are encouraged to participate in a variety of ways. This allows for a rich partnership with parents, and benefits the students and staff.

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

Parents complete a survey yearly evaluating the plan. This survey is sent home to all parents whose children participate in the Title 1 program. The survey begins by describing the program and then asks parents to rank statements based on components of the Schoolwide Title 1 plan.

Parents are also encouraged to make suggestions at Title 1 parent meetings and at School Improvement meetings.

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

Southwest sends out a survey each year to the parents of students serviced by Title 1.

Parents are asked to rank each statement.

The scale is 1 = strongly disagree 2= disagree 3 = Do not know 4 = agree 5 = strongly agree

Below is the results of the survey with the average ranking before it.

1. 4.5 I am aware that Southwest updates their goals, strategies, and activities in the School Improvement Plan to maximize student success.

2. 4.2 Effective strategies are identified (through research) and aligned to the findings of the Comprehensive Needs Assessment to help students reach academic success at Southwest Elementary School.

3. 4.6 Title One staff are highly qualified to work with students at Southwest Elementary School.

4. 4.1 Parents are invited and very welsome to participate in the design, implementation, and evaluation of the school wide Title One program.

5. 4.5 I have received information about the program my child is in Title 1.

6. 4.5 I am confident that my child's instructional needs are met, with the help of Title 1.

7. 4.6 I am pleased with the progress my child is making with the help of Title 1.

8. 4.6 I believe my child has benefitted from support from Title 1.

9. 4.7 My child feels better about how they are doing in school due to getting support through Title 1.

10. 4.7 My child enjoys going to Title1.

Based on the feedback on the parent's survey,next year we will use additional forms of communication to inform parents know how they can participate in the design, implementation, and evaluation of the school wide Title 1. Also Title 1 will provide the information that the strategies used are researched based and aligned to our Comprehensive Needs Assessment.

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

The Title 1 staff reviews the student-parent compact with parents and asks for input. This compact clearly states what responsibilities are the teachers', such as delivering a high quality curriculum in a supportive environment. It also clearly states what responsibilities are the parent's, such as student attendance and homework completion. A signed copy of the compact is placed in theTitle 1 Monitoring Notebook.

Southwest has a Parent Compact that was developed jointly by staff and parents.

The Compact is used annually at parent conferences and signed by the parents, teachers, students, and principal. The Compact is reviewed each year, and the necessary revisions are made according to suggestions by parents, students, and staff.

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

At the first conference of the school year, the general education teacher and Title 1 teacher meet with the parents of a students serviced by Title 1. At that time, we review the compact together and address any questions the parents have.

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

Southwest does not service middle school or high school students.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Title 1 Compact

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

Southwest provides parents with a variety of venues in order for them to follow their child's academic success. This includes parent conferences offered two times a year. Parents are also able to access current academic progress daily through Power Schools. Report cards are sent home each term for grades 2-5. Also, Progress Reports are sent home mid-term, four times a year for grades 2-5. At the first Parent-Teacher conference, parents are invited and strongly encouraged to come to the Title 1 room to meet with the Title 1 staff. We review how students are assessed and chosen for participation in the Title 1 program, and when students are considered at grade level and dismissed from the Title 1 program, in parent friendly language.
We also review the individual child's assessment data with the parents, in parent friendly language. SRI parent reports, and NWEA reports are available for parents and they are encouraged to come and meet with the Title 1 staff to discuss the results in parent-friendly terms. Kindergarten through 1st grade report cards are sent home each semester. Each quarter parents are sent home progress reports for Title 1 students based on a variety of assessments.

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?

Successful transitioning of students and their parents to Kindergarten at Southwest Elementary School is Southwest Elementary School done through multiple ways.

Howell Public Schools offers a large menu of opportunities and childcare for parents of pre-school age children. Southwest Elementary School is home to a 6 year old pre-school program. Parents whose children will attend Southwest Elementary School as a kindergartner, often try to register for a spot in this preschool. This lends itself to a strong emotional and cultural connection to the building, staff, and playground, which all bode well for transitioning to kindergarten.

During March and April of each year, Howell Public Schools holds district Kindergarten registration. The date, times and location are advertised for weeks through building marquees, newsletters and websites, district websites, PTO websites, local newspaper, local radio station, and flyers that are disseminated to area Day Care Centers, Preschools, Pediatrician offices and realtor offices.

