School Improvement Plan

Pardee School

Dearborn Heights School District #7

Mr. William J. Murphy, Principal
4650 PARDEE AVE
DEARBORN HEIGHTS, MI 48125-2414

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Pardee Elementary is located at 4650 Pardee Street in Dearborn Heights, Michigan 48125. It is located on the corner of Annapolis and Pardee Streets. Dearborn Heights District 7 is nestled in a 2 square mile compact neighborhood community with no industry. Over the past three years, we have had a decline in enrollment due to a 30% decline in birthrate in Michigan, a struggling economy, and families moving out of Michigan, as well as more options being opened for Schools of Choice in other school districts.

In an effort to reduce our deficit, our school district has undergone a reconfiguration, which will begin in the 2013-2014 school year. District 7 has gone from four K-5 elementary buildings to three grade-leveled elementary buildings. Pardee School will house all of the 4th and 5th grade students in District 7. Our current enrollment will be 340 students with six 4th grade teachers and five 5th grade teachers. We also have Title I, Special Education, ESL, Music, Art, Physical Education, Speech, Media Specialist teachers, a Counselor and a Social Worker.

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.

Pardee Elementary School's purpose is to motivate students to achieve their maximum potential as productive and responsible citizens. We believe that all children can achieve success regardless of their previous performance, family background, socioeconomic status, race, or gender. We believe the responsibility and commitment to implement this mission is to be shared by the students, parents, teachers, and administrators. All educational decisions are based on data, current research, and best practices.

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.

Over the past three years, the elementary buildings have successfully implemented formative assessment, PBIS (Positive Behavior Intervention System), MTSS (Multi-Tiered Support System), and standards-based report cards. This year we implemented the content specialization for our 4th and 5th graders. We started a Student Council, a Newspaper Club, a Video Enrichment Club, Science Enrichment, Jump Rope Club, and Pardee Running Club. We also had CSI Night (science night), Reading Night, a Square Dance, and Parents' Night Out. In the upcoming years, we plan to continue and fine-tune the above programs, add more age-appropriate activities, clubs, and assemblies.

Additional Information

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

N/A

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.

All information is presented and shared with the PTO (Parent's Association) for their feedback.   Stakeholders are comprised of a team of volunteers. There is one designated leader that ensures that all plans are carried out. The leader presents possible meeting dates and times. We mutually agree upon times and dates that are convenient for all stakeholders.

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

Our team is comprised of a variety of teachers, including both 4th and 5th grade teachers, special teachers, and an administrator. Other than a team leader, we work collaboratively to analyze data, develop our plan, and implement it.

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

The school improvement plan is presented to stakeholders in a variety of ways. It is communicated at staff meetings, Open House, PTO meetings and is displayed on the school website.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

As student enrollment increases, staffing increases. As student enrollment decreases, staffing decreases which is what we are experiencing for the upcoming year.

How do student enrollment trends affect staff recruitment?

Due to reconfiguration and declining enrollment staff recruitment is unnecessary.

How do student enrollment trends affect budget?

When student enrollment increases, the budget increases due to per pupil allowance.

How do student enrollment trends affect resource allocations?

As student enrollment increases, funding increases, such as Title I, Title IIA, 31A. The amount of funding is distributed by building rank order, based on the number of free and reduced students/families.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment trends have affected our facility planning and maintenance. Due to declining student enrollment, we have closed one of our four elementary buildings and consolidated into grade-level buildings. Pardee will house our 4th and 5th grade students.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment trends affect parent/guardian involvement in our building. Currently, we have a high percentage of school of choice families, high number of rental homes in the area, and therefore, a transient population. Based on these factors, families have limited investment in our school.

How do student enrollment trends affect professional learning and/or public relations?

Student enrollment trends affect our professional learning and/or public relations. We are currently studying our changing demographics through professional development and a district-wide demographics committee. We are continually looking for ways to better service our changing population.

What are the challenges you noticed based on the student enrollment data?

Some challenges we have noticed based on the student enrollment data are constantly changing demographics, lack of parental involvement, and declining socio-economics. In the past, one-third of our district was made up of school of choice families. Now, our school of choice population comprises over half of our enrollment.

What action(s) will be taken to address these challenges?

Some actions that will be taken to address these challenges include accommodating parents with evening conferences, programs, and activities. We have become a "social service" organization, providing parents with resouces to assist them to meet their basic needs.

What are the challenges you noticed based on student attendance?

Some challenges we have noticed are a decrease in student attendance. Due to 50% of our population living out of the district, an increase in tardiness is also evident.

What action(s) will be taken to address these challenges?

Action(s) we are taking to address these challenges include reporting truancy to the county and offering incentives for attendance.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Fourth grade writing scores improved from 33% to 37%, with an increase in levels 1 and 2 between the school years of 2012-2013. Fifth grade MEAP reading scores improved from 47% to 63%, with a 16% increase in levels 1 and 2 between the years 2012 and 2013.

Which content area(s) show a positive trend in performance?

Fourth Grade MEAP writing scores had a positive trend of 4% on the MEAP from 2012 to 2013. In fifth grade, all content areas, including reading, math, and science showed a positive trend in performance on the MEAP from 2012 to 2013. (This data was compared to the Pardee K-5 building of 2012-2013 school year).

In which content area(s) is student achievement above the state targets of performance?

Fourth grade and fifth grade data shows that we are not above the state targets in any content area.

What trends do you notice among the top 30% percent of students in each content area?

