



School Improvement Plan

Three Fires Elementary School

Howell Public Schools

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Howell, MI 48843-8814

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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?

Three Fires Elementary School (TFES) is a pre-K-5th grade school located in Genoa Township. It has the smallest enrollment of 7 elementary schools located within the Howell Public School District in Howell, Michigan. The city of Howell has a population of around 9,500 people and is approximately 94% Caucasian. The diversity in the school mirrors the diversity in the community. Howell is the county seat for Livingston County. Howell Public Schools is the largest school district of the 5 school districts in Livingston County. Housing opportunities in our attendance area include trailer parks, low-income to middle income apartments, and mid to upscale subdivisions. We have experienced declining enrollment due to a declining birth rate in the county and the effects of the economy on the stability of families. Over the past 10 years, we have gone from having 3-4 sections of a grade level to where we will have only 2 sections of each grade level for the 16-17 school year. The enrollment was around 575 in 2005; enrollment for the 16-17 school year is projected to be around 285 students. Mobility has been a key factor related to student and family stability. The number of students who qualify as "homeless" due to doubling up with friends or family that live in the Howell area hovers around 5% of our student body. The majority of the students who transition in and out of the school during the year came or left due to factors related to economic hardship or changing family dynamics. Our percentage of free and reduced lunch students in March of 2016 was around 43%. Students with special needs comprise approximately 10% of our population. These are students who receive primarily the least restrictive support for their needs. Prior to the administration of M-STEP, our sub-groups included gender, students with disabilities, and economically disadvantaged. Ethnicity and English Language Learners (ELL) are not a sub-group at TFES - elementary ELL students are centrally located at Southwest Elementary School. As we have transitioned to the M-STEP, the two sub-groups that we monitor closely are our students with disabilities and our economically disadvantaged students. At TFES for the 16-17 school year, there is projected to be 12 K-5 general education classroom teachers and 4 special area teachers (1.0 PE Teacher and Art Teacher; 0.6 Technology Teacher and 0.6 Music Teacher). These special area teachers provide 55 minutes of art, music, PE, and computers to our students 5 days/week. We have a full-time Title I/MTSS Teacher and Title I/MTSS Assistants (we had 3 assistants in the 15-16 school year; number has not been determined for the 16-17 school year). We have two 1.0 Resource Room Teachers and a 0.4 Teacher Consultant who provide support to the special education students in the building. Our Teacher Consultant also facilitates the Instructional Consultation process in our building. Special Needs Paraprofessionals (title transitioning to Independence Facilitators) are hired on an as needed basis to assist with our most challenging students - we had one 31.25 hour/week Special Needs Paraprofessional for the 15-16 school year; we are slated to gain an additional 30 hour/week Special Needs Paraprofessional for the 16-17 school year. The Livingston Educational Service Agency (LESA) provides a full-time speech therapist, and a part-time psychologist, a social worker, an OT, and a PT to the building. We have access through LESA to a consultant for Autism, and to other consultants on an as needed basis. We have 2.0 Elementary Guidance Counselors who split their time between our 7 elementary schools (0.28 in each building). Our office is staffed with a full-time secretary and a part-time clerk. We have a full-time media secretary who staffs our media center and assists in the main office. We have 5 general education aides who supervise recess and lunch with our students, and 3 individuals who oversee our food service operations in the building. We have one day custodian and a custodial crew that cleans our building in the evening. Reductions continue to bring challenges such as increased class sizes and a reduction in services to students and their families with each ensuing year, and these challenges will be no different for the 16-17 school year.

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.

Howell Public Schools is an exemplary learning community committed to maximizing every student's success. The district's "Vision" is "Empowering students to be successful citizens." Our district belief statements support this mission and vision in that we believe all students can learn; all students learn best in a safe, secure, and engaging environment; the responsibility for student success is shared among parents, students, staff, and community; encouraging and promoting growth and innovation empowers students to be successful citizens; all students have dignity, value, and voice; building relationships between staff and students promotes continuous improvement for all; and strong financial stewardship and transparency demonstrates trust with our Howell Public Schools community. As part of a community-wide Strategic Planning Process in the fall of 2016, the district revised its mission, vision, and beliefs. In addition to the mission, vision, and beliefs of the district, Three Fires Elementary School (TFES) strives to create students who are "Learners for Life" by providing a balance between our academic programming and our social-emotional/skills for life programming. We follow the Michigan State Standards and have implemented a solid PBIS Program where students are expected to be safe, kind, respectful, and responsible, and to fill someone's bucket everyday! We have a partnership that was established 10 years ago with the LOC Federal Credit Union which has 5th grade students operating a real branch of the credit union during lunch one day a week from October-May. Students interview for positions within the credit union and then spend a quarter of the year operating the credit union and marketing its services to our students, staff, and families. We have a Student Council comprised of 3rd-5th grade students. The Student Council supports many community service projects throughout the year such as a community food drive and a collection drive for the Ronald McDonald House in Lansing. They hold a coin drive for Howell High School's "Gold Cross" organization (this is the high school's equivalent of the Red Cross). They also financially support student activities within the school. Parents are an important component of our learning community. Each fall, we have approximately 90-95% of our parents attending parent-teacher conferences (95% attended in the fall of 2015). We have a very supportive PTO that provides numerous volunteers around the school, provides 4-5 cultural assemblies during the year, provides a variety of "family activities", provides a spring walking club for our students and staff, and which provides financial support to teachers for classroom activities that the school budget can no longer support (field trips, classroom libraries, extra supplies that are nice to have, but not a necessity, etc.). Parents tell us that the school is a beautiful facility with caring and supportive staff who communicate with them in a variety of ways and who are willing to listen to their concerns and who try to address those concerns. As one parent said in a survey, "Three Fires creates a safe supportive environment where all staff and students care about my kids' academic success." Staff report in their survey comments that we are supportive of our students, that we are a dedicated staff, and that there is strong collaboration among teachers to ensure student success.

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.

This past spring, we completed our second administration of the M-STEP (1st administration was in the spring of 2015). All 3rd-5th grade TFES students took the on-line version of the assessments at their grade level. In December of 2015, the district hosted an NCA External Review and had their NCA District Accreditation renewed. In the fall of 2013, we began our 1st year as a Schoolwide Title I Building (we made application to become a schoolwide Title I building to the MDE in the spring of 2013). We just completed our third year as Schoolwide Title I building and will be starting our 4th year in the fall of 2016. In March of 2012, the district went through a Title I Audit. TFES was one of the schools selected for an on-site review during the Title I Audit. In the fall of 2012 and the fall of 2013, Three Fires was recognized as a "Reward School" by the state of Michigan, and in December of 2011, the building principal was recognized as an Outstanding Principal from Region 2 by the Michigan Elementary and Middle School Principals Association (MEMSPA). The building principal just completed her 15th year as the building administrator at Latson Elementary/Three Fires Elementary.

Additional Information

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

In the fall of 2011, Latson Rd. Elementary became Three Fires Elementary. The staff and students who had been at Latson Rd. Elementary School moved to a building that had been built as Three Fires Middle School in 2002. The Howell Board of Education made the decision in January of 2011 to move Latson Rd. students to Three Fires "Middle School" and to move the middle school students that were at Three Fires to the district's vacant high school. The Latson Rd. staff and students that were affected by this decision moved from a 32 year old building that had been built as an elementary school to a 9 year old building that had been built to house middle school students. The sheer size and layout of the building provided some challenges for staff, students, and parents during the 2011-2012 school year. After 5 years in the new location, staff and students have settled in and created an "elementary" feel to the building. There will always be logistical issues (size, distance to walk between various locations, location of bathrooms and drinking fountains, and the move from a one story building to a two story building), but overall the move to a newer, updated, well-lit facility with additional "educational" spaces that a traditional elementary school does not have, have outweighed the logistical issues that have needed to be addressed. During the 13-14 school year and during the 14-15 school year, a district Facilities Committee met and recommended that another elementary school in the district be closed and that the students at that school be moved over to Three Fires, creating a building with an enrollment of approximately 700 students. After both years of studying the issue of potential consolidation, the recommendation was not supported by the Board of Education. With a definite need to "right-size" facility usage in the district (right size district and prioritize facility needs were both listed as 1st year objectives in the district's strategic plan), the topic of "right-sizing" will more than likely resurface during the 16-17 school year.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

A building School Improvement Team/Steering Committee and the NCA District Accreditation/MDE School Improvement Process is utilized to engage a variety of stakeholders in the development of the school's improvement plan. The building School Improvement Team/Steering Committee has staff representation from the principal, the School Improvement Chair, the Title I/MTSS Teacher, a grade level representative from each grade level K-5, a special education representative, a special area representative, and a support staff representative. In addition to staff representation, parents and business/community representatives are invited to serve on the committee. At a minimum, the committee should have 3 parents and 1 business/community representative. The School Improvement Team/Steering Committee meets monthly from September-May. Meetings are held on the 3rd or 4th Thursday of the month (unless a holiday or District School Improvement Team Meeting falls on the 3rd or 4th Thursday) from 4:00 p.m.-5:30 p.m. At the first meeting in September, new committee members are welcomed and the entire SI process and the role of its members are reviewed. Also at the first meeting, the day and time to meet is reviewed to make sure it works for all committee members/stakeholder groups. The SI Team/Steering Committee and the staff as a whole analyze demographic data, process/program data (NCA Self-Assessment), achievement data, and perception data. It is from this data analysis that is completed throughout the year by the SI Team/Steering Committee and staff as a whole that the goals, objectives, strategies, and activities for the building SI Plan are developed.

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

Stakeholder groups that are represented on the SI Team/Steering Committee and that participated in the development of the improvement plan are staff, parents, and a business/community partner. The building School Improvement Team/Steering Committee has staff representation from the principal, the School Improvement Chair, the Title I/MTSS Teacher, a grade level representative from each grade level K-5, a special education representative, a special area representative, and a support staff representative. In addition to staff representation, parent and business/sommunity representatives are invited to serve on the committee. At a minimum the committee should have 3 parents and 1 business/community representative. The principal and the School Improvement Chair are responsible for organizing and running the monthly meetings the Title I/MTSS Teacher is responsible for providing an MTSS update at the monthly meetings. This update could include the sharing of data, the need to complete an analysis of data, or a task that needs to be completed with regards to compliance in School-wide Programs. Staff representatives are responsible for sharing information from the grade level or discipline that they represent and then sharing the results of the meeting with their respective colleagues. If information is needed from grade level groups/specific disciplines, the staff representatives would be responsible for gathering the information and providing it to the committee. Parent representatives are responsible for representing the parents in the school, and should provide a report from the committee at the monthly PTO Meeting. Business/community representatives provide a link to the community at large and can share insight from the business/community stakeholders. All members of the committee have a vote in making decisions or voting on items that need to be approved.

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 improvement plan is completed by June 30th with submission to the state by September 1st of each year. The final improvement plan is shared with parents at the Annual Parent Plan Meeting in the fall and in the school's September newsletter. The plan is also posted on the building/district website. In addition to the full plan, a SIP at-a-glance is created. This document highlights the activity steps/strategies that are included in the plan for all core content areas. Throughout the school year, the work of the SI Team/Steering Committee is communicated to staff, parents, and the community. Agendas/Minutes of the monthly meetings are e-mailed to all staff and committee members, are e-mailed to parents on our e-mail list, and are posted on the district/building website. Copies of the agendas/minutes are available outside the main office. Throughout the year, the SI Plan is evaluated by the SI Team/Steering Committee and by staff, and the progress on the goals, objectives, strategies, and activities are communicated to staff, parents, and the community on a quarterly basis (more frequently if necessary). The same methods listed above for stakeholder groups to receive the agenda/minutes of the meetings are used for stakeholder groups to receive information on the progress of the improvement plan.

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?	No	PDF file attached below.	External Review Document - Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Please refer to the document that was uploaded in the "Student Performance Data" section.

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

Please refer to the document that was uploaded in the "Student Performance Data" section.

Which area(s) indicate the overall highest performance?

Please refer to the document that was uploaded in the "Student Performance Data" section.

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

Please refer to the document that was uploaded in the "Student Performance Data" section.

Between which subgroups is the achievement gap closing?

Please refer to the document that was uploaded in the "Student Performance Data" section.

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

Please refer to the document that was uploaded in the "Student Performance Data" section.

Areas in Need of Improvement

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

Please refer to the document that was uploaded in the "Student Performance Data" section.

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

Please refer to the document that was uploaded in the "Student Performance Data" section.

Which area(s) indicate the overall lowest performance?

Please refer to the document that was uploaded in the "Student Performance Data" section.

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

Please refer to the document that was uploaded in the "Student Performance Data" section.

Between which subgroups is the achievement gap becoming greater?

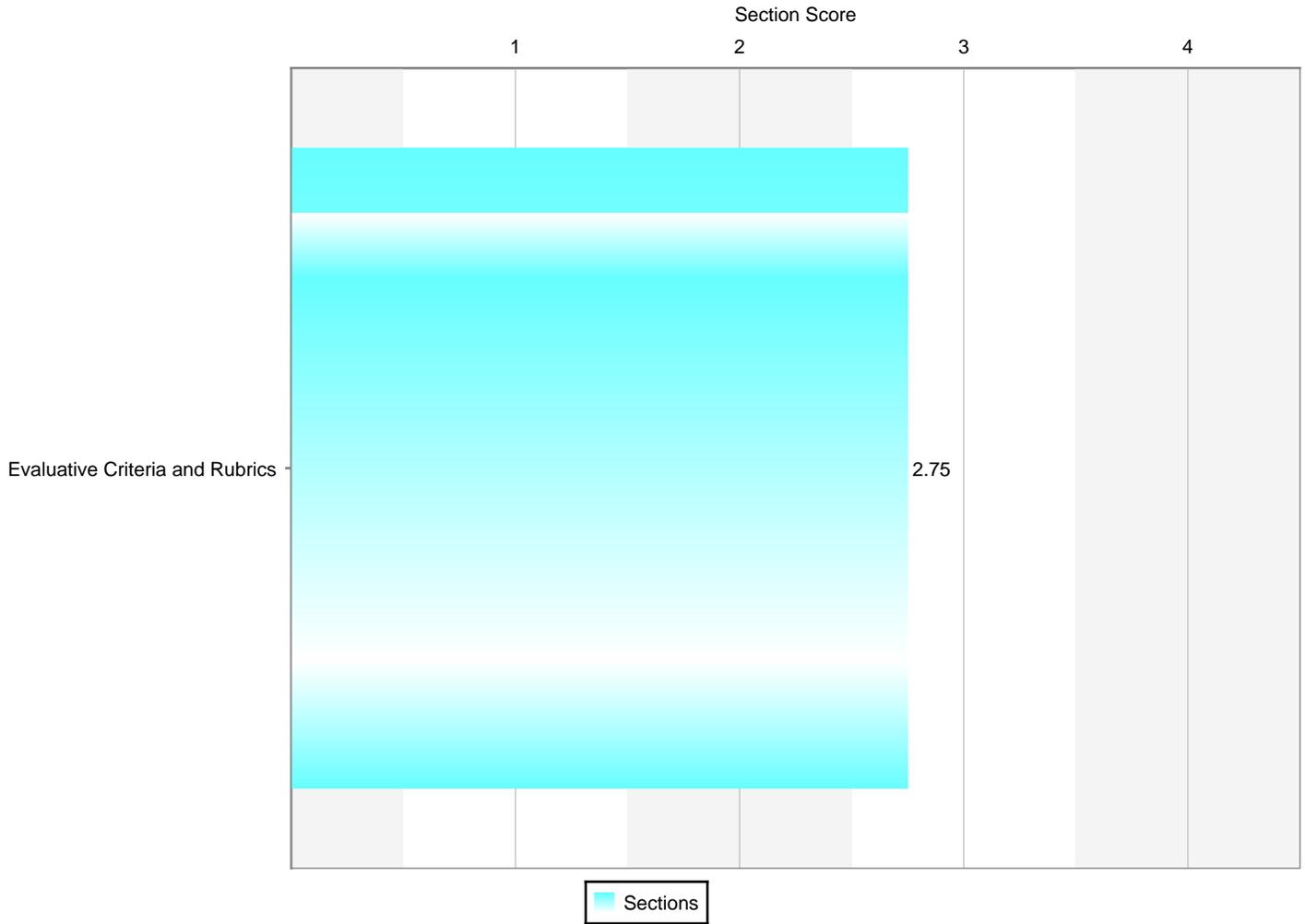
Please refer to the document that was uploaded in the "Student Performance Data" section.

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

Please refer to the document that was uploaded in the "Student Performance Data" section.

Report Summary

Scores By Section



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

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1.	Did you complete the Student Performance Data document offline and upload below?	No	PDF file attached below.	Achievement/Outcome Data

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

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Which area(s) indicate the overall highest performance?

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

Please refer to the document that was uploaded int the "Student Performance Data" section.

Between which subgroups is the achievement gap closing?

Please refer to the document that was uploaded int the "Student Performance Data" section.