At the Kindergarten Registration, parents and students have a day of opportunities (9 a.m. - 1 p.m. and 3 p.m. to 6 p.m.) to complete and submit required registration paperwork, have their child's vision checked with Livingston County Health Department presence and participation, register for pre and or post school day child care, complete an application for Free and or Reduced lunch, speak with a Child Librarian from our local Library and sign up for a library card and/or program. Bilingual Tutors (from our ELL programs) are available to support our non English speaking parents through the registration and orientation process.

Building Principals, Kindergarten teachers, counselors (with therapy dogs), PTO representatives and office staff are at each building's station. Again, this chance to make the process as painless and complete as possible, and providing the opportunity to meet and connect with building staff is designed and successful in supporting a successful transition into Kindergarten.

Students who are receiving support services through Child Find (which usually includes IEPs) are invited with their parents to attend a transition IEP at Southwest Elementary School to support the transition. Prior to the opening of the school year, Kindergarten staff, Speech and Language Therapist, Counselor, Principal, Title I Teacher, Building Office Staff and Bus Drivers (with a school bus) all Southwest Elementary School to host an evening Kindergarten Open House. This allows each student to meet their teacher, see their classroom, find their locker, tour the entire building and meet the building staff they are most likely to interact with daily, prior to the opening of school. While parents get to do the same, they can also discuss their child's transportation plans, finish the registration process if needed, and share any specific concerns they have for their child and or family as they begin their school career. Invitations are sent personally to all registered incoming Kindergarten families along with being advertised through all available avenues. Through Great Start Livingston, Howell Public Schools has built a partnership with Day Care and PreSchool providers. This is designed to support kindergarten students having the social,emotional and cognitive readiness for the all day, rigorous, kindergarten experience. Southwest Elementary School staff are available to provide tours, respond to curriculum and schedule inquiries as well as answer any questions prior to and following registration.

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?

Prior to the opening of the school year, Kindergarten staff, Speech and Language Therapist, Counselor, Principal, Title I Teacher, Building the first Parent-Teacher conference, parents are invited and strongly encouraged to come to the Title 1 room to meet with the Title 1 staff. We review how students are assessed and chosen for participation in the Title 1 program, and when students are considered at grade level and dismissed from the Title 1 program, in parent friendly language. We also review the individual child's assessment data with the parents,

in parent friendly language. Parents are encouraged to attend the Title 1 Literacy Night where we provide parents with both training and

materials that they can use with their children at home to help them succeed.

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?

Local Assessments

The Southwest staff has vertical committees which are meeting to gather recommendations for screenings, progress monitoring, and quarterly assessments. These recommendations will be brought to the whole staff for input and decision-making.

The District School Improvement team creates the assessment calendar, in which teachers are members.

This assessment calendar draft is then presented to the teachers' union for approval. This assessment grid indicates the basic testing that needs to be done for all students. When students are found to be below grade level standards the general education teacher and Title 1 teacher will use a variety of assessments to progress monitor intervention implementation.

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Howell Public Schools employs a data manager who supports and communicates with staff regarding professional development of district data management systems.

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

Teachers are involved in analyzing the student achievement data during staff meetings, grade level

meetings, and professional development days. Student achievement data is analyzed to ensure our school

improvement goals are in place to ensure all students are making progress towards achieving State academic standards. Individual student achievement data may be analyzed on an as needed basis between the general education teacher and Title 1 teacher to ensure they are progressing with interventions put into place.

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.

A variety of assessments are used in order to identify students not mastering State academic achievement standards. Along with these assessments the general education recommendations are considered in identifying these students.

In kindergarten the MLPP testing done in the beginning of the year identifies those students who need assistance in reading.

For mathematics, NWEA is given 3 times a year to determine students who need additional support. NWEA reading assessment is given at the end of the year.

In grades 1-3, the Developmental Reading Assessment and NWEA assessment are used to identify students who may need assistance.

For grades 3-5 the M-Step is one assessment used to identify students. NWEA assessment, Scholastic Reading Inventory, and district common assessments (for mathematics, ELA, social studies, and science).

DIBELS is done K-2 as a universal screener.

Three times a year Title 1 Eligibility sheets are created using the above assessments and teacher recommendations to rank students who are experiencing difficulty in mastering State academic achievement assessment standards. Progress monitoring is by doing running records as prescribed in the LLI program.