Fourth Grade: In reading, students went up from 0% to 1% in advanced and proficient went down from 67% to 61%. In math, advanced went down from 4% to 1% and proficient went down from 40% to 20%. In writing, advanced went up from 2% to 3% and proficient went up from 31% to 34%.

Fifth Grade: In reading, students went up 5% to 14% in advanced and proficient went up from 41% to 49%. In math, advanced went up from 2% to 3% and proficient went up from 24% to 35%. In science, advanced went up from 2% to 3% and proficient went up from 24% to 35%. (This data is compared to the Pardee K-5 building of 2012-2013).

What factors or causes contributed to improved student achievement?

With our district reconfiguration, teachers are teaching in their specialized content areas which has contributed to improved student achievement.

How do you know the factors made a positive impact on student achievement?

We know we have made a positive impact on student achievement because a majority of our achievement scores increased on the MEAP, but also on our district-wide assessments; including our 3x-a-year writing assessments have increased.

Which content area(s) indicate the lowest levels of student achievement?

Fourth grade: our lowest levels of student achievement were in math. We had a 22% decrease in 2012-2013.

Fifth grade: our lowest levels of student achievement were in science. Only an 8% gain was made from 2012-2013.

Which content area(s) show a negative trend in achievement?

Fourth grade had two negative trends. In Reading, the scores decreased from 67% to 62% (a decrease of 5%). In Math, the scores decreased from 44% to 22% (a 22% decrease).

Fifth grade showed a positive trend in all content areas. (This data is compared to the Pardee K-5 building of 2012-2013 year).

In which content area(s) is student achievement below the state targets of performance?

Our student achievement scores are below the state's target for performance in all content areas in both fourth and fifth grade.

In Reading, fourth grade scored 62%, while the state scored 70%. In Math, fourth grade scored 37%, while the state scored 45%. In Writing, fourth grade scored 22%, while the state scored 50%.

In reading, fifth grade scored 63% in levels 1 and 2, while the state's target was 72%. In Math, fifth grade scored 39%, while state's target was 45%. In Science, fifth grade scored 11%, while the state's target was 17%.

What trends do you notice among the bottom 30% of students in each content area?

Some trends we have noticed for the bottom 30% of our fourth grade students was that students not proficient in reading went up from 4% to 14%, partially proficient went down from 29% to 24%. Fourth grade students not proficient in Writing went up from 40% to 58%. Fourth grade students not proficient in Writing went down from 4% to 2% and partially proficient went down from 63% to 61%.

Some trends we noticed for the bottom 30% of our fifth grade students was that students not proficient in Reading went down from 31% to 13% and partially proficient went up from 22% to 24%.   Fifth grade students not proficient in Math went down from 48% to 43%. Fifth grade students not proficient in Science went down from 66% to 60%. (This data is compared to the Pardee K-5 building of 2012-2013.)

What factors or causes contributed to the decline in student achievement?

An increase of at-risk students, an over-all decline in the socio-economics of the community, transient population, and lack of home/parent involvement have all contributed to the decline in student achievement.

How do you know the factors made a negative impact on student achievement?

As the population of at-risk students steadily increases, the achievement scores seem to decrease. New students to our district (over ½ of our students are school of choice families) are not familiar with our new math program. Therefore, we see a decline in math test scores. The Everyday Math program has proven extremely effective at helping our students learn math concepts and problem solve, however, students not exposed to the curriculum take time to adjust to the program and it takes a while to see progress.

What action(s) could be taken to address achievement challenges?

More support from our reading enrichment programs through the Title 1 program could be used to address our achievement challenges. Last year, Pardee had one Title 1 teacher, for reading enrichment, plus a paraprofessional. These teachers serviced approximately 80 students throughout the year. Our Title 1 program has demonstrated its effectiveness through increased student achievement, however we were limited to the number of students we could refer and limited to the number of hours we could send them each week due to the limited teaching staff available. If we had funds available, more students could be serviced with an additional Reading Specialist/ more Para-Professionals.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

•None

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

•None

In what content areas is the achievement gap closing for these subgroups?*

With our district's reconfiguration, our subgroups are not comparable to the 2012-2013 school year (2012-2013 K-5 building and 2013-2014 4-5 building).

How do you know the achievement gap is closing?*

With our district's reconfiguration, our subgroups are not comparable to the 2012-2013 school year (2012-2013 K-5 building and 2013-2014 4-5 building).

What other data support the findings?

With our district's reconfiguration, our subgroups are not comparable to the 2012-2013 school year (2012-2013 K-5 building and 2013-2014 4-5 building).

What factors or causes contributed to the gap closing? (Internal and External)*

With our district's reconfiguration, our subgroups are not comparable to the 2012-2013 school year (2012-2013 K-5 building and 2013-2014 4-5 building).

With our District Reconfiguration we have started curriculum specialization (staff teaches one core subject to maximize differentiation). Pinpoint target areas through data mining during Late Starts and Professional Development days.

How do you know the factors made a positive impact on student achievement?

Because this is the first year of our District Reconfiguration, we will need to compare this year's data with the upcoming year's data to see the positive impact.

What actions could be taken to continue this positive trend?

We will continue data mining and building our everyday lessons around weak areas. The teachers will be given time to discuss lesson ideas and plan curriculum.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

•None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

•None

In what content areas is the achievement gap greater for these subgroups?*

N/A: With our district's reconfiguration, our subgroups are not comparable to the 2012-2013 school year (2012-2013 K-5 building and 2013-2014 4-5 building).