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

Please refer to the document that was uploaded int the "Student Performance Data" section.

Areas in Need of Improvement

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

Please refer to the document that was uploaded int the "Student Performance Data" section.

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

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Between which subgroups is the achievement gap becoming greater?

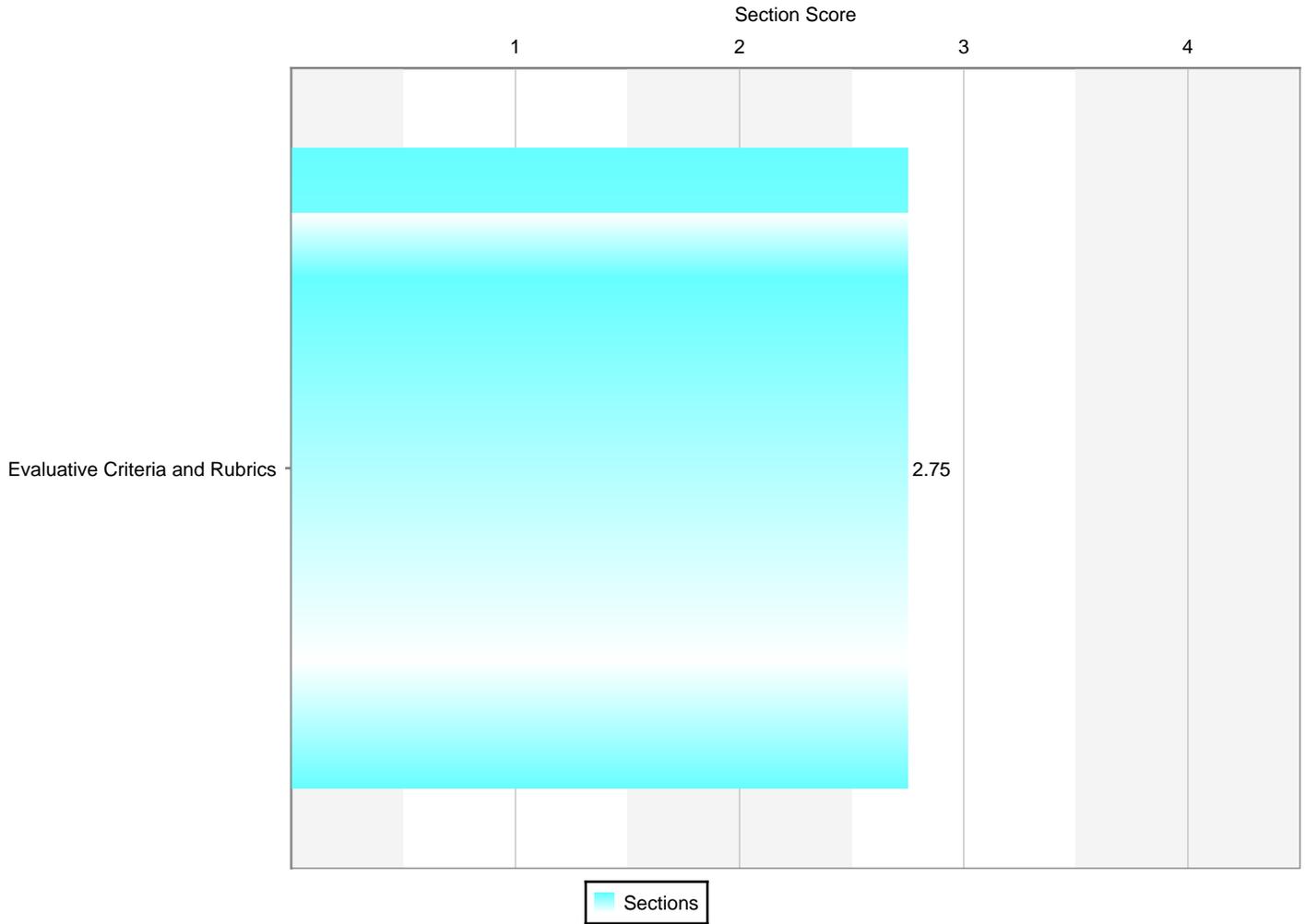
Please refer to the document that was uploaded int the "Student Performance Data" section.

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

Please refer to the document that was uploaded int the "Student Performance Data" section.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	PDF Document Attached	External Review Document - Stakeholder Feedback Data

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Please refer to the document that was uploaded in the "Stakeholder Feedback Data" section. This question for each of the surveys was answered in the uploaded document.

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

Please refer to the document that was uploaded in the "Stakeholder Feedback Data" section. This question for each of the surveys was answered in the uploaded document.

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

Please refer to the document that was uploaded in the "Stakeholder Feedback Data" section. This question for each of the surveys was answered in the uploaded document.

Areas in Need of Improvement

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

Please refer to the document that was uploaded in the "Stakeholder Feedback Data" section. This question for each of the surveys was answered in the uploaded document.

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

Please refer to the document that was uploaded in the "Stakeholder Feedback Data" section. This question for each of the surveys was answered in the uploaded document.

What are the implications for these stakeholder perceptions?

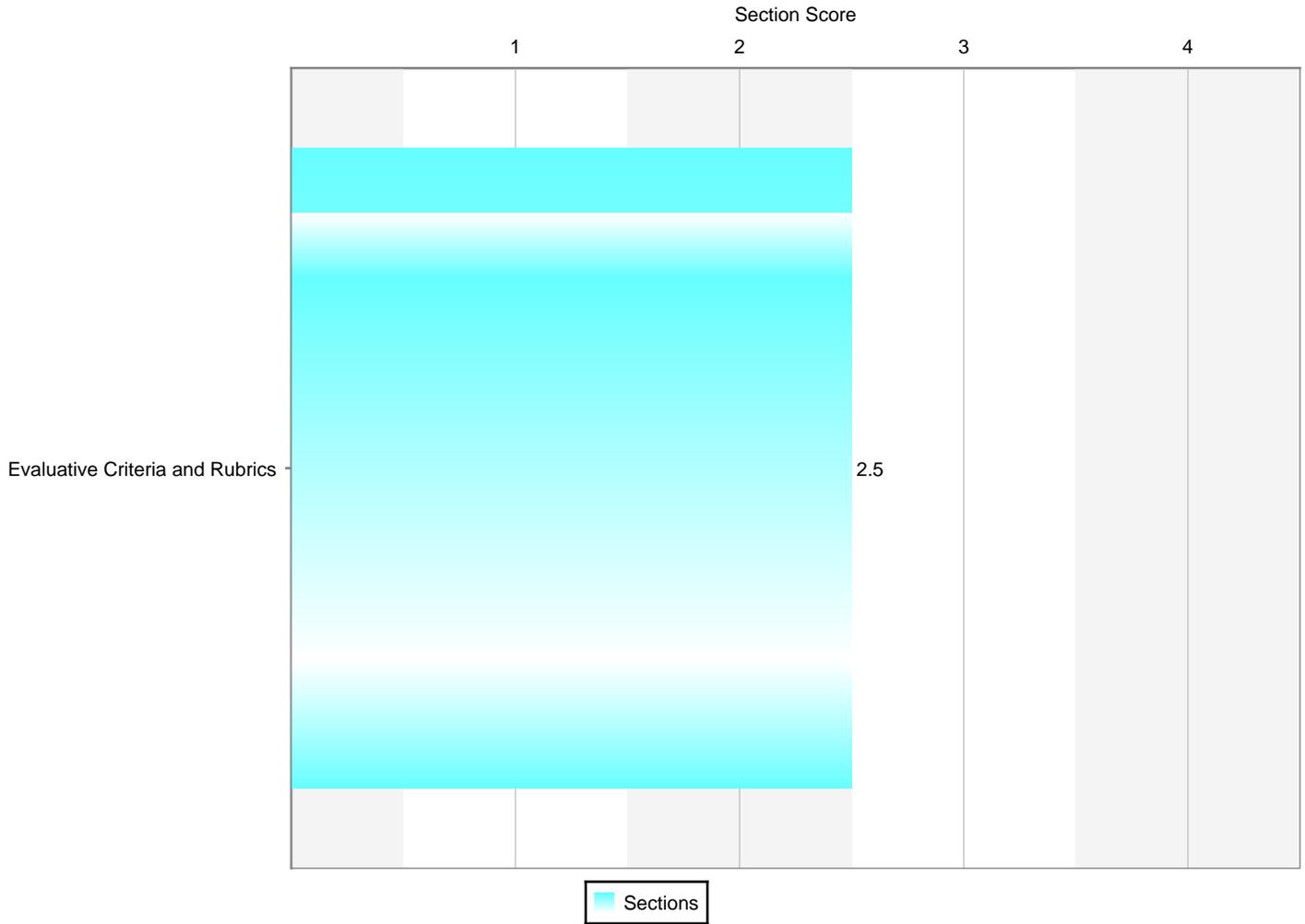
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Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

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Report Summary

Scores By Section



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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	PDF document attached below.	Perception Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Please refer to the document that was uploaded into the "Student Performance Data" section.

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

Please refer to the document that was uploaded into the "Student Performance Data" section.

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

Please refer to the document that was uploaded into the "Student Performance Data" section.

Areas in Need of Improvement

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

Please refer to the document that was uploaded int the "Student Performance Data" section.

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

Please refer to the document that was uploaded int the "Student Performance Data" section.

What are the implications for these stakeholder perceptions?

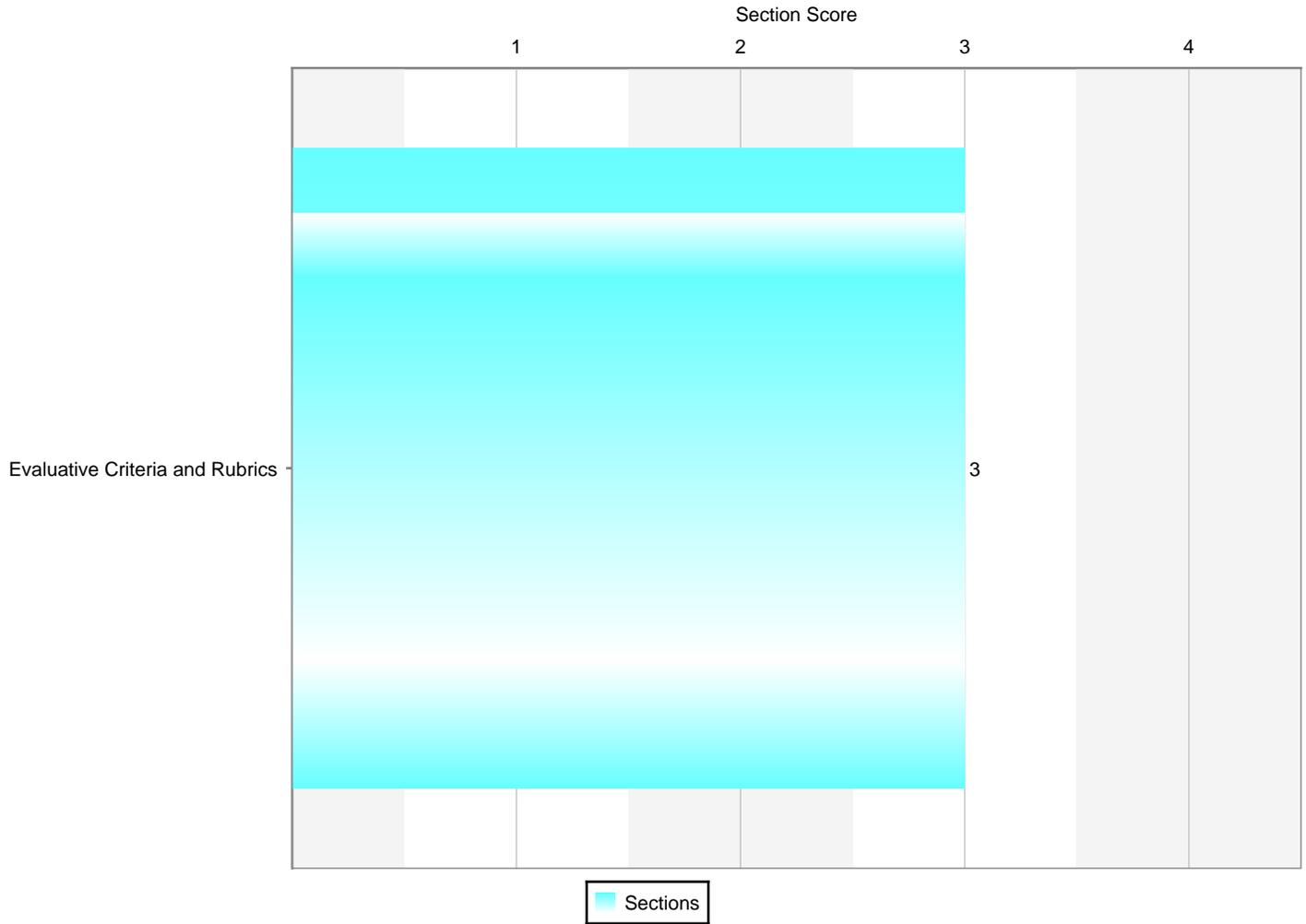
Please refer to the document that was uploaded int the "Student Performance Data" section.

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

Please refer to the document that was uploaded int the "Student Performance Data" section.

Report Summary

Scores By Section



School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Three Fires Elementary School, as well as the district, has been experiencing declining enrollment for the past several years. When looking at the three plus years of declining student enrollment, there are two major challenges - 1) a decrease in funding, and 2) a loss of staff, both at the building level and at the district level.

Student Demographic Data

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

In looking at the three year trend in student attendance data, the major challenge that has been identified is as follows: At TFES, we have a high percentage of student who miss more than 10 days of school per year. The yearly average from the 11-12 school year through the 14-15 school year has been between 25% and 30% of our students having more than 10 days absent (approximately 100-120 students per year). The percentage of students with disabilities who have more than 10 days absent is even higher - for the same period referenced above, ~30%-50% of our students with disabilities have more than 10 days absent. On average, ~35% of our economically disadvantaged students and our homeless students have more than 10 days absent in a school year. There is not a discernible difference between the number of boys vs. girls who are absent more than 10 days in a school year, however, the ~ average for each gender is around 30% each year.

The challenge lies in being able to closely monitor attendance due to the fact that many of the students who miss more than 10 days have spotty attendance - they miss one day this week, one day in two weeks, two days the next week, go 4 weeks with no absences, but by the last month of school they have missed more than 10 days.

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 looking at the three year trend in student behavior data, we do not have any major challenges. Overall, we have excellent student behavior, and experience only a handful of suspensions with a handful of students.

Student Demographic Data

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

With regard to student enrollment, attendance, and behavior data, the following actions could be taken to address the challenges that were identified: 1) Parent/guardian involvement and public relations may be two factors that could be focused on to address the challenge of
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School Improvement Plan

Three Fires Elementary School

having very little control over trends in student enrollment. TFES will continue to foster parent/guardian involvement by creating ways for parents/guardians to feel connected to the school. TFES will continue to find ways to increase public relations through customer service and through publication of various media the good things happening at the school. Spreading "good news" about the school can only help to possibly bring more students to the school. 2) The actions that could be taken to address the attendance challenges that were identified include the principal following up in the fall with parents whose children had high absenteeism the previous year, as well as having teachers closely monitor individual student attendance. 3) Student behavior was not identified as a major challenge for us, but student behavior is something that should constantly be monitored. We have a solid PBIS plan and a committee that supports this plan - the work of this committee should continue.

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?

As we review the number of years of teaching and administrative experience of the school years in your building, the impact on student achievement should be positive, as the building principal has 21 years experience as an administrator (15 years in this building) and 8 years as a teacher prior to becoming an administrator.

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?

As we review the number of years of teaching experience of the teachers in the building, the impact on student achievement should be positive, as ~65% of the teachers have been at the school for 10+ years and ~75% have 10+ years of teaching experience. Overall, teacher turnover is not an issue at Three Fires Elementary.

Teacher/School Leader(s) Demographic Data

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

As we review the total number of days for school leader absences due to professional learning and/or due to illness the impact on student achievement should be positive as the building principal was only absent a few times during the year due to professional learning and/or illness. With that said, there are a number of times during a month when the administrator is absent for district and county level meetings - anytime that the administrator is out of the building has the potential to have a negative 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?

As we review the total number of days for teacher absences due to professional learning and/or illness, there might be a negative impact on student achievement as we experience a high number of days absent among our teaching staff (409 days absent during the current school

year; 449 days absent during the 14-15 school year, and 229 days absent during the 13-14 school year). The impact of our teachers being absent many days during the school year has a negative impact on curriculum delivery, instructional continuity, consistent routine, and classroom management, ultimately having the potential to have a negative 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?

The actions that might be taken to address the identified challenges regarding teacher/school leader demographics would be to make staff aware of the actual school totals related to experience and attendance, and to educate staff and have discussions with staff about the impact that teacher/school leader demographics have on student achievement. The teacher/school leader demographics in our building are positive relative to experience, however, they are negative when it comes to teacher attendance.