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 who are identified as not mastering State's academic achievement standards are assessed by the general education teacher and the Title 1 teachers to identify strengths and specific areas of concern. Based on this assessment, students receive additional assistance in instruction from Title 1. This instruction is differentiated to meet the child's individual needs by supplementing what is taught in the general education classroom. These students meet with Title 1 on a daily basis, during an enrichment time, in order for them to not miss any core instruction in their general education classroom. Monitoring of these students is done by the general education and Title 1 teacher to ensure they are making progress toward the State's academic achievement standards.

Additional resources to assist students include:

- Southwest also has Instructional Coach teams used to support students learning through peer coaching.

- Special Education Teachers team-teach with general education staff.

- English Language Learners Tutors support students in the classroom.

- Southwest is a Positive Behavior School.

- Students who struggle with behavior receive support through individualized behavior plans along with

social work and counseling services.

- Lunch buddies is a program developed with local Big Brothers and Big Sisters organization. They come into our building once a month to have lunch with and mentor a student throughout the year.

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

Students' individual needs are addressed in the classroom through a variety of ways. For reading, students are reading in small groups or individually at the reading level determined by DRA or SRI. Pre-assessments in math are used to identify students who need additional support on particular concepts. Writing is differentiated for students by conferencing with the teacher on their particular strengths and areas needed for improvement in writing.

Supplemental reading material is made available to students in science and social studies depending on their needs.

When planning lessons teachers use the following checklist to ensure a variety of strategies are used to aid in differentiation. The is checklist is adapted from NCET work, "Differentiation: A Practical Handbook of Classroom Strategies."

Differentiation of Resources: appropriate reading levels, variety of media, technology, study guides, study skills,

Differentiation of Task: variety of tasks, matching of tasks to students, identifying particular outcomes for each task, building learning routes,

Differentiation of Support: support other adults and students, individual support by teacher, support through differentiated resources and technology, cooperative learning, small group tutoring

Differentiation by Response: course objectives accessible to students, making assessment criteria explicit, response partners, learning logs, small group tutoring individual action plans

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.

Howell Public Schools' Director of School Improvement, Curriculum and Professional Development meet regularly to discuss and plan the use of funds from Title IIA, Title IA, 31A and Title III with Elementary Principals.

Resources: Southwest Elementary School will use Title1, Title II, Title III along with district, state and federal funds to enhance the academicachievement of all students.

Support Programs: Title 1A, Title IIA, Title III

Comprehensive Needs Assessment - Title IIA Funds

School-wide Reform Strategies - General Fund, Title IA, Title IIA, Title III, PTO

Strategies to Attract H/Q Teachers - General Fund, Title IIA

Highly Qualified and Ongoing Professional Development - Title IA, Title IIA,Title III, and IDEA

Strategies to Increase Parental Involvement - Title I, Title III, General Fund, PTO

Preschool Transition Strategies - General Fund, IDEA

Teacher Participation in Making Decision - General Fund

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards - Title IA, IDEA,

General Funds

State educational agencies, local educational agencies (LESA) , and other Federal programs that are coordinated with our Schoolwide program include: Special Education, Speech, Occupational Therapy, Physical Therapy, counseling, ELL, school nutrition Brothers/Big Sisters, and social work..

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.

Title 1 resources are used to supplement the student's general academic curriculum. These resources are used to provide differentiated academic instruction and guide practices that are individualized to student particular needs in order to meet State academic standards. These resources are available to all students determined to receive Title 1 services.

Also resources are used in order to increase parent involvement in their child's academic success and in the design, implementation, and evaluation of the Title 1 program.

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.

Southwest coordinates programs such as Positive Behavior Systems, Free and Reduced Lunch programs, Fuel Up 60, and coordination with Head Start for new Kindergarters to suppport achievement in violence prevention programs, nutrition programs, and Head Start.

Evaluation:

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

Surveys are sent to parents, staff, and given to students to evaluate the schoolwide program each year.

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.

Each year the School Improvement Team evaluates the plan based on achieving the goals set. (Proficiency percentages.) The team and staff evaluate state assessment data in detail by grade, demographics, and standard tested. Based on that research the team re-evaluates the activities in the plan to make adjustments to improve the academic achievement of students.

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.

Students who are the furthest from achieving standards are Title 1 students and/or special education students. Their progress is monitored through a variety of assessments throughout the year, SRI, DIBELS, DRA, SMI, NWEA, M-Step and classroom assessments. Goals of achievement are set for each student and reviewed with student and Title 1 teacher or Special Education teacher to determine if they are making desired gains.

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?