How do you know the achievement gap is becoming greater?*

N/A: With our district's reconfiguration, our subgroups are not comparable to the 2012-2013 school year (2012-2013 K-5 building and 2013-2014 4-5 building).

What other data support the findings?*

We have this year's MEAP results but we do not have sub-group data from previous years (this is the first year we have had 30 or more kids in any sub-group).

What factors or causes contributed to the gap increasing? (Internal and External)*

N/A: With our district's reconfiguration, our subgroups are not comparable to the 2012-2013 school year (2012-2013 K-5 building and 2013-2014 4-5 building).

How do you know the factors lead to the gap increasing?*

N/A: With our district's reconfiguration, our subgroups are not comparable to the 2012-2013 school year (2012-2013 K-5 building and 2013-2014 4-5 building).

What actions could be taken to close the achievement gap for these students?*

Teachers use common planning time to coordinate lessons and units. Late Start and Professional Development days are used to analyze NWEA and MEAP data. Lessons are planned to strengthen students' weak areas.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

The ELL group is not a large enough population in our building for there to be a subgroup, so there is no data available for comparison.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students with disabilities have access to the full array of intervention programs like Title 1, Section 31A, and after-school programs. In order to identify our struggling learners, we take all students in to account, no matter the disability. We have a MTSS (Multi-Tiered Support System) in place to ensure that no student slips through the cracks. Students with disabilities are exposed to the general education curriculum and provided with special education support in the least restrictive manner possible. Regardless of a student's disability, we give any student who is struggling the opportunity to attend before or after school enrichment programs, and any remedial teaching programs provided throughout the school day.

How are students designated 'at risk of failing' identified for support services?

At-risk students are identified for support services in a number of ways. Students may be identified through our standardized 3x-a-year NWEA tests, using MEAP scores, curriculum-based assessments, teacher recommendation (MTSS), Informal Reading Inventories, PBIS, socio-economic conditions, excessive attendance issues, etc.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Extended learning opportunities are available to students through before and after-school enrichment and homework help programs, web-based and research-based computer education programs in reading and math offering individualized, targeted instruction is available to everyone with internet access anywhere and anytime, and free tutoring is available before and after school.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.15

What is the school doing to inform students and parents of Extended Learning Opportunities?

The school has provided parents with newsletters, website, outdoor signage, notes home, permission slips, and even presented the invitations orally at parent-teacher conferences, to inform families of extended learning opportunities both, before and after-school.

Label	Question	Value
	What is the total FTE count of teachers in your school?	13.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	0.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	5.0

Label	Question	Value
	How many teachers have been teaching >15 years?	8.0

What impact might this data have on student achievement?

Due to our reconfiguration of the elementary buildings in our district this year, Pardee is a fourth and fifth grade only building. It just so happens that these are some of our most experienced and seasoned teachers in the District. We believe this has a positive affect on student achievement. We also feel that having all of the grade level teachers together will make for some powerful professional learning communities where we can share our expertise on a regular basis during our late start Mondays.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	36.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	76.5

What impact might this data have on student achievement?

Teachers absent from the classroom tend to have a negative affect on the student achievement in the classroom; however, it is sometimes a necessary evil. Professional Development opportunities offer a chance for teachers to learn new research-based strategies and best practice techniques to carry out in the classroom. So in this case, teacher absence would be beneficial.

Perception Data - Students

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

The areas that indicate the highest level of satisfaction among students are that the teachers and principal want everyone to do their best work (85%) and the students feel that the teachers and principal want everyone to learn (74%).

Which area(s) show a positive trend toward increasing student satisfaction?

In 2013 "In my school, students treat adults with respect" scored as one of the lowest areas of satisfaction. This year, 52% of our students were satisfied or highly satisfied in this area.

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

The area that indicates the lowest overall level of satisfaction among the students is that 33% of the students feel "my teachers and principal ask me what I think about school." (The students feel we, the staff, do not ask how they feel about school).

Which area(s) show a trend toward decreasing student satisfaction?

Thirty three percent of the students feel "My teachers and principal ask me what I think about school" (don't ask me what I think/feel about school). This question scored low last year and this year. However we don't know the percentage from the 2012-2013 school year.

What are possible causes for the patterns you have identified in student perception data?

This was the first year of reconfiguration (first year of school as 4-5 grade school building). We've had new staffing, teacher specialization and different level of needs.

What actions will be taken to improve student satisfaction in the lowest areas?

Our staff has decided to have the students and staff complete surveys three times during the school year to give everyone a chance to give their feedback regarding the school environment and expectations. We will have the parents take the survey twice a year (January and May). We are also continuing to enforce our no tolerance for bullying policy and help students understand the seriousness of bullying through assemblies and more counseling classes by our school counselor. We are hoping that as our PBIS program continues to grow our students will learn to be more respectful to all adults in the school.

Perception Data – Parents/Guardians

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

The area that indicates the highest level of satisfaction among parents is that Pardee has a very safe and friendly learning environment.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

This year, parents feel that Pardee's teachers work as a team to help their children learn. With our district's reconfiguration, it should be noted that trend information is not available (2012-2013 K-5 building and 2013-2014 4-5 building).

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

Areas that indicate the lowest level of satisfaction among parents are that the teachers need to use a larger variety of teaching strategies and learning activities and the school needs to provide more activities that interest their children. With our district's reconfiguration, it should be noted that trend information is not available (2012-2013 K-5 building and 2013-2014 4-5 building).