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?

In reviewing the results of the Interim Self Assessment which was completed in preparation for the district's AdvancED External Review in December 2015, the standards that stood out as strengths were as follows: Standard 1 Purpose and Direction; Standard 2 Governance and Leadership, and Standard 3 Teaching and Assessing for Learning. All of these standards had an overall score above a 3.3.

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

In reviewing the results of the Interim Self Assessment which was completed in preparation for the district's AdvancED External Review in December 2015, the standards that stood out as challenges were as follows: Standard 4 Resources and Support Systems and Standard 5 Using Results for Continuous Improvement. Both of these standards had an overall score between 2.5 and 2.8.

12. How might these challenges impact student achievement?

The loss of resources due to declining enrollment and decreased funding, as well as the need to continue to train staff in the effective use of using results for continuous improvement are reasons why these challenges might impact student achievement.

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.

The actions that could be taken and incorporated into the School Improvement Plan to address these challenges from the Interim Self Assessment are as follows: The district/building can continue to look at ways to consolidate and to better utilize the resources that we have, as well as continue to support staff training in the area of data analysis and using results to increase student achievement. Time can also be built in for staff to work collaboratively to analyze the data and use the results.

The AdvancED External Review Team that visited in December of 2015, listed the following improvement priorities for the district that pertain also to the building level:

- 1) Design and systematically implement a standards-based process to align, monitor, and adjust teaching and learning outcomes to ensure vertical effectiveness, horizontal equity of learning, and standards-based assessments and reporting.
- 2) Create a syste-side policy and procedures for program evaluation based on student achievement trend data, the effectiveness of programs, and the conditions that support learning.

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

We insure that students with disabilities have access to the full array of intervention programs through their IEPs and through progress monitoring. In addition to annual IEPs, special education staffings are held on an as needed basis to determine which intervention programs available in the school would best meet the needs of the individual student. Staff and/or parents can request a staffing.

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

Other than before school math review sessions in 5th grade, we are not offering any other Extended Learning Opportunities for our students.

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

The Extended Learning Opportunities that are offered (the before school math review sessions) are open to all students who are interested in attending. Parents are notified in the classroom newsletters that are sent home.

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?

Howell Public Schools began familiarizing staff with the Common Core State Standards (CCSS) during the 2011-2012 school year. Much work has gone into assisting teachers in becoming familiar with the standards. Every school went through a building process of prioritizing the standards at each grade level. The building level work was then merged into a district document of priority CCSS in ELA and Math at each grade level K-5. The district worked with a consultant from the Marzano Research Lab during 4 of its 5 district PD days during the 2012-2013 school year and on 1 district PD day during the 2013-2014 school year. The consultant provided an introduction to the CCSS, tied the CCSS to proficiency scales and rubrics, provided strategies for getting students to a greater depth of knowledge, provided guidance in developing pacing guides related to the CCSS, and introduced staff to Marzano's process for teaching vocabulary. Staff have been incorporating the CCSS where appropriate. The focus during the past two years (14-15 and 15-16) has been on the new state assessment (M-STEP) and its administration and implementation.

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.

NA - we do not administer a health survey/screener at the elementary level.

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

At every grade level except 5th grade, more than 75% of the students were in the top two tiers of the RTI/MTSS pyramid relative to DRA at K-2 and NWEA at 3-5. More than 90% of our K-2 second graders are in the top two tiers relative to DRA scores. 73.1% of this year's 4th graders were proficient on last year's ELA spring M-STEP. We have a designated 90 minute ELA block everyday, plus a 45 minute RTI/MTSS block everyday.

19b. Reading- Challenges

We continue to have students who are not on grade level at the end of each year and who fall in our bottom 30%. Special education students continue to be a sub-group that is an issue for us on the assessments that we administer in the area of reading.

19c. Reading- Trends

With the new state assessment having been administered in the Spring of 2015, we only have one year data. This fall we will have a second year of data to compare with last year's data.

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.

Reading will continue to be a goal area in our school improvement plan. With the new state assessment, we will focus on having students master strategies that will assist them in reading and analyzing a variety of multi-media resources to demonstrate comprehension. All students will receive instruction in these strategies; tier II and tier III students who are struggling in the area of reading will receive support during the daily RTI/MTSS block or at other available times during the day.

20a. Writing- Strengths

Every year, writing receives an increased focus in the school day. We are anticipating/hoping that with writing being assessed at every grade level 3rd-5th on the M-STEP, that we will begin to see an improvement in our overall writing scores as time goes on.

20b. Writing- Challenges

The biggest challenge is that we do not have a concrete district-wide writing program/curriculum.

20c. Writing- Trends

Our 4th grade writing scores have traditionally been very low. A new trend line will be established with the new state assessments and with writing being assessed at each grade level 3rd-5th.

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.

Writing will continue to be a goal area in our school improvement plan with a focus on areas that we were low on on the MEAP/M-STEP. Once we receive this year's M-STEP data and have the ability to compare it to last year's M-STEP data, we will make adjustments based on that information. We will continue to focus on implementing best practices related to teaching students the basic mechanics and language skills according to the CCSS in writing at each grade level in our 16-17 SI Plan. All students will receive instruction in these strategies; tier II and tier III students who are struggling in the area of writing will receive support during the daily RTI/MTSS block or at other available times during the day.

21a. Math- Strengths

At every grade level except Kdg. and 5th grade, more than 75% of the students were in the top two tiers of the RTI/MTSS pyramid relative to NWEA. More than 95% of our 1st graders were in the top two tiers relative to NWEA scores. 78.9% of this year's 4th graders were proficient on last year's Math spring M-STEP. We have a designated 60 minute math block everyday, plus a 45 minute RTI/MTSS block everyday where math can be supported when necessary.

21b. Math- Challenges

We continue to have students who are not on grade level at the end of each year and who fall in our bottom 30%. Special education students continue to be a sub-group that is an issue for us in the area of mathematics.

21c. Math- Trends

With the new state assessment having been administered in the Spring of 2015, we only have one year data. This fall we will have a second year of data to compare with last year's data.

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.

Math will continue to be a goal area in our school improvement plan. With the new state assessment, we will focus on having students master strategies that will assist them in reading, analyzing, and applying data to real world problems. All students will receive instruction in these strategies; tier II and tier III students who are struggling in the area of math will receive support during the daily RTI/MTSS block or at other available times during the school day.

22a. Science- Strengths

We have utilized the Battle Creek Science Kits for several years. We have district-wide common assessments that assess the kits taught at each grade level. There is a district-wide committee being convened for the 16-17 school year to begin the process of transitioning to the NGSS/Michigan Science Standards.

22b. Science- Challenges

The district has not transitioned to the "revised" Battle Creek Science Kits - the "revised" kits reflect the NGSS/Michigan Science Standards.

22c. Science- Trends

We have one year of 4th grade M-STEP Science Data - we had less than 10% of our students advanced or proficient; 43.3% were partially proficient and 47.8% were not proficient (91% of our students were NOT proficient).

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.

NA - Science is not a goal area in our school improvement plan, however, science is an area of concern/a challenge for us. < 10% of our 4th graders were proficient on the spring 2015 M-STEP in science and preliminary results from the spring 2016 M-STEP indicate that a low percentage of students will again be proficient. Currently, weaknesses in the area of science are being addressed through our ELA goal areas.

23a. Social Studies- Strengths

We have district-wide social studies units that are utilized/taught at each grade level. There are common assessments at each grade level that assess the social studies units that are taught.

23b. Social Studies- Challenges

We have not had a district review of our social studies curriculum in several years.

23c. Social Studies- Trends

We have one year of 5th grade M-STEP Social Studies Data - we had less than 10% of our students advanced and 29.8 % proficient; 52.6% were partially proficient and 17.5% were not proficient (70.1% of our students were NOT proficient).

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.

NA - Social studies is not a goal area in our school improvement plan, however, social studies is an area of concern/a challenge for us. ~30% of our 5th graders were proficient on the spring 2015 M-STEP in social studies and preliminary results from the spring 2016 M-STEP indicate that a low percentage of students will again be proficient. Currently, weaknesses in the area of social studies are being addressed through our ELA goal 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?

In the spring of 2016, the district had all of its schools administer the AdvancED eProve surveys to students, parents, and staff. All of the surveys were taken on-line.

182 students in grades 3-5 completed the survey. The overall score was 2.74 out of 3.0 [Purpose and Direction (2.83), Teaching and Assessing for Learning (2.77), and Resources and Support Systems (2.81) - scores above the 2.74 overall average; Governance and Leadership (2.64) and Using Results for Continuous Improvement (2.57) - scores that fell below the overall average of 2.74.]

The highest performing items/questions were the questions that dealt with teachers wanting students to do their best work; teachers caring about students; the school has places where students can learn; the principal & teachers want every student to learn; and the school has computers to help me learn.

The open-ended question that asked students what they liked best about the school covered a wide range of topics - friendships; favorite teachers; special area classes; recess; recess before lunch; teachers want students to do their best; RTI; field trips; school is safe.

24b. Student Perception Data

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

Governance and Leadership (2.64) and Using Results for Continuous Improvement (2.57) had scores that fell below the overall average of 2.74.

The following questions had a low score (below 75%) on the survey:

In my school I am treated fairly. (64%)

In my school students treat adults with respect. (42%)

My teachers listen to me. (74%)

My teachers ask my family to come to school activities. (60%)

My school is safe and clean. (56%)

My principal and teachers ask me what I think about school. (46%)

My principal and teachers tell children when they do a good job. (67%)

In general, the lowest performing items/questions dealt with the principal & teachers asking students what they think about school; students treating adults with respect; the school being safe and clean; teachers asking family to come to school activities; and students being treated
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fairly.

The open-ended question that asked students what they liked least about the school overwhelmingly focused on the quality of the school lunches; other topics that were mentioned were the water; the bullies/mean students; technology; limited number of bathrooms; playground; specific subjects/classes; recess is too short. The open-ended question that asked students one thing they would change to make the school better focused on the quality of the school lunches and the water; new technology; security; longer recess; less students being mean; improve the playground.

24c. Student Perception Data

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

Staff will brainstorm and implement specific strategies for improving student satisfaction in the lowest areas.

25a. Parent/Guardian Perception Data

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

In the spring of 2016, the district had all of its schools administer the AdvancED eProve surveys to students, parents, and staff. All of the surveys were taken on-line (parents did have the option to request a paper copy of the survey).

57 parents completed the survey. The overall score was 3.97 out of 5.0 [Purpose and Direction (3.99), Governance and Leadership (4.03) and Using Results for Continuous Improvement (4.04) - scores above the 3.97 overall average; Teaching and Assessing for Learning (3.94) and Resources and Support Systems (3.94)- scores that fell below the overall average of 3.97.]

The highest performing items/questions were the questions that dealt with teachers reporting student progress in in easy to understand language; school provides a safe learning environment; the school's purpose statement is clearly focused on student success; the school provides qualified staff to support learning; and the school's governing body operates responsibly and functions effectively.

The open-ended question that asked parents what they liked best about the school covered topics related to there being a great principal/teachers/staff at the school; consistent communication; PTO and the activities they offer; principal and teachers attending school sponsored events; small student population; and safety.

25b. Parent/Guardian Perception Data

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

Teaching and Assessing for Learning (3.94) and Resources and Support Systems (3.94) had scores that fell below the overall average of 3.97.

The following questions had a low score (below 75%) on the survey:

- Our school's purpose statement is formally reviewed and revised with involvement from parents. (62%)
- Our school's governing body does not interfere with the operation or leadership of our school. (59%)
- All of my child's teachers provide an equitable curriculum that meets his/her learning needs. (72%)
- All of my child's teachers meet his/her learning needs by individualizing instruction. (63%)
- All of my child's teachers keep me informed regularly of how my child is being graded. (71%)
- My child sees a relationship between what is being taught and his/her everyday life. (71%)
- My child has up-to-date computers and other technology to learn. (61%)
- My child has access to support services based on his/her identified needs. (71%)
- Our school provides an adequate supply of learning resources that are current and in good condition. (74%)
- Our school provides excellent support services (e.g., counseling, and/or career planning). (50%)
- Our school provides opportunities for students to participate in activities that interest them. (66%)
- Our school ensures the effective use of financial resources. (72%)

In summary, the lowest performing items/questions dealt with providing excellent support services; up-to-date computers and other technology to learn; teachers meeting student needs through individualized instruction; school's purpose statement is formally reviewed and revised with involvement from parents; and teachers keep parents regularly informed of how students are being graded.

The open-ended question that asked parents what they liked least about the school covered such things as the quality of the school lunches; the negativity of the lunchroom staff; lack of technology; bullying/mean students; lack of counselor availability; math program; "special needs students" disrupting classrooms; lack of security at the front door; length of recess/lunch; issues with RTI; lack of a program for gifted students/high achieving students; and class sizes. The open-ended question that asked parents to list one thing that they would improve at the school had answers related to supporting gifted students; food quality; the décor of the school; smaller class sizes; more support services such as counselors; dirt road and the driveway (lake that forms out front); culture in the lunchroom; technology; and increased communication about student progress.

25c. Parent/Guardian Perception Data

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

These results will be shared with parents at a PTO Meeting. Staff will brainstorm and implement specific strategies for improving parent satisfaction in the lowest areas.

26a. Teacher/Staff Perception Data

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

In the spring of 2016, the district had all of its schools administer the AdvancED eProve surveys to students, parents, and staff. All of the surveys were taken on-line.

There were 28 staff members who took the survey.

There was an overall score/average of 3.81/5.00, with

28 staff members completed the survey. The overall score was 3.81 out of 5.0 [Purpose and Direction (4.36), Governance and Leadership (4.09), and Using Results for Continuous Improvement (3.87) - scores above the 3.81 overall average; Teaching and Assessing for Learning (3.66), and Resources and Support Systems (3.52) - scores that fell below the overall average of 3.81.

The highest performing items/questions were the questions that dealt with the school's purpose statement clearly being focused on student success and being formally reviewed and revised with involvement from stakeholders; the school's purpose statement is based on shared values and beliefs that guide decision-making; the school has a continuous improvement process based on data, goals, etc.; and the school's leaders expect staff members to hold all students to high academic standards.

The open-ended question that asked staff to list what they liked best about the school covered topics related to the positive leadership and support provided by the principal; positive work environment; wonderful families and students; hard-working, collegial staff; and the building.

26b. Teacher/Staff Perception Data

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

Teaching and Assessing for Learning (3.66), and Resources and Support Systems (3.52) had scores that fell below the overall average of 3.81.

The following questions had a low score (below 75%) on the survey:

Our school's governing body or school board complies with all policies, procedures, laws, and regulations. (69%)

Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership. (66%)

Our school's leaders support an innovative and collaborative culture. (69%)

Our school's leaders ensure all staff members use supervisory feedback to improve student learning. (74%)

Our school's leaders engage effectively with all stakeholders about the school's purpose and direction. (74%)

All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice. (65%)

All teachers in our school use a variety of technologies as instructional resources. (65%)

All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. (57%)

All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. (57%)

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching). (61%)

In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills. (69%)

In our school, related learning support services are provided for all students based on their needs. (39%)

In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. (61%)

In our school, all staff members use student data to address the unique learning needs of all students. (65%)

In our school, staff members provide peer coaching to teachers. (22%)

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In our school, a formal process is in place to support new staff members in their professional practice. (30%)

In our school, all staff members participate in continuous professional learning based on identified needs of the school. (69%)

In our school, a professional learning program is designed to build capacity among all professional and support staff members. (52%)

In our school, all school personnel regularly engage families in their children's learning progress. (74%)

In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting. (65%)

Our school provides instructional time and resources to support our school's goals and priorities. (60%)

Our school provides sufficient material resources to meet student needs. (56%)

Our school provides protected instructional time. (69%)

Our school provides a variety of information resources to support student learning. (74%)

Our school provides a plan for the acquisition and support of technology to support student learning. (56%)

Our school provides a plan for the acquisition and support of technology to support the school's operational needs. (48%)

Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning). (43%)

Our school provides opportunities for students to participate in activities that interest them. (56%)

Our school has a systematic process for collecting, analyzing, and using data. (69%)

Our school ensures all staff members are trained in the evaluation, interpretation, and use of data. (60%)

Our school uses data to monitor student readiness and success at the next level. (69%)

In summary, the lowest performing items/questions dealt with the school having a formal process for supporting new staff members; the school having related learning support services that are provided for all students based on their needs; staff members providing peer coaching to teachers; the school having a plan for the acquisition and support of technology; and the school providing high quality student support services.

The open-ended question that asked staff to list what they liked least about the school covered topics related to technology and the connectivity issues, etc.; the bathrooms; limited availability of LESA staff and how this impacts the scheduling of meetings, the servicing of students, etc.; lack of support for special needs students (lots of comments related to this area); teacher burn-out; huge amount of data collected...not much done with it; custodial company and the cleanliness of the building/bathrooms; and a new writing program for all grade levels. The open-ended question that asked staff what they would do to make the school better included suggestions of improving technology; start after school learning groups (book clubs); new custodial company; and more support for students.