Each year the plan is evaluated by the staff and School Improvement team, based on data, survey results, and new research in teaching. With that information each goal, objective, strategy, and activity are updated to meet the needs of our students for continuous improvement.

SW School Improvement Plan - 2016-17 Goals

Overview

Plan Name

SW School Improvement Plan - 2016-17 Goals

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Southwest Elementary School will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 11	Academic	$0
2	All Southwest Students will be proficient in writing.	Objectives: 1 Strategies: 3 Activities: 10	Academic	$0
3	All Southwest Students will be proficient in mathematics	Objectives: 1 Strategies: 3 Activities: 10	Academic	$0

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

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth and 58% of students will meet Fall to Spring Projected Growth Goals in Reading by 06/30/2017 as measured by NWEA reading assessment.

Strategy 1:

Formative Assessment - Teachers will implement the researched based strategy of formative assessment, providing feedback to teachers and students that will adjust

teaching and learning to improve student achievement in reading.

Category: Learning Support Systems

Research Cited: Dunn, K. E., & Mulvenon, S. W. (2009). A critical review of research on formative

assessment: The limited scientific evidence of the impact of formative assessment

in education. Practical Assessment, Research & Evaluation, 14(7), 1–11.

Heritage, M., Kim, J., Vendlinski, T., & Herman, J. (2009). From evidence to action:

A seamless process in formative assessment? Educational Measurement: Issues

and Practice, 28(3), 24–31.

Tier: Tier 1

Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn and implement assessment literacy as outlined in year 2 of FAME project.	Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - Vocabulary Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 will implement a vocabulary program to support students whose reduced vocabulary affects their reading growth.	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All Title 1 staff

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

Learn to use and integrate technology in teaching strategies and classroom management.	Technology, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - Standards Based Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn and implement an aligned Standards-based Curriculum.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Strategy 2:

Provide Multitiered Systems Support - Provide MTSS/RtI - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) / Response to Intervention (RtI) program; highquality

researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school.

Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase student engagement and academic growth and success.

Category: Learning Support Systems

Research Cited: Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 2

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide MTSS outside core instructional time through researched based teaching strategies that increase academic growth.	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2017	$0	No Funding Required	Support Staff and Title 1 Staff

Activity - ELL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support ELL students and their parents in ELA proficiency. Provide professional development for staff to implement effective teaching strategies.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/30/2017	$0	No Funding Required	ELL tutors

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn and analyze data to inform instruction using new data system. Data includes District and State mandated assessments.	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - S.T.A.R.T.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn effective researched-based strategies to Support Students with Disabilities.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	$0	No Funding Required	Special Education staff

Activity - Three Tiers of Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn teaching strategies to enhance instructional practices and increase student engagement through three tiers of intervention. Programs include Capturing Kids Hearts and Reaching Higher.	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1		09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - Homeless students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support homeless students with comparable services.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Strategy 3:

Improve our Model of Continuous Improvement - Improve Model of Continuous Improvement - This strategy corresponds with Standard 5 of our District Accreditation

AdvancED 5 Quality Standards. This strategy will

be connected at the activity level by providing learning and initiatives in leadership, the school improvement process and all state and federal mandates

Category: Other - School Improvement Process

Research Cited: Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Tier: Tier 1

Activity - AdvancEd School Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development in the AdvancEd School Improvement Process, as well as state and federal mandates through school/district meetings, conferences, and/or workshops.	Professional Learning	Tier 1	Monitor	09/01/2016	06/30/2017	$0	No Funding Required	School Improvement Team

Goal 2: All Southwest Students will be proficient in writing.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth and 62% of students will meet Fall to Spring Projected Growth Goal in Writing by 06/30/2017 as measured by NWEA Language Usage Assessment.

Strategy 1:

Formative Assessment - Teachers will implement the researched based strategy of formative assessment, providing feedback to teachers and students that will adjust

teaching and learning to improve student achievement in writing.

Category: English/Language Arts

Research Cited: Dunn, K. E., & Mulvenon, S. W. (2009). A critical review of research on formative

assessment: The limited scientific evidence of the impact of formative assessment

in education. Practical Assessment, Research & Evaluation, 14(7), 1–11.

Heritage, M., Kim, J., Vendlinski, T., & Herman, J. (2009). From evidence to action:

A seamless process in formative assessment? Educational Measurement: Issues

and Practice, 28(3), 24–31.