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Parents feel the school needs to have higher expectations for the students in all classes.

With our district's reconfiguration, it should be noted that trend information is not available (2012-2013 K-5 building and 2013-2014 4-5 building).

What are possible causes for the patterns you have identified in parent/guardian perception data?

With meshing various teachers from four elementary schools into one 4-5 building, the expectations for individual teachers are different. We are working towards becoming a more cohesive staff with our student expectations. Homework will be given to cement daily standards and give students a foundation to become responsible and respectful members of society.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Due to our district reconfiguration for the 2013-2014 school year, we feel it is easier to meet the interests of more children due to the closeness in ages at our school. Because we have fourth and fifth graders, we are able to choose age appropriate assemblies and activities in school and after school. We also are able to collaborate with staff members who are teaching the same grade levels, which allows teachers to use a variety of strategies and resources to help the students with their success.

Perception Data – Teachers/Staff

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

The area that indicates the highest level of satisfaction among teachers and staff is that our school's leaders expect staff members to hold all students to high academic standards.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The areas that show a trend toward increasing teacher and staff satisfaction is that our school's purpose statement is clearly focused on student success and it is based on shared values and beliefs that guide decision-making. Also, our school has a continuous improvement process based on data, goals, actions, and measures for growth.

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

The areas that indicate the lowest level of satisfaction among teachers and staff are that all teachers in our school have been trained to implement a formal process that promotes discussion about student learning and that all teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The area that shows a trend toward decreasing teacher and staff satisfaction is that all teachers in our school use a variety of technologies as instructional resources.

What are possible causes for the patterns you have identified in staff perception data?

Due to the fact that the leaders of our school expect the teachers to hold all students at high academic standards, that helps us create a positive purpose for our school that is focused around student success.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

At Pardee, we follow a curriculum that is set at the district board office that ties in with the state and national standards. Instruction and assessments are determined by grade-level teams and administrators.

What evidence do you have to indicate the extent to which the standards are being implemented?

Our district developed assessments based on the Common Core State Standards, which are given throughout the year. The standards are used as statements on our grade-level report cards, which are given twice a year.

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
	Literacy and math are tested annually in grades 1-5.	Yes	Yes, literacy and math are tested not only annually at Pardee for fourth and fifth grades, but three times a year. We use the NWEA standardized computer-based assessments to progress monitor all students at Pardee. Teachers also use curriculum-based assessments to determine mastery of all the Common Core Standards.	

Label	Assurance	Response	Comment	Attachment
	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	Yes, we publish a fully compliant annual report that is submitted to central office and is accessible in our building and on-line on our website.	AER Report

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A: Pardee Elementary only services fourth and fifth grades.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A: Pardee Elementary only services fourth and fifth grades.	

Label	Assurance	Response	Comment	Attachment
	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	Pardee Elementary complies with all federal and state laws prohibiting discrimination.	

Label	Assurance	Response	Comment	Attachment
	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.	No	N/A	

Label	Assurance	Response	Comment	Attachment
	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	See attached.	Pardee Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	We send our a school-parent compact agreement at the beginning of the year.	Parent Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Professional Development Calendar for 2013-2014 school year is attached.	PD Calendar

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 conducted?

Our 2013-14 CNA was conducted using our current data along with staff members, the Principal, and parents. The needs assessment took place after the MEAP data was released for the 2013 Fall assessments. However, due to our resent District grade-level building re configurations during the 2013-14 school year, many components of the data are still being decided upon and developed.

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

Demographic data revealed that since 50% of our population is school of choice, tardiness has increased. There is a lack of parental involvement, and also declining socio-economics.

Student achievement data revealed the highest levels of achievement in 4th grade writing, 4% increase, and 5th grade reading scores, increase of 16% proficiency. Our lowest levels of achievement in 4th grade was reading, decrease of 5%, and math, decrease of 22%.

Student Perception data revealed the highest level of satisfaction was that teachers and principal want everyone to do their best work and want students to learn. The lowest level of satisfaction was that "my teachers and principal ask me what I think about school." Parent Perception data revealed the highest level of satisfaction being Pardee has a very safe and friendly learning environment. The lowest level of satisfaction is that the teachers need to use a larger variety of teaching strategies and learning activities to interest their children. Staff Perception data revealed the highest level of satisfaction is that our school's leaders expect staff members to hold students to high academic standards. The lowest level of satisfaction among staff was that all teachers are not trained to implement a formal process that promotes discussion about student learning and not all of our teachers personalize instructional strategies and interventions to address individual learning needs of students.

School programs that are in place to help students that are struggling are not enough. We offer many in-school programs, along with before and after programs, however, the student demand for these types of academic-help programs exceed the support that we can provide them because of not enough staff or funding to accommodate more programs.

CONCLUSIONS - Causes for the gaps:

Areas of priority for Pardee are:

1. Content Areas: ELA and Math

2. Subgroups: we do not have comparable data from last year to make any conclusions, however, our growing number or at-risk students is closely being monitored, since their seems to be a correlation between poverty and low achievement.

3. Perception Issues: Teachers and parents seem to feel that staff needs to differentiate their teaching to match the needs of our students better. Getting more feedback from the students (a low area of satisfaction for students) about what interests them at school would also help is in developing more high-interest activities.

4. Demographic Trends: As our school of choice numbers increase, our achievement scores have decreased. We need to offer more support services to at-risk students.

5. Professional Development Needs: Staff needs to be trained in how to differentiate lessons, analyzing student achievement data, achieve

buy-in from students, and how to engage our learners.