26c. Teacher/Staff Perception Data

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

The school improvement team will continue to regularly analyze the feedback from the surveys to address concerns that teachers/staff are expressing.

27a. Stakeholder/Community Perception Data

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

We have not administered Stakeholder/Community Perception Surveys here at Three Fires.

27b. Stakeholder/Community Perception Data

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

We have not administered Stakeholder/Community Perception Surveys here at Three Fires.

27c. Stakeholder/Community Perception Data

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

We have not administered Stakeholder/Community Perception Surveys here at Three Fires.

Summary

28a. Summary

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

Overall, we have high satisfaction among the groups that we surveyed this spring. The challenge is that some of the concerns that these groups express through the surveys are in areas that we as a school do not have a lot of control over or the funds to support (expanding the playground; lunch program; etc.)

28b. Summary

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

The challenges identified in the demographic, process, and perception data could impact student achievement in a number of negative ways. Any time you have high absenteeism among staff and students, issues with processes within the system, or areas of concern among stakeholder groups there are opportunities for student achievement to be negatively impacted.

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?

The challenges will be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities in the upcoming year in the following ways:

There is an emphasis in the areas of reading, writing, and math (science and social studies are addressed through ELA); there are strategies related to the areas of weakness; and there are activities that foster staff collaboration, that strive to increase parent involvement, that focus on our at-risk students, and that improve the technology skills of staff and students.

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		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The link to our 2014-2015 Annual Report is as follows: http://www.howellschools.com/files/filesystem/1415TFAER.pdf	

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

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

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	Ms. Liza M. Kelly, J.D., PHR Executive Director of Labor Relations and Personnel 411 N. Highlander Way Rd. Howell, MI 48843 517-548-6241	

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Three Fires Elementary School

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	2016-2017 Title I School-Wide Parent Involvement Policy/Plan is attached.	16-17 Title I School-Wide Parent Involvement Policy/Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	2016-2017 Title I Parent-Teacher-Student Compact is attached.	16-17 Three Fires Elementary School Title I Parent-Teacher-Student Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Draft of the following documents are attached; finalized documents will be available upon request in September of 2016. TFES PD Calendar for 2016-2017 Stakeholder List (SI Team/Steering Committee) w/ Tentative Meeting Dates for 2016-2017	TFES PD Calendar 16-17 - DRAFT Stakeholder List (SI Team/Steering Committee) w/ Tentative Meeting Dates - DRAFT

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 (CNA) is a dynamic document that is updated and revised on an on-going/annual basis. The School Improvement (SI) Team/Steering Committee comprised of the Principal, our NCA/SI Chair, teachers (a teacher rep from each grade level, the Title I teacher, a special education teacher, and a special area teacher are included), a support staff person, 3 parents, and a business partner, and our Data Team Leader work throughout the year to collect and analyze data needed to conduct the CNA and complete the School Data Analysis. The School Data Analysis includes the gathering, analyzing, and summarizing of data related to the school's demographics, the school's process/program, the school's student achievement, and the perception of staff, students, and parents. The results of the CNA, along with input from the entire staff, are used by the SI Team/Steering Committee to determine our SI Goals.

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

The results of the comprehensive needs assessment were as follows:

STUDENT ACHIEVEMENT DATA:

STATE ASSESSMENT DATA:

At the time that this diagnostic was being finalized in June of 2016, schools had only received extremely preliminary results for the state assessments that were administered in April, May, and June of 2015. Preliminary scores were calculated using only machine-scored items available at the time the test is submitted. Preliminary scores do not include constructed response (short answer or essay) items. Results are expected in late September/early October - after this year's school improvement plan is due. With two year's of state assessment data to compare in the fall, we anticipate that we will continue to see gaps in our bottom 30% and in our SWD group. We also regularly monitor our ED sub group even though they have traditionally been in the green on the accountability score card in year's past.

LOCAL ASSESSMENT DATA

With the switch to assessments being administered in the spring rather than in the fall, the district revised their assessment schedule for the 14-15 school year. NWEA is administered three times throughout the year in grades K-5 in ELA and Math (Kindergarten only takes ELA in the spring). The district common assessments in writing (Kindergarten does continue to administer a fall and spring writing prompt to show the tremendous growth that occurs from fall to spring in writing) and in math are no longer administered. K-2 continued to administer the following ELA district assessments in September, January, and May - DIBELS, DRA2, and MLPP when and where appropriate. SRI is no longer a required district assessment in grades 3-5, however, our 4th grade teachers did administer it this year for their own information. The district common assessments in science and social studies continued to be administered according to the grade level schedule (science has end of unit assessments; social studies has either quarterly or semester assessments depending on the grade level).

Common assessment data is scanned into Data Director, our assessment warehouse. After the data is available in Data Director, grade level teams review the results and analyze the data at their grade level. In Data Director, teachers can sort the data and generate a variety

School Improvement Plan

Three Fires Elementary School

of reports to assist them in analyzing the data. NWEA data and the other district ELA common assessment data assist teachers in planning instruction for groups of students and individual students after each assessment and assists teachers in the fall with knowing strengths and weaknesses of the students they will have. Science and social studies common assessment data is analyzed for the purpose of determining content standards that are challenging for students for the purpose of reteaching concepts and for rethinking how these concepts are taught the next year.

After analyzing all of the local assessment data at the end of the year, our grade level data was as follows:

Kdg. - 91% in the top two RTI tiers in reading (based on DRA); 69% in the top two RTI tiers for math (based on NWEA)

1st grade - 93% in the top two RTI tiers in reading (based on DRA); 96% in the top two RTI tiers for math (based on NWEA)

2nd grade - 92% in the top two RTI tiers in reading (based on DRA); 86% in the top two RTI tiers for math (based on NWEA)

3rd grade - 85% in the top two RTI tiers in reading (based on DRA); 78% in the top two RTI tiers for math (based on NWEA)

4th grade - 77% in the top two RTI tiers in reading (based on NWEA); 87% in the top two RTI tiers for math (based on NWEA)

5th grade - 71% in the top two RTI tiers in reading (based on NWEA); 73% in the top two RTI tiers for math (based on NWEA)

PROCESS DATA: In the fall of 2015, we submitted our Ed Yes Report/ASSIST Self-Assessment. It was submitted in the fall in preparation for our district NCA External Review that was scheduled for December. In reviewing the results, the standards that stood out as strengths were as follows: Standard 1 Purpose and Direction; Standard 2 Governance and Leadership, and Standard 3 Teaching and Assessing for Learning. All of these standards had an overall score at or above a 3.3. The standards that stood out as challenges were as follows: Standard 4 Resources and Support Systems and Standard 5 Using Results for Continuous Improvement. Both of these standards had an overall score between 2.5 and 2.8.

Over the past four years, our average scores in Purpose and Direction and Governance and Leadership have remained at 3.33 - we need to look for ways to improve our practices relative to these two areas - the district strategic plan that was developed this past year should help with these two areas. Teaching and Assessing for Learning has steadily increased from a 3.0 to a 3.42 - as a district and as a building, we have worked to improve our processes and practices relative to teaching and assessing learning every year; we have more room to improve, but are on the right track.. Resources and Support Systems has steadily decreased from 3.14 to 2.57 - the loss of resources due to declining enrollment and decreased funding have a direct impact on our evaluation of this area. Using Results for Continuous Improvement has averaged 2.9 (went up in 13-14; dropped in 15-16) - like the area of teaching and assessing for learning, we are making progress in this area, but have continued work to do.

PERCEPTION DATA: Perception data from staff, parents, and 2nd-5th grade students was collected through the surveys that were administered/launched by the district in the spring of 2016.

STUDENT SURVEYS - Possible causes for the patterns we have identified in student perception data on the student surveys are students having varying understandings and definitions of what it means to be treated fairly by adults and other students; misunderstandings as to what the question(s) are asking; and a lack of staff focus on the questions that are being asked of students in the survey.

Survey data continues to indicate that staff should focus on teaching students what it means to know what to do everyday in school. We will, as part of our PBIS model, continue to make sure that teachers focus on getting to know other students in the building, not just the students in their classroom and on treating each other with respect.

We will continue to administer this survey according to district directives. The results from each administration are reviewed and compared relative to the previous years' administrations. These surveys were first administered to students in the spring of 2013 giving us basically 4

School Improvement Plan

Three Fires Elementary School

years of data (the surveys were revised this past year).

PARENT SURVEYS - Possible causes for the patterns we have identified in parent/guardian perception data are a lack of clearly and regularly communicating our school improvement process, purpose, and goals in a format that parents can understand, and a lack on teachers' parts of clearly communicating their teaching, learning, and assessing practices to parents/guardians. Overall, we probably have not a very good job of focusing on the survey questions and then making sure we are communicating the necessary information to parents so that when they completed the survey they can easily respond favorably to the questions being asked.

Overall, we, as a staff, need to do a better job of familiarizing ourselves with the questions that are being asked of parents/guardians, and then make sure we are clearly and more regularly sharing the information that parents are being asked about in the survey questions in various communications throughout the year.

We will continue to administer this survey according to district directives. The results from each administration are reviewed and compared relative to the previous years' administrations. These surveys were first administered to students in the spring of 2013 giving us basically 4 years of data (the surveys were revised this past year).

STAFF SURVEYS - The possible causes for the patterns we have identified in staff perception data are the fact that we have had a recent reduction in the number of elementary counselors and TCs servicing students in our building. Also, the district and the school have done a lot of work to make the school's purpose statement visible, and the focus the last few years has been on implementing a continuous improvement model that is based on data, goals, actions, and measures of growth; hence the highest average score in the area of "Purpose and Direction". A new superintendent, the community passing a tech bond, and the district's adoption of a strategic plan in January of 2016, should all help to increase staff satisfaction in a number of areas in the survey in the upcoming years.

DEMOGRAPHIC DATA - In the fall of 2011, Latson Rd. Elementary became Three Fires Elementary. The staff and student who had been at Latson Rd. Elementary School moved to a building that had been built as Three Fires Middle School in 2002. The Howell Board of Education made the decision in January of 2011 to move Latson Rd. students to Three Fires "Middle School" and to move the middle school students that were at Three Fires to the district's vacant high school. The Latson Rd. staff and students that were affected by his decision moved from a 32 year old building that had been built as an elementary school to a 9 year old building that had been built to house middle school students. The sheer size and layout of the building provided some challenges for staff, students, and parents during the 2011-2012 school year. After 5 years in the new location, staff and students have settled in and created an "elementary" feel to the building. There will always be logistical issues (size, distance to walk between various locations, location of bathrooms and drinking fountains, and the move from a one-story building to a two-story building), but overall the move to a newer, up-dated, well-lit facility with additional "educational" spaces that a traditional elementary school does not have, have outweighed the logistical issues that have needed to be addressed. Given that there continues to be a definite need for the district to "right size" relative to facility usage, the Board of Education and the district will need to continue to develop a plan that is palatable to the district, the Board/Community support. Facility Committees met during the 13-14 and 14-15 school years, but were not able to make a recommendation that garnered Board/Community support. These discussions took a break during the 15-16 school year, and are scheduled to resume as part of the district's strategic plan during the 16-17 school year.

Three Fires Elementary School (TFES) has been experiencing declining enrollment for approximately 10 years and that decline is predicted to continue next year. Our enrollment in 08-09 was 494 students: this year it is projected to be around 285 students. This is a loss of over 200 students since 08-09. In 08-09, we averaged 3-4 sections of every grade level; for the 16-17 school year, we will only have 2 sections of every grade level.

Over 95% of our student are Caucasian, ~45% are economically disadvantaged, and approximately 10% of our students qualify for special

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Three Fires Elementary School

education services. The majority of our students follow the school rules of being "Safe, Kind, Respectful, and Responsible, and remember to fill someone's bucket everyday", however, there are ~10% of the students who exhibit severe disruptive behaviors. ~20% of our students have missed 10 or more days of school. Our percentage of students living in transitional/homeless situations is ~5%. Mobility (students moving into and out of the school) continues to be a major factor impacting our demographics.

For the 15-16 school year, TFES was a Kindergarten-5th grade building with ~300 students. There were two All Day EveryDay (ADED) Kindergarten teachers; two teachers at each grade level 1st- 4th; and three 5th grade teachers. There were two special education/resource room teachers; and one RTI teacher. We also have teachers for art, music, PE, and technology, a 0.4 teacher consultant, a .29 elementary guidance counselor, and a 1.0 speech therapist from the Livingston Educational Service Agency (LESA). In addition, we also have available to us on a part-time basis from LESA a school psychologist, school social worker, and occupational therapist. An ASD consultant, school physical therapist, and visually impaired and hearing impaired consultants available to us on an as needed basis. We have general education (5)/special education (1)/instructional (3) paraprofessionals who support our students.

At the end of the 15-16 school year, we learned that for the 16-17 school year that our staff would be reduced further in our K-5 ranks (a reduction from 13.0 FTE to 12.0 FTE). There will be no reductions in our FTE levels for special education teachers, RTI teacher, guidance counselors, teacher consultant, and LESA support staff. We are in the process of reducing the FTE for our special area teachers for this next year - percentages will range from 0.6 FTE to 1.0 FTE. These cut is a direct result of declining enrollment and a financial crisis at the state level regarding the funding of education and recent and continued cuts to the foundation allowance (at this time, it does appear that there will be a small increase in the foundation allowance for this next school year).

Our teacher turnover rate is quite low, except among our teachers who have the least seniority. ~65% of the teachers have been at the school for 10+ years, and ~75% of the teachers have 10+ years of teaching experience. The principal has been at the school for 15 years and has 21 years of administrative experience.. 100% of our teachers and paraprofessionals are highly qualified.

The information that was concluded as a result of analyzing student achievement, school programs/process, perceptions, and demographic data was as follows:

CAUSES FOR GAPS DUE TO ACHIEVEMENT DATA - lack of collaboration time between general education teachers and special education teachers; lack of specific and focused attention on the sub-groups, namely the SWD subgroup, the bottom 30% subgroup; increased rigor on the new state assessment relative to what types of questions students are expected to respond to on the test. AREA(S) OF PRIORITY - COMMON PLC TIME/GRADE LEVEL MEETING TIME FOR GENERAL EDUCATION AND SPECIAL EDUCATION TEACHERS TO COLLABORATE; FOCUS ON HAVING STUDENTS ANSWER MORE IN DEPTH QUESTIONS IN ELA AND IN MATH; WRITING NEEDS TO BE A FOCUS ACROSS GRADE LEVELS AND ACROSS THE CURRICULUM WITH A PARTICULAR FOCUS ON THE WRITING PROCESS, GRAMMAR & USAGE AND ON LANGUAGE MECHANICS; IN MATH, THERE NEEDS TO BE A FOCUS ON SOLVING REAL WORLD PROBLEMS.

CAUSES FOR GAPS DUE TO PROCESS DATA - inconsistent analyzing of data and inconsistent use of the results to increase student achievement; AREA(S) OF PRIORITY - EFFECTIVE AND CONSISTENT DATA ANALYSIS AND EFFECTIVE USE OF THE RESULTS; USING DATA ANALYSIS TO EFFECTIVELY DIFFERENTIATE INSTRUCTION.

CAUSES FOR GAPS DUE TO PERCEPTION DATA - staff survey - lack of focused attention to using data analysis to differentiate instruction. Students who are disrupting the learning environment were mentioned in the staff, parent, and student surveys. AREA(S) OF PRIORITY - DATA ANALYSIS FOCUSED ON DIFFERENTIATION AND CONSISTENT IMPLEMENTATION OF OUR PBIS PLAN.

CAUSES FOR GAPS DUE TO DEMOGRAPHIC DATA - declining enrollment and financial issues at the state level causing financial issues for the district; high absent rate (students missing more than 10 days of school/year); high mobility rate and high percentage of students who are in a transitional housing situation/homeless situation; increase in the number of economically disadvantaged students; AREA(S) OF PRIORITY - ATTENDANCE AND DISCIPLINE OF STUDENTS WITH SEVERE DISRUPTIVE BEHAVIORS.

PROFESSIONAL DEVELOPMENT NEEDS - These conclusions lead to a need for professional development in effective DATA ANALYSIS for the purpose of DIFFERENTIATING INSTRUCTION (analyzing M-STEP and NWEA data); we also need additional training in how to utilize the ACCELERATED MATH program and in the LLI Kits that are utilized by the Title I program.

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.

Goals have been identified relative to the following priority areas: in ELA and Math, strategies have been identified to assist student in answering the more in depth types of questions that they are encountering on the new state assessment. In Writing, a strategy has been identified to support students in their use of grammar and usage and with language mechanics. The SWD subgroup and the ED subgroup will be the focus of strategies and interventions relative to their identified areas of weakness. All core content areas (Reading, Writing, Math, Science, and Social Studies) are covered in the goals that have been chosen. Data analysis and differentiating instruction are common threads through all of the core content areas.