Tier: Tier 1

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn to use and integrate technology into instructional practices and classroom management.	Technology, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - Standards Based Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn and implement an aligned Standards-based Curriculum	Curriculum Development	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn and implement Assessment Literacy as outline in year 2 of FAME project.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Strategy 2:

Provide Multitiered Systems Support - Provide MTSS/RtI - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) / Response to Intervention (RtI) program; highquality

researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school.

Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase student engagement and academic growth and success.

Category: Learning Support Systems

Research Cited: Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 1

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide MTSS outside core instructional time by providing researched based strategies to increase academic growth.	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2017	$0	No Funding Required	Support staff - Title 1 staff

Activity - ELL support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support ELL students and parents in ELA proficiency. Provide professional development for staff to implement effective teaching strategies.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	ELL tutors

Activity - Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn and analyze data using new data system. Data includes District and State mandated assessments.	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - S.T.A.R.T.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn strategies to support students with disabilities. Researched based strategies will enhance instructional practices and student engagement.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/01/2016	06/30/2017	$0	No Funding Required	Special Education Staff

Activity - Three Tiers of Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn teaching strategies to enhance instructional practices and increase student engagement through three tiers of intervention. Programs include Capturing Kids Hearts and Reaching Higher.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - Homeless Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support homeless students with comparable services.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2017	$0	No Funding Required	All Staff

Strategy 3:

Advanc-Ed School Improvement Process - Improve Model of Continuous Improvement - This strategy corresponds with Standard 5 of our District Accreditation

AdvancED 5 Quality Standards. This strategy will

be connected at the activity level by providing learning and initiatives in leadership, the school improvement process and all state and federal mandates

Category: Other - School Improvement Process

Research Cited: Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Tier: Tier 1

Activity - Advanc-Ed School Improvement Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development in the AdvancEd School Improvement Process, as well as all state and federal mandates through school/district meetings, conferences, and/or workshops.	Professional Learning	Tier 1	Monitor	09/01/2016	06/30/2017	$0	No Funding Required	School Improvement Team

Goal 3: All Southwest Students will be proficient in mathematics

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth and 55% of all students will meet Fall to Spring projected growth goal in Mathematics by 06/30/2017 as measured by NWEA Mathematics Assessment.

Strategy 1:

Formative Assessment - Teachers will implement the researched based strategy of formative assessment, providing feedback to teachers and students that will adjust

teaching and learning to improve student achievement in mathematics.

Category:

Research Cited: Dunn, K. E., & Mulvenon, S. W. (2009). A critical review of research on formative

assessment: The limited scientific evidence of the impact of formative assessment

in education. Practical Assessment, Research & Evaluation, 14(7), 1–11.

Heritage, M., Kim, J., Vendlinski, T., & Herman, J. (2009). From evidence to action:

A seamless process in formative assessment? Educational Measurement: Issues

and Practice, 28(3), 24–31.

Tier: Tier 1

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn to use and integrate technology into classroom practices and classroom management.	Technology, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn and implement assessment literacy as outlined in year 2 of FAME project.	Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - Standard Based Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn and implement an aligned Standards - based curriculum.	Curriculum Development, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Strategy 2:

Provide Multiteiered Systems Support - Provide MTSS/RtI - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) /

Response to Intervention (RtI) program; highquality

researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school.

Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to

increase student engagement and academic growth and success.

Category: Learning Support Systems

Research Cited: Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 2

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide MTSS outside core instructional time to provide researched based strategies to increase academic growth.	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

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

| Support ELL students and their parents in ELA proficiency. Provide professional development for staff to implement effective teaching strategies. | Academic Support Program | Tier 2 | Monitor | 09/01/2016 | 06/30/2017 | $0 | No Funding Required | Ell tutors, teachers, and administration |

Activity - Analyze data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn and analyze data to inform instruction using new data system. Assessments include District and State mandated assessments.	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - START	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn effective researched based strategies to support students with disabilities.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	$0	No Funding Required	Special education staff

Activity - Three Tiers of Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn teaching strategies to enhance instructional practices and increase student engagement through three tiers of intervention. Programs include Capturing Kids Hearts and Reaching Higher.	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Activity - Support Homeless students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support Homeless students with comparable services.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2017	$0	No Funding Required	All staff

Strategy 3:

Model of Continuous Improvement - Improve Model of Continuous Improvement - This strategy corresponds with Standard 5 of our District Accreditation AdvancED 5

Quality Standards. This strategy will

be connected at the activity level by providing learning and initiatives in leadership, the school improvement process and all state and federal mandates