6. Program Changes: We need to offer more services, which involves hiring more staff and requires more funding.

7. Changes in Services Provided: Our services have increased this year from last, so it will be interesting to compare achievement data from this year to next.

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

Pardee Elementary school goals directly correlate to our priority needs and the needs assessment. The data analysis has lead us to our school's deficit areas and has helped us to identify our struggling learners. We are able to prioritize and assess areas of weakness and then discuss what strategies and activities we would implement to increase proficiency in these areas. The goals of our school's improvement plan were developed based upon our MEAP and other curriculum-based assessment data analysis, perception data, and sub-group analysis.

Priority areas identified were: improving comprehension of narrative and informational text, proficiency in solving word problems involving area and perimeter of rectangular regions, proficiency in making detail observations with our surroundings in Science, and proficiency in the understanding of early colonial America era in Social Studies.

Our goals:

1. All students at Pardee Elementary School will improve their comprehension skills in narrative and/or informational reading.

2. All students at Pardee Elementary School will improve their ability to solve area and perimeter of rectangular regions in word problems.

3. All students at Pardee Elementary School will make purposeful observations of the natural world using the appropriate senses.

4. All students at Pardee Elementary School will improve their understanding of the early New England colonies.

Subgroup focus: All of our goals identified will address all of our students, and no particular sub-group will be focused on. Deficits in these areas occur in all subgroups, therefore, our goals encompass all learners.

All content areas are covered in the goals we have chosen. We see the need for improvement in all academic areas and therefore, have addressed and prioritized our goals to meet the students' needs.

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?

Our school is addressing ALL the students within the objectives, strategies, and activities of our goals because we have incorporated additional help, as in para professionals, to facilitate learning in small groups, we have incorporated technology in the form of net books/laptops/smart boards in an effort to differentiate and motivate learners, and we have also included in our plan, supplemental materials that are leveled or individualized to meet the needs of the students who are even the farthest from the standards.

Component 2: Schoolwide Reform Strategies

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

Here is an outline of the strategies we will implement for students by content area(s) for which we have written goals:

Reading Comprehension strategies include Literature Circles/Time for Kids Magazines: Classroom teachers will utilize novels and leveled readers to improve student comprehension within narrative text through retelling and summarizing during literature circles. Teacher will also use the Time for Kids magazine to practice determining details, making connections, and summarizing within informational text.

Math strategies include using Compass Learning and IXL: Classroom teachers will assign story problems involving area and perimeter to each child's backpack in Compass Learning and on IXL. Each activity will be differentiated/leveled according to the child's ability level.

Science strategies include Observation Logs: The students will be asked to complete a science log throughout the school year. They will use their senses to make observations in the outside world.

Social Studies strategies include a Colonial America Cross-Curricular Unit: The unit allows student to immerse themselves in colonial America through art, math, reading, science, writing, story telling, drama, and music. The teachers will give a pre-test prior to starting the unit. When the unit is completed, a post-test will be given.

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 researched-based methods and strategies in our school wide plan focus on improving and increasing instruction by providing supplemental materials, incorporating technology, increasing assistance to facilitate smaller group learning, differentiated instruction, formative assessment, and targeted individualized instruction through our RtI/MTSS program for our learners struggling the most. We also have enrichment and accelerated programs before and after school focusing on our priority areas to help us close our achievement gaps rapidly.

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

Some of the causes of our achievement gaps are an increase of at-risk students, an all over decline in the socio-economics of the community, a transient population, and a lack of home/parent involvement. Our research-based reform strategies take these factors into consideration in trying to improve our students' achievement.

For our Social Studies goal Research stated in the article Content Area Reading: Literacy and Learning Across the Curriculum, by Richard T. Vacca and Jo Anne L. Vacca (2005) explores the use of content literacy -- "the ability to use reading, writing, talking, listening, and viewing processes to learn subject matter across the curriculum." The research also relies of the belief that students "learn WITH texts, not necessarily FROM texts."

For our Science goal, we gathered our research based on action research project entitled: Using Science Notebooks to Assess Students' Conceptual Understanding, by Pamela R. Aschbacher and Alicia C. Alonzo through the California Institute of Technology, Pasadena, CA (2001). "This approach is supported by a number of researchers who advocate writing in science to enhance student understanding of scientific content and processes, as well as general writing skills." It also states that, "Additional support for the instructional value of notebooks comes from the literature on expertise, which suggests that competence is developed through constructive knowledge, including explaining concepts to oneself and others."

Math and reading goals are being addressed using research-based strategies found on the NWEA website, Time for Kids Magazine website, and IXL Math websites. All three sources use research-based strategies to differentiate and individualize learning in a motivational and up-to-date process.

By incorporating these research-based strategies, we hope to address the needs of our learners by using tested strategies, motivational and inspiring learning options, providing exposure, and providing real-world context to learning.

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

Timely additional assistance is provided to students who need the most instructional support in all major subgroups, across all content areas, including reading, math, science, and social studies, using Title I services through our P.A.S.S. Program, R.T.I.-Response to Intervention or now called our M.T.S.S. Program (multiple tiered support system), and with before and after school tutoring. Our Title I PASS or reading intervention program targets are lowest performing students on the NWEA reading assessment and offers remedial reading strategies to help our struggling readers. Our MTSS Program is designed to target ANY student who is struggling academically or behaviorally. Our team discusses and prescribes an individualized, targeted plan to help these individual students obtain missing skills through small group and one-on-one instruction. Every student in our MTSS program has a prescribed intervention plan, strategies and interventions are documented, and progress monitoring is done to ensure the strategies are working. Before and after school tutoring is offered through many of our teachers, free of charge, to ANY student struggling and needs additional assistance in any subject area to be successful.