A clear and detailed analysis of multiple types of data occurred as part of the comprehensive needs assessment. Once all of the data was analyzed, grade level teams, the staff as a whole, and the SI Team reviewed the data analysis, identified the areas of need, and prioritized the needs by content area and by grade level for the purpose of identifying the strategies/activities related to the goals.

The following data was examined/analyzed in each of the four data points:

DEMOGRAPHIC DATA THAT WAS ANALYZED - enrollment trends; trends related to the # of grade level sections in the building; staff demographics (types of staff, teacher turnover rate, years of experience; HQ status); ethnicity; % of students who are ED and SWD; and discipline; attendance; mobility, and homeless data.

PROGRAM/PROCESS DATA THAT WAS ANALYZED - Interim Self Assessment

ACHIEVEMENT DATA THAT WAS ANALYZED - Due to the administration of the state assessments being moved to the spring, there was not current year state assessment data available to analyze for this school improvement plan, however, we did have the data from the spring 2015 state assessment (this data was not available when we completed last year's SI Plan). Local/district assessment data was analyzed for the 15-16 school year. Local/district assessments that were administered were K-5 NWEA data in ELA and Math; K-2 MLPP Data/DRA data/DIBELS Data; common district unit tests for each of the science kits; and the quarterly/semester common district social studies tests.

PERCEPTION DATA THAT WAS ANALYZED - the results of the ASSIST surveys for staff, students, and parents that were administered by the district in the spring of 2016.

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?

After analyzing the data from the CNA, we have developed 3 goals. One in the area of reading (addresses science and social studies content area reading), one in writing and one in mathematics. While these goals meet the needs of the whole school (All TFES students will be proficient in reading; ...will be proficient in writing; and, will be proficient in mathematics), progress monitoring and the use of individualized instruction and interventions will be used with the SWD subgroup and the ED subgroup. PBIS/discipline strategies will be utilized with all students, but will have a specific focus in the form of individualized behavior plans for those students with the most severe behaviors. Attendance monitoring will occur with all students for the purpose of identifying as soon as possible, those students who are at risk of having a high number of absences. Parents of students that had 10 or more absences this past school year will receive a letter in the fall which will notify the parents that their child had 10 or more absences last year, that regular school attendance is beneficial for academic achievement/success, and that their child's attendance will be closely monitored throughout the year. The truant office will be notified if a pattern of high absenteeism continues.

The strategies/activities that are utilized by the general education classroom teacher during core instruction times are the strategies/activities that will be utilized with all students to address their needs; the strategies/activities that are used during the MTSS (formerly RTI) block will be the strategies/activities that will be utilized with the students who are most at risk of not meeting the standards. The strategies related to reading & analyzing multi-media resources to demonstrate comprehension, to basic mechanics and language skills, and to reading, analyzing, and applying data to real world problems will be utilized with all students, but are being implemented for the purpose of increasing student achievement for the SWD and ED students.

Component 2: Schoolwide Reform Strategies

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

The following strategies in the schoolwide plan will focus on helping ALL students reach the state's standards in each of the core content areas:

READING - All teachers will implement best practice strategies for reading and analyzing multi-media resources to demonstrate comprehension. They will research best practices around improving reading instructions that focuses on differentiated instruction and reading for all students. The Fountas and Pinnell LLI Kits and the Learning A-Z products related to reading (Reading A-Z; RAZ-Kids, and Vocabulary A-Z) will be utilized to differentiate instruction and for data analysis. Teachers will utilize twice a month PLCs and weekly grade level meetings to analyze the data (Learning A-Z data, MLPP/DIBELS/DRA progress monitoring data, state assessment data, NWEA data, etc.) and to plan their instruction. A daily 90 minute ELA block and a daily 45 minute RTI/MTSS block will support all students in their identified areas of need related to reading.

WRITING - Teachers will implement best practice strategies to teach student the basic mechanics and language skills related to the CCSS in writing for their grade level. Teachers will use a variety of writing kits that have been purchased over the years to teach these basic writing skills to students. Teachers will also use Writing A-Z with students during the RTI/MTSS block. Teachers will utilize twice a month PLCs and weekly grade level meetings to analyze the data (classroom writing, state assessment data, and NWEA Language data - grades 2-5) and to plan their instruction. A daily 90 minute ELA block and a daily 45 minute RTI/MTSS block will support all students in their identified areas of need related to writing.

MATH - Teachers will implement best practice strategies to teach students to read, analyze, and apply data to real world problems. Accelerated Math (AM) will be utilized to differentiate instruction and for data analysis. Teachers will utilize twice a month PLCs and weekly grade level meetings to analyze the data (AM data, EDM unit tests and semester tests; state assessment data, NWEA data, etc.) and to plan their instruction. A daily 60 minute Math block and a daily 45 minute RTI/MTSS block will support all students in their identified areas of need related to math.

SCIENCE and SOCIAL STUDIES - Teachers will utilize the research based strategies outlined/identified in the areas of reading, writing, and math in the areas of science and social studies. Students will be expected to answer multi-step questions related to real world problems and to the comprehension of text related to these content areas. Teachers will utilize Science A-Z during the RTI/MTSS block. Teachers will utilize twice a month PLCs and weekly grade level meetings to analyze the data (science and social studies unit tests and district quarterly/semester common assessments in science and social studies; state assessment data, etc.) and to plan their instruction. A daily 45 minute RTI/MTSS block will support all students in their identified areas of need related to science and social studies (comprehension development with non-fiction texts).

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

The research-based methods and strategies in the schoolwide plan which increase the QUALITY/improve instruction are the utilization of differentiation, the implementation of strategies related to comprehension, the interventions utilized during times of supplemental instruction.

and the utilization of PLCs/grade level meetings for data analysis.

The strategies in the schoolwide plan which ACCELERATE and ENRICH the curriculum for select students and which support progress for all students are the strategies (reteaching, Accelerated Math, and research-based reading/comprehension/writing strategies) utilized during the RTI/MTSS block and during other periods of supplemental instruction, and the differentiated instruction used with all students by the general education classroom teacher.

The research-based methods and strategies in the schoolwide plan which increase the QUANTITY of instruction are the daily RTI/MTSS block, ICT cases, and PD for parents.

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

The research-based reform strategies in the schoolwide plan which align with the findings of the needs assessment are the use of specific interventions to support differentiated instruction such as Learning A-Z products, LLI Kits, Accelerated Math, the use of grade level meetings to focus on effective data analysis, and the focus on strategies in reading and math that have students answering questions and demonstrating comprehension related to the solving of real world problems.

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.

The strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support are as follows in each of the core content areas:

READING - dedicated 90-minute ELA block that includes reading & writing; differentiated instruction (LLI Kits); Learning A-Z products; guided reading; teaching comprehension strategies; reteaching

WRITING - dedicated 90-minute ELA block that includes reading & writing; writer's workshop; reteaching; Learning A-Z products

MATH - dedicated 60-minute math block; differentiated instruction (Accelerated Math); reteaching

SCIENCE and SOCIAL STUDIES - selection of materials that are at the students' instructional level; teacher comprehension strategies; reteaching; Learning A-Z products

STRATEGIES THAT SUPPORT ALL CORE CONTENT AREAS - tiered RTI/MTSS interventions and strategies (reteaching; LLI Kits; Learning A-Z products; Accelerated Math; and research-based reading/comprehension/writing strategies; Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) model is a tiered approach to behavior similar to a tiered RTI approach for academics; Instructional Consultation Teams is a building process where teachers request assistance of the IC Team when they have a professional need for support and/or when student achievement is not meeting expectations. A trained team member (case manager) and the teacher engage in a systematic problem-solving process in which decisions are determined by the collection of specific student data. The IC Team case manager and the teacher are guided by the critical assumptions of IC Teams as they progress through the problem-solving stages. These stages include: problem identification and analysis; strategy/intervention implementation; and strategy/intervention evaluation; and Student Progress

Review Meetings which are meetings requested by teachers and/or parents for the purpose of addressing student needs for students who are struggling academically, behaviorally, emotionally, or socially,

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

The school determines if these needs of students are being met through on-going analysis of individual student data. This is done to assist the school in determining if the needs of individual students are being met. Classroom work, pretests/posttests, Student Progress Review (SPR) meetings, special education staffings/IEPs, and grade level meetings are sources of data for determining whether or not the needs of individual students are being met. Classroom teachers are responsible for planning specific goals based on data to support students during differentiated instruction in the classroom and during the RTI/MTSS block. They are also responsible for progress monitoring the achievement of individual students on an on-going and as needed basis (all students are progress monitored at least three times a year, however, some students are progress monitored more frequently based on their individual needs). The results are utilized by teachers/staff to plan individualized lessons and interventions for students - the progress monitoring and the data analysis drives the teacher's instruction as they plan for individual and small group instruction.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All of the instructional paraprofessionals at TFES meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All of the teachers at TFES meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Overall, teacher turnover is not an issue at Three Fires Elementary as ~75% of our teachers have been at the school for 10+ years. For the 16-17 school year, we are losing one staff member to another building, and are having two of our special area positions reduced to 0.6 FTE each. These reductions are due to declining enrollment.

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

~75% of the staff has 10+ years of teaching experience. The principal has 21 years of administrative experience (15 years in her current position at the school).

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

The specific initiatives that TFES implemented to attract and retain high quality teachers are grade level meetings, a wide variety of professional development appropriate to the SI Plan, staff training for paraprofessionals, and a high level of parental involvement to support student success. TFES is a district-accredited NCA school, a 2011-2012 and 2012-2013 Michigan Reward School, and demonstrates a relatively high level of achievement on assessments.

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

The specific initiatives that the Howell School District has implemented to attract and retain highly qualified teachers are competitive salary and benefit package, open enrollment for employee's children, updated facilities and technology (technology bond passed in November of 2015), focused professional development related to the district SI Plan, and high levels of academic achievement. The district also has continuous process of improvement to maintain district accreditation through NCA.

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?

NA

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.

The professional learning that staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan during the upcoming school year include the following opportunities:

- Title I staff will receive additional training in the utilization of the Fountas and Pinnel LLI Kits to support at-risk student in reading. LLI kits support at-risk student in reading.
- All teachers will receive training in the implementation and utilization of Accelerated Math (AM). Accelerated Math supports differentiated instruction.
- There are many new initiatives coming through the district's strategic plan that will require professional development - a new teacher evaluation tool; a new data warehouse product; many facets of the new technology that is being installed in buildings and classrooms; and new curriculum initiatives (Michigan Science Standards).

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

The professional learning for the school is embedded within our SI Plan strategies and action steps. PD to support the district/building SI Plan strategies and action steps are embedded in the building staff meeting/grade level meeting schedules and in our 5 district PD days. District and building PD initiatives are spread throughout the year and when necessary across more than one year. This next year, the district's Strategic Plan that was adopted in January of 2016 will drive a number of PD initiatives for the next 5 years. At the end of the year, each strategy/action step is evaluated on implementation (not evident, emerging, operational, or highly functional) and a determination is made as to whether strategies/activity steps should be continued or discontinued the next year.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The Professional Learning Plan for 16-17 is attached.	TFES PD Calendar for 16-17 - DRAFT

Component 6: Strategies to Increase Parental Involvement

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

Parents were/are actively recruited and invited to participate in the building school improvement process. Parents were involved in the design of the schoolwide plan as representatives on our School Improvement Team/Steering Committee which was responsible for designing the schoolwide plan. We were only able to fill one of three parent spots on the school improvement team during the 2015-2016 school year; an active attempt will be made to fill all three slots for the upcoming school year. The Principal shared/shares updates on the work being done by the SI Team/Steering Committee on the schoolwide plan with parents who attended/attend PTO meetings and with the entire SI Team/Steering Committee at the monthly SI Meetings.

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

Parents will be involved in the implementation of the schoolwide plan in a variety of ways.

- Parts of the CNA, such as the item analysis of M data-STEP, are completed by the SI Team at their monthly meetings. Parents will work with teachers to analyze the M-STEP data.
- School-wide reform strategies that are being implemented will be shared with parents and parents will be given ideas for supporting their children with these strategies.
- Parents are notified in the building's annual report that all staff (teaching and support staff) is highly-qualified according to the No Child Left Behind legislation.
- Parents are notified when staff will be participating in district-wide professional development days.
- Feedback is solicited from parents via paper surveys (parent night surveys; school-wide program evaluation surveys; ASSIST perception surveys) and phone surveys.
- Weekly communication is sent home which makes parents aware of events that they can become involved in or opportunities that are available to support their child in the classroom or at the school. TFES has a very active PTO and there are many opportunities to volunteer at the school.
- Parents of preschool children are given opportunities to become involved in their child's transition to kindergarten.

Parents can help to carry out the schoolwide plan by attending SI meetings, parent night meetings, PTO meetings, and parent-teacher conferences/other meetings regarding their child's progress. They can volunteer in the classroom or with events outside of the classroom, both during the school day and outside of the school day. Parents can also support the implementation of the schoolwide plan or assist in carrying it out by familiarizing themselves with what their children are learning and then supporting their children as learners at home.

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

Three Fires Elementary School will ensure the involvement of parents in planning and reviewing the School-Wide Title I program by:

- Reviewing the School-Wide Parent Involvement Plan at the Title I Annual Meeting.

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- Distributing copies of the School-Wide Parent Involvement Plan for parents to review during November Parent-Teacher conferences; attach a page for parents to make suggestions re: the Parent Involvement Plan. Share suggestions with the School Improvement Team.
- Distributing and reviewing Teacher-Parent-Student Compacts at November Parent-Teacher conferences
- Conducting a Parent Survey of all parents at November Parent-Teacher conferences and in the spring (May)
- Reviewing and revising the School-Wide Title I Program to incorporate suggestions based on the Parent Survey results
- Placing a suggestion box in the front lobby for continued communication between parents and school all year. Reviewing suggestions and comments at monthly School Improvement Team Meetings and/or at PTO Meetings. Acting on these suggestions made by stakeholders as appropriate.
- Holding Title I meetings mid-year (during fall conference nights and evening of spring conferences in March) to review the Title I program, Parent Involvement Plan and ask for suggestions for improvement. An agenda will be generated and minutes will be taken (if appropriate); attendees will sign in; and a short survey will be completed by attendees. Parents who aren't able to attend will have a survey sent home to be completed and returned. These suggestions will be used to revise the parent school compact and Teacher-Parent-Student Compact and Parent Involvement Plan.
- Expanding all avenues of communication with parents (school newsletter, classroom newsletters, District publications and website) to increase parent involvement in the School-Wide Title I program.

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	TFES has a Title I Parent Involvement Policy/Plan that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f), and it is attached.	16-17 TFES Title I Parent Involvement Policy

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

To ensure that parents are informed about academic standards and assessments, Three Fires Elementary School will provide the following:

- Parent-Teacher Conferences - 2 nights scheduled in November; 1 night scheduled in March; also scheduled on a request basis by either teacher or parent.
- Parent copy of grade-level specific "Parents' Guide to Student Success" (PTA Parent Guides to the Common Core) given to parents at Fall Curriculum Night/Open House and /or at Parent-Teacher Conferences.
- The state assessment will be administered in the spring the results will be shared via Parent Reports being sent home to parents, at School Improvement Team Meetings, and through the school newsletters as soon as the state allows results to be shared.
- WIDA results for ELL students sent to parents (if we have students taking the ELPA). Individual parents will be given an opportunity to have an ELL tutor share/explain the results with them.
- Local common district assessment information (DIBELS, district writing prompts, DRA2, district common assessments in ELA, Math, Science, & Social Studies) shared with parents at conferences and on report cards (per district guidelines). Students in K-2 are given the DIBELS, NWEA, and other literacy assessments at least three times per year. Students in grades 3-5 are given the NWEA exam at least three times per year. Parents will receive a report of their child's progress after each of these assessments or when appropriate. Common district assessments are scheduled by unit in Science and either quarterly or at the end of the semester in Social Studies and at the end of the semester in Math and English Language Arts (reading and writing).
- Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate.
- Title I Teacher available at conferences to provide information and answer questions about assessments

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Three Fires Elementary School offers training and materials to parents through the following events and activities:

- Title I Annual Meeting
- Fall Curriculum Night/Open House
- Community Information/Resources re: Parent Workshops focusing on academic support will be made available to parents throughout the year
- Take Home Book Reading Program in grades K-2; monthly Reading Logs in grades 3-5
- Provide lists of community resources to individual parents and provide assistance in accessing these resources, as needed
- Websites and tech resources that parents can utilize at home are shared by our tech teacher and other staff
- Summer Reading Program offered through the District Community Library
- Monthly School Newsletter - Timberwolf Times/Weekly Wednesday Packets/Classroom newsletters/District publications and newsletters
- Tabs on the District Website (Schools/Departments/Academics/Athletics/Students/Parents/Publications/At the H) - provide parents with materials and resources to help their child achieve success and materials and resources to be informed parents in the district

Educate teachers, Title I staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

- Three Fires Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact. Teachers will be encouraged to utilize technology when appropriate to communicate with parents.
- Three Fires Staff will follow the district's "Standards of Customer Service".