Category: Other - School Improvement Process

Research Cited: Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Tier: Tier 1

Activity - Advanc-Ed School Improvement Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development in the AdvancEd School Improvement Process, as well as all state and federal mandates.	Professional Learning	Tier 1	Monitor	09/01/2016	06/30/2017	$0	No Funding Required	School Improvement Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Analyze data	Learn and analyze data to inform instruction using new data system. Assessments include District and State mandated assessments.	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
Three Tiers of Intervention	Learn teaching strategies to enhance instructional practices and increase student engagement through three tiers of intervention. Programs include Capturing Kids Hearts and Reaching Higher.	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1		09/01/2016	06/30/2017	$0	All staff
AdvancEd School Improvement	Provide professional development in the AdvancEd School Improvement Process, as well as state and federal mandates through school/district meetings, conferences, and/or workshops.	Professional Learning	Tier 1	Monitor	09/01/2016	06/30/2017	$0	School Improvement Team
Standard Based Curriculum	Learn and implement an aligned Standards - based curriculum.	Curriculum Development, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
ELL Support	Support ELL students and their parents in ELA proficiency. Provide professional development for staff to implement effective teaching strategies.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/30/2017	$0	Ell tutors, teachers, and administration

Data Analysis	Learn and analyze data to inform instruction using new data system. Data includes District and State mandated assessments.	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
ELL Support	Support ELL students and their parents in ELA proficiency. Provide professional development for staff to implement effective teaching strategies.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/30/2017	$0	ELL tutors
MTSS	Provide MTSS outside core instructional time through researched based teaching strategies that increase academic growth.	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2017	$0	Support Staff and Title 1 Staff
FAME	Learn and implement assessment literacy as outlined in year 2 of FAME project.	Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
Homeless students	Support homeless students with comparable services.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/30/2017	$0	All staff
Homeless Students	Support homeless students with comparable services.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2017	$0	All Staff
Technology	Learn to use and integrate technology in teaching strategies and classroom management.	Technology, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
Technology	Learn to use and integrate technology into instructional practices and classroom management.	Technology, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
START	Learn effective researched based strategies to support students with disabilities.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	$0	Special education staff
MTSS	Provide MTSS outside core instructional time by providing researched based strategies to increase academic growth.	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2017	$0	Support staff - Title 1 staff

Support Homeless students	Support Homeless students with comparable services.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2017	$0	All staff
Three Tiers of Intervention	Learn teaching strategies to enhance instructional practices and increase student engagement through three tiers of intervention. Programs include Capturing Kids Hearts and Reaching Higher.	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
Standards Based Curriculum	Learn and implement an aligned Standards-based Curriculum	Curriculum Development	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
S.T.A.R.T.	Learn strategies to support students with disabilities. Researched based strategies will enhance instructional practices and student engagement.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/01/2016	06/30/2017	$0	Special Education Staff
Formative Assessment	Learn and implement Assessment Literacy as outline in year 2 of FAME project.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
ELL support	Support ELL students and parents in ELA proficiency. Provide professional development for staff to implement effective teaching strategies.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2017	$0	ELL tutors
Data	Learn and analyze data using new data system. Data includes District and State mandated assessments.	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
Vocabulary Program	Title 1 will implement a vocabulary program to support students whose reduced vocabulary affects their reading growth.	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2017	$0	All Title 1 staff
Technology	Learn to use and integrate technology into classroom practices and classroom management.	Technology, Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
MTSS	Provide MTSS outside core instructional time to provide researched based strategies to increase academic growth.	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2017	$0	All staff

Formative Assessment	Learn and implement assessment literacy as outlined in year 2 of FAME project.	Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
Standards Based Curriculum	Learn and implement an aligned Standards-based Curriculum.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
Three Tiers of Intervention	Learn teaching strategies to enhance instructional practices and increase student engagement through three tiers of intervention. Programs include Capturing Kids Hearts and Reaching Higher.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	$0	All staff
S.T.A.R.T.	Learn effective researched-based strategies to Support Students with Disabilities.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	$0	Special Education staff
Advanc-Ed School Improvement Process	Provide professional development in the AdvancEd School Improvement Process, as well as all state and federal mandates through school/district meetings, conferences, and/or workshops.	Professional Learning	Tier 1	Monitor	09/01/2016	06/30/2017	$0	School Improvement Team
Advanc-Ed School Improvement Process	Provide professional development in the AdvancEd School Improvement Process, as well as all state and federal mandates.	Professional Learning	Tier 1	Monitor	09/01/2016	06/30/2017	$0	School Improvement Team