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

Our school determines if the needs of our students are being met through common unit assessments, 3x-a-year NWEA testing, and progress monitoring for students in our MTSS program (RtI). Students are given the opportunity to re-take any assessment on a quarterly basis to demonstrate growth or proficiency with the state standards. NWEA is done in the Fall, Winter, and Spring of each school year. Our at-risk students are monitored more closely in or MTSS (RtI) Program. Progress monitoring is done bi-weekly or weekly depending on what Tier of support the student is receiving. All data is reviewed, monitored, and the program is adjusted during our monthly MTSS meetings involving the Principal, special education teacher, speech and language teacher, reading interventionist (PASS teacher), school counselor, and general education teacher.

Component 3: Instruction by Highly Qualified Staff

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

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

For the 2013-14 school year, the District reconfigured to grade-level buildings. Pardee is a 4th and 5th grade level building, While the Principal and some staff remained the same, "new" teachers joined our Pardee staff, but all of the teachers were existing teachers in the District and all teachers are highly qualified.

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

We have 13 teachers at Pardee Elementary. Of a teaching staff, 5 teachers have been teaching 9-15 years and 8 teachers have been teaching for more than 15 years.

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

We really don't have a turn-over rate for teachers here, which speaks to the qualities of our school and District. We are a tight-knit community, with a strong supportive staff, who are genuinely invested in the well-being our our students and building a better community of successful life-long learners.

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

Our District attracts and retains highly qualified teachers by providing a caring, safe, and supportive work environment. Resources, including technology, materials, and support staff are available to enable the teachers to effectively and successfully do their job.

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?

N/A: There is not a high turnover rate in our District.

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 and the goals of the school improvement plan.

The staff will receive professional development in the areas of formative assessment, response to intervention techniques and strategies, differentiated instruction, and changing demographics of the community. These are all areas that are aligned with the CNA and the goals of our school improvement plan.

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

Professional development is sustained and ongoing. Professional development in Formative Assessment and Differentiated Instruction has been ongoing to two + years now. Response to Intervention (RTI or MTSS) professional development has been implemented over the past five + years now. Changing Demographics was started last year and will continue though the next year. Our school district often revisits areas that the staff has been introduced to through professional development during staff and late start meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	Our school's professional learning plan is on-going and ever changing to meet the needs of our staff and our learners. Professional Development is planned based on the school's needs, the needs of the staff, and the needs of our learners.	Professional Development Calendar for 2014-15

Component 6:   Strategies to Increase Parental Involvement

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

Parents had a "voice" in our school wide plan through our Parent Survey, we have a parent on our school improvement team, and we also present our plans to the PTO (parent's association) for their input and suggestions, which are considered and included as needed into the plan.

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

Parents are involved in the implementation of the school wide plan by completing the parent/teacher compact, reading, supporting, and signing their student's daily planner, volunteering at school activities, PBS rewards celebration activities, and mentoring in our PASS or reading intervention program. They are also welcomed to join our School Improvement Team and become a member of the PTO, which is actively involved in the implementation of the school wide plan.

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

The school wide plan is developed with parents who are members of our school improvement team and the plan is shared with parents at PTO (parent's association) meetings and their input is considered.

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	Pardee Elementary regularly presents its PTO (parent's association) with data and information regarding the school wide plan to obtain their input and feedback.	Pardee Parent Compact

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

Pardee provides assistance to parents to understand content standards, assessments, Title I programming, monitoring their child's progress and how to work with educators by holding open houses to explain the upcoming curriculum, providing parents with quarterly report cards or progress reports, communicating with parents through phone conversations, writing in their planners, and through parent-teacher conferences.

Pardee provides materials and training for parents through parent-teacher conferences, open houses, and after school curriculum nights.

Pardee reinforces the importance of parent involvement through professional development training and late start meetings.

Pardee coordinates parental involvement in other programs to make sure parent-teacher conference times are not conflicting if a parent has

more than one child attending school, by scheduling activities to meet our families' needs through parent surveys, and choosing days/times when other district activities are not already scheduled.

Pardee provides information to parents that is understandable to parents by sending home written communication in parent-friendly language. We also provide translations of our website in several different languages. If language is a barrier, we utilize our ISD (Wayne RESA) for interpreters when needed.

Pardee is always open for communication and feedback from parents through phone and email, conferences, school functions, PTO, and parent surveys. Reasonable support is provided as requested.

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

The parent involvement component of the plan is evaluated by how many parents participate in school activities and by parent feedback on school surveys. We have parents sign in when they come to various events, including conferences, which we then use to determine parental involvement.

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

Due to insufficient parental involvement at our school, we decided to entice parents with fun, educational evening activities geared towards our school improvement plan. Activities included: movie nights, curriculum nights, reading night, math night, science night, poetry jams, open houses, and dances.

8. Describe how the School-Parent Compact was developed.

Our school-parent compact was developed in partnership with the administrators throughout the district, the needs of the surrounding community, and in collaboration with parents.

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

At the beginning of the year, all parents and teachers sign the compact, which is returned and kept by the teacher. The parent compact is referred to and explained as needed during parent-teacher conferences, open houses, and curriculum nights.