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Three Fires Elementary School will work to coordinate programs to ensure success for all:

- Transition to Kindergarten: activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations
- Transition to Middle School: activities to educate 5th grade students and parents about the Middle School program in Howell during the spring of 5th grade and during the summer
- GSRP (Great Start Readiness Program): Preschool program located in our school that prepares students for Kindergarten expectations
- Head Start
- Classroom Parent Volunteers
- PTO coordinated activities
- Scouting Programs
- Music Programs
- Community Library Programs

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Three Fires Elementary will provide:

- Daily Take Home Folders (grades K-2); Planners (grades 3-5)
- Monthly School Newsletter/Weekly Wednesday Packets/Classroom Newsletters/District Newsletters written in a language parents can understand
- Bilingual interpreter, as needed, throughout the district for all parent contacts
- When necessary, accommodations are available for parents with special needs (deaf, blind, etc.)

Provide support for parental involvement at their request: 1118 (e) (14)

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Three Fires Elementary School

Three Fires Elementary School will make every effort to support our parents and make sure their needs are met:

- Make every effort to accommodate parent requests to ensure that student's and parent's individual needs are met in order to foster more positive parent involvement
- Parent request for assistance will be immediately addressed by the classroom teacher and coordinated with the RTI Teacher, and with administration and other staff if appropriate.
- Three Fires Staff will continue to focus on the best ways to strengthen positive relationships between home and school.

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2nd language:
1118 (f)

Three Fires Elementary School will provide:

- Flexible meeting times
- Handicapped Accessible Facilities
- Phone Conferences (Bilingual interpreter, as needed, throughout the district for all parent contacts)
- Monthly School Newsletters/Weekly Wednesday Packets/Classroom Newsletters/District Newsletters written in a language parents can understand
- When necessary, accommodations are available for parents with special needs (deaf, blind, etc.)
- Collaboration with community agencies; i.e., Community Mental Health, United Way, LACASA, Big Brothers-Big Sisters, Kiwanis, Lunch Buddy Program, Shop with a Cop, Empty Stocking Fund, etc. These programs/agencies are coordinated through the administrator, counselor, and Title I Teacher.
- Transportation Assistance (L.E.T.S. Bus)

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

Involve parents in planning, reviewing, and improving the School-Wide Title I program, including the School and District Parent Involvement Policy: 1118 (c) (3)

Three Fires Elementary School will ensure the involvement of parents in planning and reviewing the School-Wide Title I program by:

- Reviewing the School-Wide Parent Involvement Plan at the Title I Annual Meeting.
- Distributing copies of the School-Wide Parent Involvement Plan for parents to review during November Parent-Teacher conferences; attach a page for parents to make suggestions re: the Parent Involvement Plan. Share suggestions with the School Improvement Team.
- Distributing and reviewing Teacher-Parent-Student Compacts at November Parent-Teacher conferences
- Conducting a Parent Survey of all parents at November Parent-Teacher conferences and in the spring (May)
- Reviewing and revising the School-Wide Title I Program to incorporate suggestions based on the Parent Survey results
- Placing a suggestion box in the front lobby for continued communication between parents and school all year. Reviewing suggestions and comments at monthly School Improvement Team Meetings and/or at PTO Meetings. Acting on these suggestions made by stakeholders as appropriate.
- Holding Title I meetings mid-year (during fall conference nights and evening of spring conferences in March) to review the Title I program, Parent Involvement Plan and ask for suggestions for improvement. An agenda will be generated and minutes will be taken (if appropriate); attendees will sign in; and a short survey will be completed by attendees. Parents who aren't able to attend will have a survey sent home to be completed and returned. These suggestions will be used to revise the parent school compact and Teacher-Parent-Student Compact and Parent Involvement Plan.
- Expanding all avenues of communication with parents (school newsletter, classroom newsletters, District publications and website) to increase parent involvement in the School-Wide Title I program.

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

The results of the evaluation will be used to improve the schoolwide program throughout the year and for the following year. Written suggestions on the regarding the parent involvement policy, survey results following meetings or parent nights, and written suggestions received in the front lobby suggestion box will all be used by the SI Team/Steering Committee, that includes parents, to improve the schoolwide program and decisions will be made as appropriate.

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

Develop jointly with parents and teachers a School/Parent/Student Compact. The Compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The Compact will be reviewed and discussed during fall parent-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

Three Fires Elementary School will develop/review the Teacher-Student-Parent Compact:

- The Teacher-Parent-Student Compact was developed jointly by staff/parents/community member who sit on the building School Improvement Team. Revisions were made according to suggestions by the staff at a staff meeting. The Teacher-Student-Parent Compact is reviewed annually so that revisions can be made.

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

Develop jointly with parents and teachers a School/Parent/Student Compact. The Compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The Compact will be reviewed and discussed during fall parent-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

Three Fires Elementary School will review the Teacher-Student-Parent Compact:

- The Compact is signed in September and is shared again with all parents at the November Parent-Teacher Conferences. Teachers discuss how the Compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.

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

TFES is an elementary school, and we share the parent compact at our Fall Open House in September, and we review it at our Fall Parent-Teacher Conferences in November.

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The School's School-Parent Compact is attached.	16-17 TFES Title I School-Parent Compact

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

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Three Fires Elementary will provide:

- Daily Take Home Folders (grades K-2); Planners (grades 3-5)
- Monthly School Newsletter/Weekly Wednesday Packets/Classroom Newsletters/District Newsletters written in a language parents can understand
- Bilingual interpreter, as needed, throughout the district for all parent contacts
- When necessary, accommodations are available for parents with special needs (deaf, blind, etc.)

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?

TFES connects with preschool age children and their families in a variety of ways as they transition to kindergarten.

Livingston Educational Service Agency (LESA) coordinates and supports the transition of preschool-aged children to kindergarten at a county level. Great Start Livingston and the county school districts meet regularly during the school year to address preschool transition and strategies that will be utilized. "Kindergarten Summits" are held during the school year. These "summits" provide an opportunity for preschool agencies and school district staff to collaborate re: transition to kindergarten. Strategies related to "kindergarten readiness", curriculum, and ways that preschools and elementary schools can partner to support families are discussed and implemented. The district coordinates the transition of preschool age children into the district's kindergarten programs through LESA initiatives and through Great Start initiatives in the county. During the 11-12 school year, LESA invited the elementary principals to discuss with preschool teachers the kindergarten offerings that are available in the various districts around the county. In the late winter of each school year, Great Start Livingston creates a document that lists all of the kindergarten registration information for the county school districts. During the 14-15 school year, kindergarten transition documents were created at the county level for use by the local districts (an activity calendar; parent information handouts; etc.) During this past school year, a county-wide Kindergarten Transition Committee was formed and met four times during the year to work on kindergarten transition across the county.

In the spring of each year, local preschool, Head Start, ECP, Great Start, and day care programs have an opportunity to complete a "county-wide" developed readiness and transitional information form/survey on each student who will be transitioning to a kindergarten program in the county. The purpose of the form/survey is to give preschool teachers an opportunity to provide information to the next year's kindergarten teacher regarding individual students and their level of readiness for kindergarten. These forms/surveys are distributed to the students' kindergarten teachers in the fall before school starts. Kindergarten teachers use the information to get some initial "data" regarding the students who will be in their classroom. The information is for teacher use only; an opportunity for the preschool teacher to share information with the kindergarten teacher. Parents have an opportunity to complete a district form regarding information about their child and the readiness skills that they are bringing to kindergarten. Kindergarten teachers compare the information received from preschool teachers and from parents with their initial assessment results from the first couple of weeks of school.

In September (administered for the first time in September of 2012 - kindergarten teachers received training before school started on how to administer the county assessment), kindergarten teachers administer a readiness assessment that is consistent county-wide. The kindergarten teachers are able to utilize the assessment results of the individual students in their classroom immediately to plan instruction for these students. The county assessment is administered in conjunction with district assessments that are administered during the first couple of weeks of school. Results are tabulated at the county level and then shared with each district via e-mail and at a Kindergarten Summit. The county-wide results are used to assess the readiness level of preschoolers who entered kindergarten in the fall. These results are also shared with preschool teachers in the county so they can focus on the skills that the majority of students may be lacking as they enter kindergarten.

Howell Public Schools offers many childcare and preschool opportunities for parents within our district facilities. TFES has a 3 & 4 year old preschool program on-site. The children enrolled in this program are typically children who will attend kindergarten at TFES, or are children who already have siblings enrolled in the school. The children and the families who are enrolled in this program come into kindergarten with

a connection to the school. They have a familiarity with the facility and with the school's culture. These children already see TFES as "their school" as they transition to kindergarten.

During late February or early March, Howell Public Schools holds a district registration for incoming kindergartners and their families. To put a more personal touch on the registration process this past March, registration in the spring of 2013 was relocated to each of our elementary buildings rather than at one central location in the district. The dates and locations, along with the changes in the age requirement for kindergarten, were advertised for several weeks through building marquees, newsletters, the district and building websites, on the local radio station and in local newspapers, and in various locations around the community.

The Kindergarten Registration at TFES was held in the multi-purpose room which has an entrance off the front of the building. This provided easy access to the building. There were sessions from 9:30 a.m. to 2:30 p.m. and from 4:00 p.m.-6:30 p.m. Parents were able to complete and submit required paperwork, register for on-site before and after school child care, and complete an application for free and reduced lunch/breakfast. The building principal, a clerk from the main office, a kindergarten teacher, and a parent representative from the TFES PTO were on hand throughout the two sessions to answer questions and to provide a tour of the school. During a set period of the day, a school bus driver and a bus were on site for parents and children to ride. There were refreshments for everyone and an activity table for the children. All of the children received a stuffed animal which had their graduation year on the front - this spring we registered the class of 2029

A Kindergarten Packet provides parents with resources to assist them as they make the transition to kindergarten with their child. The various kindergarten options (all-day every day kindergarten, ½ day kindergarten, and full day and ½ day kindergarten) are described in the packet. They receive an overview of the Kindergarten Curriculum, a copy of a daily kindergarten schedule, and suggestions for how to prepare their child for kindergarten. Additional resources are available to help parents develop the pre-academic, speech, social, physical, and emotional skills that are beneficial to school success.

Parents who contact the school after the scheduled registration day are offered a time to meet with the principal so that questions can be addressed and a tour of the school can be provided.

When necessary, staffings are held at the school each spring for Head Start and Great Start Readiness Program (GSRP) students who are entering kindergarten. Pre-school students who are receiving support services through Child Find (usually includes IEPs) are invited to attend a transition IEP at TFES. These staffings or transitional IEPs provide an opportunity to assist these families in their transition to kindergarten and provide school staff with an opportunity to gather information that will be helpful in meeting the student's needs in the fall.

A Kindergarten Open House is held in the evening the week before school starts. The principal, the kindergarten teachers, and other available staff such as the Title I Teacher and the Counselor are available to welcome our youngest students and their families to our school. This event allows each student to meet their teacher, see their classroom, find their locker, tour the entire building prior to the first day of school, and board a school bus. While parents get to do the same, they can also ask questions, finalize transportation, finish the registration process, and share any final concerns or thoughts with the teacher. Classroom teachers send personalized invitations to all registered incoming kindergarten families. The PTO also holds its school-wide Ice Cream Social on this evening, providing our kindergarten families with another way to feel that they are a part of the school from the very start.

During the school year, students who attend preschool programs housed at TFES are invited to participate in appropriate assemblies and other events (assemblies, PTO family nights, the spring walking club, theme days, school pictures, etc.).

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?

LESA and the Great Start Livingston Collaborative provide coordinated training throughout the year for preschool and daycare providers. At the time of registration, either at the spring registration day at the building or when a parent registers at another time, parents of incoming kindergartners receive in their registration packet information about Beginning Kindergarten and Kindergarten programs in the district, speech and language development information for kindergartners, what parents can do to help their child prepare for the first day of kindergarten, and information regarding a "pathway" to early learning success (how to support their child academically, socially, and emotionally). At the fall Kindergarten "Meet & Greet"/Open House (held the week before school starts in conjunction with the PTO School-wide Ice Cream Social), parents receive information specifically related to their child's kindergarten classroom, and they receive information regarding the core content standards for kindergarten. A monthly publication called "The Livingston Parent Journal" provides parents with information about educational and recreational opportunities throughout the county. Copies are placed in our front lobby area for parents who have not picked up a copy from another location in the county.

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?

Teachers provide input into the decisions regarding the use of school-based academic assessments at a variety of levels.

At the district level, the district School Improvement Team sets an assessment calendar for the year. This calendar outlines which assessments are administered and when they are given. Core-content specific committees at the district level have teacher representatives from each building and across grade levels. Building reps share information/minutes from committee meetings via e-mail or at a building staff meeting. These committees designed and developed district-wide common assessments in all four core content areas two years ago (10-11 school year) and solicited feedback via an on-line survey/questionnaire following the first year of implementation (11-12 school year). All core-content specific committees met in May or June of 2012 to revise and refine the district-wide common assessments based on the feedback that had been collected during the first year of implementation. The revised assessments from June of 2012 are being utilized currently. During this the second year of implementation, changes have been addressed on a case by case basis.

At the building level, classroom teachers identify students who are in need of intervention/additional support at the end of the year, at the beginning of the year and throughout the year. Parents may ask for additional support/interventions for their child, as well. The identification by teachers is based on a variety of assessments such as classroom observations, classroom work/behavior, and classroom, district, and state assessments/progress monitoring. Initially, the teacher will utilize the information gained from these various assessments to adjust instruction within the classroom and to provide supplemental instruction during the daily 45 minute RTI time. Support staff, such as the RTI staff and the ISD staff, and sometimes the special area teachers, may also provide interventions and support to these identified students during the RTI time. If the student does not demonstrate improvement during this period of adjusted classroom and RTI instruction, the teacher may request assistance from the building Instructional Consultation Team (ICT) and/or request a Student Progress Review (SPR) Meeting. Parents are invited to the SPR Meeting, unless there are circumstances which need to be addressed prior to contacting the parent to set up a meeting. Other "experts" in the building who may have knowledge of the student or who may have suggestions for interventions are also invited to the SPR, in addition to the classroom teacher and the parent. These experts might include the Principal, the Teacher Consultant, the School Psychologist, the School Social Worker, the Autism Consultant for the district, the School Occupational Therapist and/or the Physical Therapist, the School Guidance Counselor, or any outside "experts" that the parent wishes to include in the SPR meeting. At the SPR, the classroom teacher is asked to share current performance data and the interventions that have been implemented up to the time of the meeting and the success of those interventions. Next steps are determined and a time-line for a follow-up meeting is discussed. Classroom teachers are asked to begin a SIDR - Student Information Data Record. Demographic information, current academic performance, pertinent medical information, and interventions and strategies that have been tried are documented in the SIDR. Dates of meetings are also recorded in the SIDR. Once a SIDR is started it follows the student from grade to grade each year.

Parents are informed of upcoming state/district assessments through specific letters about a specific assessment (M-STEP specific letter is sent 3-weeks prior to the M-STEP); classroom newsletters and student planners are utilized to inform parents of upcoming classroom assessments such as unit tests and quizzes, quarterly tests, and/or semester test. At the Annual Schoolwide Title I Parent Meeting in the fall, the assessments that all students take are reviewed with parents. Results of classroom work and assessments are available to parents on PowerSchool (web-based grade book), as well as on progress reports and report cards. Building assessments such as MLPP, DRA, DIBELS, NWEA, SRI etc. are shared with parents at Parent-Teacher Conferences in the fall and in the spring. Results from the state assessments are sent home to parents with a letter asking them to call if they have any questions.

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 student achievement data analysis for the purpose of improving the academic achievement of all students during regularly scheduled grade level meetings, which are held approximately twice a month during a grade level's 55 minute common planning time (may move one of the two grade level meetings to a before school staff meeting to facilitate cross grade level data analysis and dialogue). During grade level meetings, grade level staff is focusing on analyzing classroom and building assessment data, on grouping students for instruction, on utilizing research-based instructional strategies, and on planning for future instruction. Planning for the daily 45 minute RTI time occurs during grade level common preps. Release time is available for teachers to assess, score, analyze, and record their assessment results.

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.

In September, general education teachers and the RTI staff conduct academic screening with all kindergarten students in the area of ELA and Mathematics utilizing MLPP, DIBELS, and the NWEA assessment for Mathematics. Data from the screenings is analyzed by the teacher and RTI staff during grade level meeting times. This review/analysis of the data and grade level criteria is used to determine those students who need additional support. Targeted instruction is provided during a daily 45-minute RTI time to those students who are identified as being in need of additional support in mastering the standards/grade level proficiency in all core content areas. This targeted instruction is provided by the general education teachers, special education teachers, the RTI staff, and other designated/available staff (LESA staff members, special area teachers, etc.)