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

N/A: we are an elementary building

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

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

Pardee provides student assessment results in parent-friendly language that is easy to understand by parents with disabilities or limited English proficiency. Conferences and phone access is provided to any parent with literacy issues, as well. Translators provided by our local ISD are also provided to ensure student achievement is explained in an easy to understand manner.

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?

Even though Pardee does not have kindergarten housed in our building, Pardee connects with preschool age children at events held at the school. We offer movie nights, curriculum nights, math night, science night, reading night, etc. and these activities are open and geared to the entire family, even those preschool age.

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?

Our building does not have kindergarten classrooms. However, we do send home notices regarding Kindergarten Round-Up, where they will learn more about what is expected of their children for the upcoming school year. In the past, we have offered parent classes, but due to lack of parent participation, the classes were discontinued.

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?

Decisions such as which students are targeted by interventions, changes in the curriculum, and communication with parents are made based on assessments. How the information is shared and what assessments are used are based on best practices and research-based evidence discussed in late start meetings, grade-level meetings, and professional development days.

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

All teachers use data from our NWEA testing, MEAP assessments, and curriculum based assessments to improve the academic achievement of all students. Teachers individually and collaboratively analyze their students' achievement data and individually and collectively come up with strategies to improve student achievement.

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.

Students who experience difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level are identified by our reading interventionist (PASS teacher), classroom teacher, and using our MTSS team (Rti). Our reading intervention teacher (PASS) identifies children who score two or standard deviations below the mean on our NWEA assessments, which are given and analyzed 3 times-a-year, through teacher recommendations, and through individual reading inventories (IRIs). Our MTSS team (RtI) meets monthly to discuss any student who is struggling academically or behaviorally. The team develops interventions and strategies, progress monitoring schedules and assessments, and support. Students are reevaluated/identified at a minimum of once every month.

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

Students experiencing difficulty mastering the state's academic achievement assessment standards at a proficient level are provided additional assistance from the classroom teacher, reading interventionist (PASS Program), special education teacher, speech and language teacher, our MTSS team (RtI), and before/after school tutoring. Additional assistance is provided through supplemental strategies, materials, accommodations, and programs specifically geared to help individual students achieve their maximum academic potential. Assistance is provided one-on-one and using small groups both during, before, and after school.

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

Differentiation in the classroom based on students' needs, is being done in many ways. Some of our classes are co-taught, meaning there is a special education and general education teacher in the classroom to facilitate learning. Sometimes the lessons are scaffold-ed, maybe small group instruction, re-teaching, accommodations made, etc. Classroom teachers also embed RtI time into their teaching schedule, allowing for one-on-one or small group strategies/interventions to be delivered to identified students while other students are doing a whole-group activity, or center-based learning. Formative Assessment techniques are also implemented to adjust teaching/learning based on individual student needs.

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

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

All of our programs to increase student achievement are coordinated and integrated toward the achievement of the school wide goals. Title I funds are used to support our PASS program (reading intervention program). This program targets our at-risk readers and offers strategies and interventions to support our school wide goals and individual needs of our students. Federal or state funds for our special education program are used to employ our special education teachers who target students with special needs based on their IEPs, whose goals are aligned to the state's standards.

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.

Pardee uses the resources from Title I and other state, local, and Federal sources to implement the ten required school wide components through the following:

1. Comprehensive Needs Assessment:substitutes to cover meetings
2. School wide Reform Strategies: PASS (reading intervention) Program, supplemental materials
3. Highly Qualified Staff: professional development activities, training
4. Attract and Retain Highly Qualified Staff:supplemental materials, training
5. Professional Development:training to support our school wide goals
6. Parent Involvement: after-school activities
7. Preschool Transition: N/A for our building
8. Assessment Decisions:subs for meetings
9. Timely & Additional Assistance:
10. Coordination & Integration of Federal, State, & Local Resources:

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.

Pardee coordinates and integrates Federal, State, and local programs and services to support achievement of the school wide goals through our free and reduced lunch program, free breakfast to all students, nutritional programs through P.E.Nut Program, P.B.I.S. (Positive Behavior Support System), M.T.S.S. (RtI program/team), and our reading intervention program, PASS.

Evaluation:

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

Pardee evaluates the implementation of our school wide program, not only annually, but on a bi-weekly basis, when time permits at Late Start Professional Development Meetings. Teachers are required to implement certain activities, such as our 3 times-a-year writing assessment, and bring back to our professional development meetings to analyze the results. We also have sign up sheets in our computer lab for teachers to sign their classes up for lab time to utilize Compass Learning or IXL, two websites used in our school wide plan to supplement instruction and support our school's goals. Parents are provided with the websites, usernames, and passwords of these computer-based sites at the beginning of the year and reminded of them at parent-teacher conferences to practice their reading and math skills at home as well.

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.

Pardee evaluates the results achieved by the school wide program using data from the state's assessments and other indicators of academic achievement, not only annually when completing our Comprehensive Needs Assessment (CNA) and school wide plan, but also monthly at our professional development late start meetings and MTSS meetings. We monitor the impact of the school wide program on our at-risk students during these meetings and also at our monthly MTSS (RtI) meeting where we discuss individual progress. We measure the growth of students furthest from achieving the standards using our progress monitoring assessments specifically designed for measuring progress on a specific goal. Parents are also invited to attend RtI meetings to discuss/inform them of their child's progress and concerns they may have.

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.