Grade 1-5 teachers and the RTI staff will review/analyze the end of the year student data that is available in all four core content areas from June (results from the end of the year DRA/DIBELS, previous year's district common assessment results in all core areas, NWEA, and state assessment results for grades 3-5). New students in September will be assessed using MLPP/DRA/DIBELS in grades K-3; 3rd-5th grade students will be assessed using NWEA (4th grade and Title I also utilizes SRI data). Data from these assessments is analyzed by the teacher and the RTI staff during grade level meeting times. This review/analysis of the data and grade level criteria is used to determine those students who need additional support. Targeted instruction is provided by the general education teacher and the RTI staff to those students who are identified as being in need of additional support in mastering the standards/grade level proficiency in all core content areas.

Continuous progress monitoring by the general education teachers, with assistance from the RTI staff, in all core content areas, will determine if needs are being met by the interventions that are being implemented, and instruction will be adjusted if needed. At the end of each quarter (more often if needed), grade level teams will meet with specialists in PLCs to analyze student data and review student intervention plans to make instructional adjustments as needed.

Continuous progress monitoring by the general education teachers, with assistance from the RTI staff, in all core content areas, will determine if needs are being met by the interventions that are being implemented, and instruction will be adjusted if needed. At the end of each quarter (more often if needed), grade level teams will meet with specialists in grade level meetings to analyze student data and review student intervention plans to make instructional adjustments as needed.

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?

General education teachers at each grade level K-5 secure a dedicated 90 minutes of ELA instruction and a dedicated 60 minutes of math instruction daily. After receiving differentiated instruction in the general education classroom, such as guided reading, reader's and writer's workshop, extension lessons in Everyday Math, and reteaching as needed in all of the core content areas, students who are experiencing difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level receive timely, effective, additional assistance from the classroom teacher, the RTI staff, and other staff during a daily 55-minute RTI time (each grade level has its

own specific 55 minute block of time). Students identified for this additional assistance, receive supplemental reading and math support and supplemental support in science and social studies through a focus on comprehension and on content specific vocabulary within non-fiction text. When necessary, students who need additional time beyond the differentiated instruction/reteaching in the general education classroom and the scheduled RTI block are pulled by the RTI teacher or other available staff for an additional block of specialized instruction (there are students receiving up to 3 sessions of ELA instruction daily). Classroom teachers are responsible for planning specific goals for supporting students during the RTI block. Classroom teachers and special education teachers/staff will collaborate when planning specific goals/accommodations for supporting students. Classroom teachers will team up with their grade level colleagues and support staff (the RTI staff, special education staff, and special area teachers) to deliver support/intervention to all at-risk students according to the goals set by the classroom teacher during the RTI block. The classroom teachers, special education teachers/staff, and the RTI teacher work with the most at-risk students. RTI staff (namely paraprofessionals) and special area teachers available during various RTI blocks work with those students who are not at-risk. The RTI staff may lead literature circles with grade level/advanced readers or oversee Accelerated Reader (AR) or Accelerated Math (AM) activities. Special area teachers may oversee AR or AM activities, or they may plan extension/enrichment activities related to their area of expertise (art, music, physical education, or technology) for students who are at or above grade level proficiency. In addition to the RTI time, TFES has an Instructional Consultation Team (ICT) which supports staff in making an instructional match between the teacher, the student, and the instruction the student receives. The TFES IC team members work with classroom teachers to identify areas of concern and help provide differentiated instructional strategies for at-risk students. In the ICT process, classroom teachers request assistance of the IC Team when they have a professional need for support and/or when student achievement is not meeting expectations. A trained team member (case manager) and the teacher engage in a systematic problem-solving process in which decisions are determined by the collection of specific student data. The IC Team case manager and teacher are guided by the critical assumptions of IC Teams as they progress through the problem-solving stages. These stages include: problem identification and analysis; strategy/intervention design; strategy/intervention implementation; and strategy/intervention evaluation. The process can be utilized over and over again with a student or a group of students. The goal of the ICT process is to enhance/ improve/ increase student and staff performance.

TFES supports a Positive Behavior Support model/plan to support all students. The building PBS Committee which is comprised of staff and parents, meets monthly to support the PBS model/plan. This committee with feedback from the SI Improvement team and the staff as a whole has developed a behavior expectation matrix and a behavior consequence rubric that is posted in all classrooms and in the hallways. The matrix and rubric are shared with students at the beginning of the year, as well as on an as needed basis during the year. Parents receive this information at the beginning of each semester. The model/plan dictates that students who struggle with behavior/are not meeting the school/classroom expectations for behavior receive support through individually created behavior plans. These plans are teacher created, teacher-parent created, or teacher-parent-support staff created.

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

Students' individual needs are being addressed through differentiated instruction in the classroom utilizing best practice strategies in each of the core content areas. In K-3 classrooms, teachers utilize guided reading and leveled books with students grouped according to their instructional level. In grades 4-5, teachers utilize guided reading and leveled books with their struggling readers, and utilize literature circles and Reading Apprenticeship strategies with their on grade level/advanced readers. In grades K-5, grade level appropriate vocabulary and comprehension strategies are taught and reinforced, as well as the utilization of Marzano's instructional and vocabulary strategies. Daily at home reading is encouraged in grades K-5. K-2 students have access to leveled book tubs as part of a daily take home reading program. Students in grades 3-5 are also encouraged to read outside of school on a daily basis. Teachers utilize a monthly reading log as a way of having students demonstrate/document that they are indeed reading outside of school on a daily basis.

School Improvement Plan

Three Fires Elementary School

Teachers utilize a writer's workshop approach as a way to differentiate instruction in writing. They utilize read alouds and mini-lessons to teach the elements of writing (they use 6 +1 Traits of writing and the Maupin House CraftPlus writing kits). There is guided writing and independent writing. Students are writing on a regular basis in all core content areas, with teacher and peer editing/conferencing occurring when appropriate. There is an integration of narrative and non-fiction writing occurring throughout the week across the core content areas.

Teachers utilize math manipulative materials, reteaching, and the support and extension lessons in the Everyday Math Teacher's guide. They also utilize Accelerated Math and other computer-based programs to differentiate Math for students (Sumdog).

In social studies and science, teachers utilize reteaching, graphic organizers, and where possible they utilize leveled non-fiction texts during their reading block that are related to science and social studies concepts that are being covered during science and social studies, i.e. weather is the science topic being covered, so the lower readers may read a non-fiction text about weather during their guided reading time. The teachers differentiate by selecting materials that are at various levels and utilize reteaching to assist those students who need additional time or content repeated.

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.

Programs and resources are coordinated and integrated toward the achievement of the schoolwide goals in a variety of ways. Howell Public Schools' Deputy Superintendent of Instructional Services and the Supervisor of Financial Services (overseer of grants) meet regularly with building principals and the District SI Team, to discuss and plan the use of resources. All of the programs and resources that are listed below are used to support student achievement as outlined in the SI Plan goals. The SI Plan for TFES includes resources from Title IA and Title IIA, along with district, state, and other federal funds to enhance the academic achievement of all students. Each goal plan in the SI Plan lists the resources needed to implement the strategies that will be used to accomplish the goals. Each program/resource offers unique ways to support student achievement. Title IA funds are used to supplement and improve core programs to students who are identified as needing additional support to master the standards.

FEDERAL RESOURCES, PROGRAMS & GRANTS:

TITLE IA FUNDS - TFES uses Title IA funds for an HQ RTI Teacher and HQ RTI paraprofessionals; software to supplement instruction; materials to assist parents in helping their children at home; materials to implement interventions; professional development for staff (training in utilizing the LLI Kits and in implementing and utilizing Accelerated Math and Learning A-Z products)

TITLE IIA FUNDS - TFES uses Title IIA funds for district and building professional development related to district and building initiatives (vocabulary instruction; progress monitoring and data analysis; best practice strategies)

IDEA - TFES uses IDEA funds to support special education students (support for special education students in general education classrooms and during RTI/pull-out time; Child Find; IEPs)

STATE RESOURCES, PROGRAMS & GRANTS:

31A Funds - TFES does not utilize 31A funds; they are utilized by our at-risk schools in the district; we have programs located in our buildings that receive Great Start Readiness Program funds.

LOCAL RESOURCES, PROGRAMS & GRANTS:

GENERAL FUND MONEY - TFES uses general fund money for salaries and to fund materials and supply budgets (support homeless students and economically disadvantaged students)

PTO Funds - The TFES PTO uses PTO funds raised through fundraising activities to support educational initiatives for students and families (cultural assemblies, field trips, family science night, fall and winter family activity nights, kindergarten registration; literacy support with leveled books for K-2 and novel sets for 3-5; library and classroom materials; family involvement activities)

BUILDING STUDENT ACTIVITY MONEY - funds activities or materials/supplies that are utilized by a group of students or all students (field trip fees for students who are homeless or economically disadvantaged; the PBIS model/plan; Bucketfilling assemblies; last day of school SY 2016-2017

assembly)

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.

TFES will use the resources from Title I and other sources to implement the ten required schoolwide components.

Component 1 - Comprehensive Needs Assessment: Title IIA; General Fund

Component 2 - Schoolwide Reform Strategies: Title IA; Title IIA; General Fund; PTO; Building Student Activity Fund

Component 3 - Highly Qualified Staff - Title IA; Title IIA; General Fund

Component 4 - Attract and Retain Highly Qualified Staff: Title IIA; General Fund

Component 5 - Professional Development: Title IA; Title IIA; General Fund

Component 6 - Parental Involvement: Title IA; General Fund; PTO

Component 7 - Preschool Transition: General Fund; IDEA

Component 8 - Assessment Decisions: General Fund

Component 9 - Timely & Additional Assistance: Title IA; General Fund; IDEA

Component 10 - Coordination & Integration of Federal, State & Local Resources: General Fund

Evaluation - Title IA; General Fund

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.

TFES coordinates and integrates the following federal, state, and local services in a manner applicable to the grade level to support achievement of the schoolwide goals through the nutrition program (free and reduced lunch/breakfast program), the McKinney-Vento (transitional housing/homeless) program, the HeadStart and Great Start Readiness programs (GSRP) for preschool students and through community resources such as Big Brothers/Big Sisters. We provide free and reduced breakfast and lunch for students who qualify, we identify students/families in transitional housing/homeless situations and make sure that they have the necessary resources and materials for their children, we have students who enroll from HeadStart and GSRP, and we facilitate awareness of community resources that may benefit students within the school setting and that may benefit students and families outside of the school setting. Within the school setting, student

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Three Fires Elementary School

services provided by our special education team are coordinated with our schoolwide plan. Speech, OT, PT, counseling, and social work are provided on a rotating basis as part of our RTI model so that students who are furthest from mastering the standards receive all services that they are entitled to in school. Students that have an IEP and who qualify for resource room support, receive as much of their required resource room time as possible during the daily 55 minute RTI block. If additional resource room support is required or additional supplemental instruction is needed, the additional support is provided outside of the classroom dedicated ELA and Math blocks or is provided in the general education classroom. ELL students who have opted out of the district's centralized program receive help through differentiated instruction and through RTI if they are having difficulty mastering the standards. In addition, we use Title IIA funds for professional development that helps staff increase student achievement for all students.

Evaluation:

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

TFES evaluates the implementation of the schoolwide program in multiple ways throughout the year.

In the fall at the Annual Schoolwide Plan Meeting, parents are given an opportunity to provide feedback on the schoolwide program, the Parent-Involvement Policy, and the Teacher-Parent-Student Compact. At Parent-Teacher Conferences in November and in March, parents are given an opportunity to complete a survey which asks them to evaluate the implementation of the schoolwide program. There is also a suggestion box located in the front lobby at all times for parents to offer suggestions or leave comments regarding aspects of the schoolwide program or other programs, etc. at the school. The SI Team and staff review the feedback/survey results/suggestions at the time they are collected or received. Changes that can be made immediately are made at that time. Suggestions requiring more discussion, or the updating of documents, are addressed at the SI Team Meeting in April.

In addition to the evaluation that occurs at the Annual Schoolwide Plan Meeting, the staff and parents, and the SI Team, which includes the principal, SI Chair, RTI Teacher, a grade level rep from each grade level, a special rep, a special education rep, a support staff rep, parents, and a business/community partner annually evaluate the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The goals, objectives and implementation of strategies through action steps, as well as the parent involvement activities are reviewed/analyzed. The SI Plan is revised as necessary to ensure the continuous academic improvement of all students in the schoolwide program, and is evaluated to determine if the goals in the plan and the fidelity of implementation of the strategies/action steps are making a difference. This annual evaluation occurs at the April SI Team meeting. The results of the evaluation are shared with staff and parents during the early part of May, and are utilized to revise the SI Plan for the following year. The revised plan for the next year is approved at the May SI Team meeting and shared with staff before the end of the year. The SI Plan for the next year is shared with parents in the September newsletter and at the Annual Schoolwide Plan Meeting in September.

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.

TFES evaluates the results achieved by the schoolwide program using data from the state's annual assessments and other indicators of academic achievement through its building school improvement process.

The SI Team, which is comprised of parents and staff, in monthly SI Team meetings, and the building staff in staff meetings and grade level meetings, analyze demographic data, process/program data from the NCA Self-Assessment, achievement data (state assessment data, district common assessment data, and grade level/classroom assessment data), and perception/survey data and identify trends to determine the effectiveness of the program and the strategies that are utilized. Demographic, process/program, achievement, and perception data is analyzed whenever the data is available during the year, and the results at the time of the analysis are compiled for the annual evaluation by the SI Team in April and May. The SI Team and staff utilize the evaluation of the results that were gathered throughout the year to adjust strategies and action steps for the following year that are outlined in the SI Plan.

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.

TFES will determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards through consistent and regular progress monitoring of individual student achievement in the core content areas. Available data in all of the core content areas will be analyzed. We will annually analyze the performance of our students on the state assessments. We disaggregate proficiency rates for ALL students and for our identified sub-groups (SWD, ED, and gender). We look at proficiency percentages for students from year to year (2015 % proficient compared to 2016 % proficient), and we track cohort groups, as well from year to year (2015 3rd grade proficiency compared to 2016 4th grade proficiency). This analysis is done at SI Team meetings, at staff meetings, and at PLC meetings. Assessment data is shared with parents throughout the year and is shared with students, as well, as we know that students are more apt to achieve at an increased rate when they know their current data and set goals for themselves.

In addition to determining whether the schoolwide program has been effective in increasing the achievement of students overall who are furthest from achieving the standards, TFES also analyzes individual student data to determine whether the schoolwide program has been effective in increasing the individual achievement of students who have been identified as being furthest from achieving the standards. Classroom work, pretests/posttests, Student Progress Review (SPR) meetings, special education staffings/IEPs, and grade level meetings are sources of data for determining whether or not the schoolwide program has been effective in increasing individual student achievement. Classroom teachers are responsible for planning specific goals based on data to support students during differentiated instruction in the classroom and during the RTI block. They are also responsible for progress monitoring the achievement of these individual students.

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

The process that is followed by TFES to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program is the NCA/AdvancED district school improvement process. As a result of this process, the SI Plan functions as a dynamic document that is updated and revised throughout the year. Last year and this year, we have utilized the MDE Program Evaluation Tool to evaluate the schoolwide program.

The various components of the SI plan will be updated and revised by the SI Team which includes parents, as well as other groups as follows:

#1 CNA will be evaluated in the spring of each year by the SI Team, with assistance from the Data Team Leader and building staff. State and local test data, perception data, demographic data, and program/process data from the current school year will be gathered and analyzed to evaluate and update the CNA.

#2 School-wide Reform Strategies will be evaluated quarterly by the SI Team and all building staff. State and local assessments will be evaluated to determine the effectiveness of the school-wide reform strategies. State assessments will be analyzed annually and local assessments will be evaluated quarterly. After this analysis, action steps in the SI Plan will be adjusted to ensure that all students are meeting the Common Core State Standards.

#3 Instruction by HQ Staff and #4 Strategies to Attract HQ Teachers will be evaluated annually by the Principal and district personnel to determine that all staff meet HQ qualifications.

#5 Professional Development will be evaluated monthly and annually by the SI Team and all building staff. The PD calendar and staff

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surveys will be reviewed following each PD opportunity to determine the effectiveness and value of the PD that was offered and whether or not additional PD is necessary and in what areas. Needs related to PD for parents will be surveyed on the parent survey that is administered at the Annual Parent Meeting in the fall.

#6 Strategies to Increase Parental Involvement will be evaluated in September at the Annual Schoolwide Meeting, at Parent-Teacher Conferences in the fall, and at Parent-Teacher Conferences in the spring. The SI Team, building staff, and the PTO will utilize the schoolwide parent surveys, as well as the parent surveys located in ASSIST to evaluate the effectiveness of the current strategies being used to increase parent involvement, as well as consider the addition of new strategies. The school-wide surveys and the parent surveys in ASSIST will be completed in October and again in April. Parents will be surveyed following PD opportunities for parents and following events that are held for parents and/or families.

#7 Preschool Transition Strategies will be evaluated through parent surveys and staff observations in the spring of each year by the SI Team and building staff.

#8 Teacher Participation in Making Decisions will be evaluated in October and in April through a review of the staff survey results from the survey that is located in ASSIST. The SI Team, the Principal, and grade level teams will analyze these survey results and share the analysis with the staff.

#9 Timely and Additional Assistance will be evaluated throughout the year at PLC meetings/grade level meetings/staff meetings/SI Team meetings and in the spring of each year by the SI Team and building staff. A staff survey which asks questions about the timely and additional assistance that is provided will be utilized to determine its effectiveness and whether or not adjustments need to be made to what opportunities are being provided to students.

#10 Coordination & Integration of Federal, State & Local Programs & Resources will be evaluated annually in the spring of each year by the SI Team to make sure that funds have been allocated according to the law and that adjustments as to what funds are allocated for are made.

2016-2017 Schoolwide School Improvement Plan

Overview

Plan Name

2016-2017 Schoolwide School Improvement Plan

Plan Description

2016-2017 will be our 4th year as a schoolwide Title I building. For the 16-17 school year, there are a number of major district initiatives/undertakings that are taking center stage and directly impacting the work that individual buildings have to do this year - a district-wide technology bond was approved in November 2015; the district had an NCA External Review in December of 2015; and the Board of Education adopted a comprehensive strategic plan in January of 2016. As a result of these major district initiatives, we have streamlined our goals from last year to this year and are focusing on a single strategy in each of our goals.

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 Three Fires Elementary School will be proficient in Reading.	Objectives: 2 Strategies: 1 Activities: 6	Academic	\$46681
2	All students at Three Fires Elementary School will be proficient in Writing.	Objectives: 2 Strategies: 1 Activities: 4	Academic	\$46181
3	All students at Three Fires Elementary School will be proficient in Mathematics.	Objectives: 2 Strategies: 1 Activities: 7	Academic	\$48088

Goal 1: All students at Three Fires Elementary School will be proficient in Reading.

Measurable Objective 1:

100% of First, Second, Third, Fourth and Fifth grade students will increase student growth on the NWEA Reading Assessment in Reading by 06/09/2017 as measured by NWEA reading growth data from fall to spring.

(shared) Strategy 1:

Comprehension - All teachers will implement best practice strategies for reading and analyzing multi-media resources to demonstrate comprehension. All teachers will utilize the building's MTSS model to improve student achievement in the area of reading.

Category: English/Language Arts

Research Cited: 1) Marzano, R. Meta-Analytic Syntheses of Studies Conducted at the Marzano Research Laboratory on Instructional Strategies. Englewood, CO. August 2009. http://www.marzanoresearch.com/research/researched_strategies.aspx.

2) Tomlinson, C.A. and Allan S. D. (2000) Reasons for optimism about differentiation: Its basis in theory and research. In Tomlinson and Allan. Leadership for differentiating schools and classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

3) Dufour, Richard, Eaker, Robert, & DuFour, Rebecca. (2002). Getting Started: Reculturing Schools to Become Professional Learning Communities

Tier: Tier 1

Activity - MTSS Outside of Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the MTSS (formerly RTI) block, staff will utilize a Title I Teacher and Title I Instructional Assistants to support students in reading outside of the core instructional time.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/14/2017	\$44594	Title I Part A	The Title I Teacher, the Title I Instructional Assistants, and staff.

Activity - LLI Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Staff and Special Education Staff will utilize the Fountas and Pinnel LLI Kits with at-risk students in reading.	Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	The Title I Staff and Special Education Teachers

Activity - Learning A-Z Software Products	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will utilize Reading A-Z and RAZ-Kids to support students in reading.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/14/2017	\$1587	Title I Part A	All staff who are supporting students during the MTSS (formerly RTI) block.
Activity - Students and Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have students utilize their reading data to set individual goals in reading.	Monitor	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All Staff
Activity - PLCs and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a grade level PLC model to effectively analyze data in reading.	Monitor	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All Staff
Activity - Parent-School Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I Literacy Night will be offered to families once during the year.	Parent Involvement	Tier 1	Implement	09/06/2016	06/14/2017	\$500	Title I Part A	RTI Staff, K-5 General Education Teachers, Special Education/ Special Area Teachers, and parents/students

Measurable Objective 2:

60% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in meeting their NWEA reading growth target fall to spring in Reading by 06/09/2017 as measured by the students' individual fall to spring projected NWEA reading growth targets.

(shared) Strategy 1:

Comprehension - All teachers will implement best practice strategies for reading and analyzing multi-media resources to demonstrate comprehension. All teachers will utilize the building's MTSS model to improve student achievement in the area of reading.

Category: English/Language Arts

Research Cited: 1) Marzano, R. Meta-Analytic Syntheses of Studies Conducted at the Marzano Research Laboratory on Instructional Strategies. Englewood, CO.

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August 2009. http://www.marzanoresearch.com/research/researched_strategies.aspx.

2) Tomlinson, C.A. and Allan S. D. (2000) Reasons for optimism about differentiation: Its basis in theory and research. In Tomlinson and Allan. Leadership for differentiating schools and classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

3) Dufour, Richard, Eaker, Robert, & DuFour, Rebecca. (2002). Getting Started: Reculturing Schools to Become Professional Learning Communities

Tier: Tier 1

Activity - MTSS Outside of Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the MTSS (formerly RTI) block, staff will utilize a Title I Teacher and Title I Instructional Assistants to support students in reading outside of the core instructional time.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/14/2017	\$44594	Title I Part A	The Title I Teacher, the Title I Instructional Assistants, and staff.

Activity - LLI Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Staff and Special Education Staff will utilize the Fountas and Pinnel LLI Kits with at-risk students in reading.	Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	The Title I Staff and Special Education Teachers

Activity - Learning A-Z Software Products	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize Reading A-Z and RAZ-Kids to support students in reading.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/14/2017	\$1587	Title I Part A	All staff who are supporting students during the MTSS (formerly RTI) block.

Activity - Students and Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have students utilize their reading data to set individual goals in reading.	Monitor	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All Staff

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Activity - PLCs and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a grade level PLC model to effectively analyze data in reading.	Monitor	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	All Staff
Activity - Parent-School Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I Literacy Night will be offered to families once during the year.	Parent Involvement	Tier 1	Implement	09/06/2016	06/14/2017	\$500	Title I Part A	RTI Staff, K-5 General Education Teachers, Special Education/ Special Area Teachers, and parents/students

Goal 2: All students at Three Fires Elementary School will be proficient in Writing.

Measurable Objective 1:

100% of Second, Third, Fourth and Fifth grade students will increase student growth on the NWEA Language Assessment in Writing by 06/09/2017 as measured by NWEA language growth data from fall to spring.

(shared) Strategy 1:

Basic Mechanics and Language Skills - All teachers will teach basic mechanics and language skills in writing according to the Common Core State Standards (CCSS) for their grade level. All teachers will utilize the building's MTSS model to improve student achievement in the area of writing.

Category: English/Language Arts

Research Cited: 1) Marzano, R. Meta-Analytic Syntheses of Studies Conducted at the Marzano Research Laboratory on Instructional Strategies. Englewood, CO. August 2009. http://www.marzanoresearch.com/research/researched_strategies.aspx.

2) Tomlinson, C.A. and Allan S. D. (2000) Reasons for optimism about differentiation: Its basis in theory and research. In Tomlinson and Allan. Leadership for differentiating schools and classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

3) Dufour, Richard, Eaker, Robert, & DuFour, Rebecca. (2002). Getting Started: Reculturing Schools to Become Professional Learning Communities

Tier: Tier 1

School Improvement Plan

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Activity - MTSS Outside of Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the MTSS (formerly RTI) block, staff will utilize the Title I Teacher and the Title I Instructional Assistants to support students in writing outside of core instructional time.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$44594	Title I Part A	The Title I Teacher, the Title I Instructional Assistants, and staff
Activity - Learning A-Z Software Products	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize Writing A-Z and other writing support materials (6+1 Traits of Writing; the CraftPlus Writing Kits; Sadlier Grammar, etc.) to support student in the mechanics and language skills of writing.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$1587	Title I Part A	All staff who are supporting students during the MTSS (formerly RTI) block
Activity - Students and Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have students utilize their writing data to set individual goals in writing.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff
Activity - PLCs and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize a grade level PLC model to effectively analyze data in writing.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff

Measurable Objective 2:

60% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in meeting their NWEA language growth target fall to spring in Writing by 06/09/2017 as measured by the students' individual fall to spring projected NWEA language growth targets.

(shared) Strategy 1:

Basic Mechanics and Language Skills - All teachers will teach basic mechanics and language skills in writing according to the Common Core State Standards (CCSS) for their grade level. All teachers will utilize the building's MTSS model to improve student achievement in the area of writing.

Category: English/Language Arts

Research Cited: 1) Marzano, R. Meta-Analytic Syntheses of Studies Conducted at the Marzano Research Laboratory on Instructional Strategies. Englewood, CO. August 2009. http://www.marzanoresearch.com/research/researched_strategies.aspx.

2) Tomlinson, C.A. and Allan S. D. (2000) Reasons for optimism about differentiation: Its basis in theory and research. In Tomlinson and Allan. Leadership for

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differentiating schools and classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

3) Dufour, Richard, Eaker, Robert, & DuFour, Rebecca. (2002). Getting Started: Reculturing Schools to Become Professional Learning Communities

Tier: Tier 1

Activity - MTSS Outside of Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the MTSS (formerly RTI) block, staff will utilize the Title I Teacher and the Title I Instructional Assistants to support students in writing outside of core instructional time.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$44594	Title I Part A	The Title I Teacher, the Title I Instructional Assistants, and staff
Activity - Learning A-Z Software Products	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize Writing A-Z and other writing support materials (6+1 Traits of Writing; the CraftPlus Writing Kits; Sadlier Grammar, etc.) to support student in the mechanics and language skills of writing.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$1587	Title I Part A	All staff who are supporting students during the MTSS (formerly RTI) block
Activity - Students and Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have students utilize their writing data to set individual goals in writing.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff
Activity - PLCs and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize a grade level PLC model to effectively analyze data in writing.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff

Goal 3: All students at Three Fires Elementary School will be proficient in Mathematics.

Measurable Objective 1:

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100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth on NWEA Mathematics Assessment in Mathematics by 06/09/2017 as measured by NWEA mathematics growth data from fall to spring.

(shared) Strategy 1:

Real World Problems - All teachers will implement best practice strategies for reading, analyzing & applying data for real world problems. All teachers will utilize the building's MTSS model to improve student achievement in the area of mathematics.

Category: Mathematics

Research Cited: 1) Marzano, R. Meta-Analytic Syntheses of Studies Conducted at the Marzano Research Laboratory on Instructional Strategies. Englewood, CO. August 2009. http://www.marzanoresearch.com/research/researched_strategies.aspx.

2) Tomlinson, C.A. and Allan S. D. (2000) Reasons for optimism about differentiation: Its basis in theory and research. In Tomlinson and Allan. Leadership for differentiating schools and classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

3) Dufour, Richard, Eaker, Robert, & DuFour, Rebecca. (2002). Getting Started: Reculturing Schools to Become Professional Learning Communities

Tier: Tier 1

Activity - MTSS Outside of Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the MTSS (formerly RTI) block, staff will utilize the Title I Teacher and the Title I Instructional Assistants to support students in mathematics outside of the core instructional time.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$44594	Title I Part A	The Title I Teacher, the Title I Instructional Assistants, and Staff
Activity - Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the EDM Math Games designated at their grade level on a weekly basis.	Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff
Activity - Basic Facts Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 1-5 will regularly practice basic facts and assess knowledge of basic facts appropriate to their grade level.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff, except Kindergarten Teachers

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Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Accelerated Math to increase math proficiency for all students	Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$3494	Title I Part A	All Staff
Activity - Students and Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have students utilize their math data to set individual goals in mathematics.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff
Activity - PLCs and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize a grade level PLC model to effectively analyze data in mathematics.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff
Activity - Parent-School Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A K-5 Title I Math Night will be offered to families once during the school year.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	Title I Staff, General Education Teachers, Special Education/ Special Area Teachers, and parents/students

Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in meeting their NWEA mathematics growth target fall to spring in Mathematics by 06/09/2017 as measured by the students' individual fall to spring projected NWEA mathematics growth targets.

(shared) Strategy 1:

Real World Problems - All teachers will implement best practice strategies for reading, analyzing & applying data for real world problems. All teachers will utilize the building's MTSS model to improve student achievement in the area of mathematics.

Category: Mathematics

Research Cited: 1) Marzano, R. Meta-Analytic Syntheses of Studies Conducted at the Marzano Research Laboratory on Instructional Strategies. Englewood, CO.

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August 2009. http://www.marzanoresearch.com/research/researched_strategies.aspx.

2) Tomlinson, C.A. and Allan S. D. (2000) Reasons for optimism about differentiation: Its basis in theory and research. In Tomlinson and Allan. Leadership for differentiating schools and classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

3) Dufour, Richard, Eaker, Robert, & DuFour, Rebecca. (2002). Getting Started: Reculturing Schools to Become Professional Learning Communities

Tier: Tier 1

Activity - MTSS Outside of Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the MTSS (formerly RTI) block, staff will utilize the Title I Teacher and the Title I Instructional Assistants to support students in mathematics outside of the core instructional time.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$44594	Title I Part A	The Title I Teacher, the Title I Instructional Assistants, and Staff

Activity - Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the EDM Math Games designated at their grade level on a weekly basis.	Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff

Activity - Basic Facts Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 1-5 will regularly practice basic facts and assess knowledge of basic facts appropriate to their grade level.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff, except Kindergarten Teachers

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Accelerated Math to increase math proficiency for all students	Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$3494	Title I Part A	All Staff

Activity - Students and Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will have students utilize their math data to set individual goals in mathematics.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff
Activity - PLCs and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize a grade level PLC model to effectively analyze data in mathematics.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	All Staff
Activity - Parent-School Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A K-5 Title I Math Night will be offered to families once during the school year.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	Title I Staff, General Education Teachers, Special Education/ Special Area Teachers, and parents/students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Outside of Core Instruction	As part of the MTSS (formerly RTI) block, staff will utilize the Title I Teacher and the Title I Instructional Assistants to support students in writing outside of core instructional time.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$44594	The Title I Teacher, the Title I Instructional Assistants, and staff
MTSS Outside of Core Instruction	As part of the MTSS (formerly RTI) block, staff will utilize a Title I Teacher and Title I Instructional Assistants to support students in reading outside of the core instructional time.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/14/2017	\$44594	The Title I Teacher, the Title I Instructional Assistants, and staff.
Accelerated Math	Teachers will utilize Accelerated Math to increase math proficiency for all students	Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$3494	All Staff
MTSS Outside of Core Instruction	As part of the MTSS (formerly RTI) block, staff will utilize the Title I Teacher and the Title I Instructional Assistants to support students in mathematics outside of the core instructional time.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$44594	The Title I Teacher, the Title I Instructional Assistants, and Staff
Learning A-Z Software Products	Staff will utilize Writing A-Z and other writing support materials (6+1 Traits of Writing; the CraftPlus Writing Kits; Sadlier Grammar, etc.) to support student in the mechanics and language skills of writing.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$1587	All staff who are supporting students during the MTSS (formerly RTI) block

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Learning A-Z Software Products	Staff will utilize Reading A-Z and RAZ-Kids to support students in reading.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/14/2017	\$1587	All staff who are supporting students during the MTSS (formerly RTI) block.
Parent-School Partnership	A Title I Literacy Night will be offered to families once during the year.	Parent Involvement	Tier 1	Implement	09/06/2016	06/14/2017	\$500	RTI Staff, K-5 General Education Teachers, Special Education/ Special Area Teachers, and parents/students

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Games	Teachers will utilize the EDM Math Games designated at their grade level on a weekly basis.	Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	All Staff
Students and Data	Staff will have students utilize their reading data to set individual goals in reading.	Monitor	Tier 1		09/06/2016	06/14/2017	\$0	All Staff
Students and Data	Staff will have students utilize their math data to set individual goals in mathematics.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	All Staff
Students and Data	Staff will have students utilize their writing data to set individual goals in writing.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	All Staff
PLCs and Data Analysis	Staff will utilize a grade level PLC model to effectively analyze data in mathematics.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	All Staff
Basic Facts Practice	Teachers in grades 1-5 will regularly practice basic facts and assess knowledge of basic facts appropriate to their grade level.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	All Staff, except Kindergarten Teachers

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Parent-School Partnership	A K-5 Title I Math Night will be offered to families once during the school year.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title I Staff, General Education Teachers, Special Education/ Special Area Teachers, and parents/students
PLCs and Data Analysis	Staff will use a grade level PLC model to effectively analyze data in reading.	Monitor	Tier 1		09/06/2016	06/14/2017	\$0	All Staff
PLCs and Data Analysis	Staff will utilize a grade level PLC model to effectively analyze data in writing.	Monitor	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	All Staff
LLI Kits	Title I Staff and Special Education Staff will utilize the Fountas and Pinnel LLI Kits with at-risk students in reading.	Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	The Title I Staff and Special Education Teachers