Pardee determines whether the school wide program has been effective in increasing the achievement of students who are furthest from achieving the standards by monitoring the programs impact, not only annually when completing our Comprehensive Needs Assessment (CNA) and school wide plan, but also monthly at our professional development late start meetings and MTSS meetings. We monitor the impact of the school wide program on our at-risk students during these meetings and also at our monthly MTSS (RtI) meeting where we discuss individual progress. We measure the growth of students furthest from achieving the standards using our progress monitoring assessments specifically designed for measuring progress on a specific goal. Parents are also invited to attend RtI meetings to discuss/inform them of their child's progress and concerns they may have.

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

Pardee ensures the continues improvement of students in the school wide program by constantly monitoring the effectiveness of the plan and revising the plan as necessary. Data is continually analyzed by teachers in their classrooms, at professional development late start

meetings, during our Comprehensive Needs Assessment (CNA), parent-teacher conferences, and through perception surveys. MTSS (RtI) meetings are held monthly to ensure continuous student achievement and revision of the plan as necessary.

Pardee School Improvement Plan 2014-15

Overview

Plan Name

Pardee School Improvement Plan 2014-15

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Pardee Elementary School will improve their comprehension skills in narrative and/or informational reading.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$64000
2	All students at Pardee Elementary School will improve their ability to solve area and perimeter of rectangular regions in word problems.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$64000
3	All students at Pardee Elementary School will improve their understanding of the early New England colonies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$64000
4	The Pardee Students will make purposeful observations of the natural world using the appropriate senses.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$64000

Goal 1: All students at Pardee Elementary School will improve their comprehension skills in narrative and/or informational reading.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in comprehending narrative and/or informational text in Reading by 06/11/2015 as measured by using the NWEA computer based reading assessment.

Strategy 1:

Literature circles/Time for Kids - Classroom teachers will utilize novels and leveled readers to improve student comprehension within narrative text through retelling and summarizing during literature circles.

Teachers will also use Time for Kids magazine to practice determining details, making connections, and summarizing within informational text.

Research Cited: http://www.timeforkids.com/files/Standards.pdf; article addresses how TFK is committed to helping teachers meet Common Core State Standards

Tier: Tier 1

Activity - Classroom Magazines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly usage of Time for Kids/Yak Magazines $2,000 in the classrooms to build comprehension skills; use of on-line magazine activities using netbooks/ IPads/ tablets and/or SmartBoards can be used to facilitate learning $50,000. Paras to facilitate instruction/small groups $12,000.	Supplemental Materials	Tier 1	Implement	09/02/2014	06/11/2015	$64000	Title I Schoolwide	School Improvement Team, Para-Pro, Title-I Teacher

Activity - Literature circles/Time for Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use Literature Circles to engage students in retelling and summarizing cross text.	Direct Instruction	Tier 1	Implement	09/02/2014	06/11/2015	$0	No Funding Required	The School Improvement Team, Para-Pro

Goal 2: All students at Pardee Elementary School will improve their ability to solve area and perimeter of rectangular regions in word problems.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency in solving word problems involving area and perimeter of rectangular regions in Mathematics by 06/11/2015 as measured by using the NWEA computer based math assessment.

Strategy 1:

Compass Learning & IXL - Classroom teachers will assign story problems (involving perimeter and area) to each child's backpack in Compass Learning and on IXL.

Each activity will be differentiated according to the child's ability level.

Research Cited: http://www.district7compass.net/clologin.aspx; http://ixl.com/standards/

Tier: Tier 1

Activity - Scheduled Computer Times	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies. The school improvement team will help facilitate a sign up sheet for class room teachers to utilize the computer lab and C.O.W. to have students practice key math skills they are struggling with on a weekly basis using Compass Learning/IXL $2,000. If the computer lab is not available, the students may use netbooks / IPads/ tablets that could be purchased to facilitate math practice $50,000. Paras will be used to facilitate instruction/small groups $12,000.	Academic Support Program	Tier 1	Evaluate	09/02/2014	06/11/2015	$64000	Title I Schoolwide	The school improvement team, Para-Pro

Goal 3: All students at Pardee Elementary School will improve their understanding of the early New England colonies.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency in their understanding of the New England colonies in Social Studies by 06/11/2015 as measured by a pre- and post test given by the social studies teacher at the time of the unit.

Strategy 1:

Colonial America Cross-Curricular Unit - The unit allows students to immerse themselves in colonial America through art, math, reading, science, writing, story telling,

drama and music. The teachers will give a pre-test prior to starting the unit. When the unit is completed, a post-test will be given.

Research Cited: Content Area Reading: Literacy and Learning Across the Curriculum written by Vacca and Vacca

Tier: Tier 1

Activity - Colonial American Unit by Jenny Mevis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| This unit is designed to immerse the students in Colonial America through math, reading, science, drama, music and art $2,000. Netbooks/ IPads/ Tablets and/or SmartBoards can be used to facilitate learning $50,000. Paras will be used to facilitate learning/small groups $12,000. | Supplemental Materials | Tier 1 | Implement | 09/08/2014 | 06/11/2015 | $64000 | Title I Schoolwide | Fifth grade teachers, Para-Pro |

Goal 4: The Pardee Students will make purposeful observations of the natural world using the appropriate senses.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency making detailed observations with their surroundings in Science by 06/11/2015 as measured by beginning and end of year science logs according to a rubric .

Strategy 1:

Science Observation Logs - The students will be asked to complete a science log throughout the school year. They will use their senses to make observations in the outside world.

Research Cited: https://cas.advanc-ed.org/cas/login

Tier: Tier 1

Activity - Weekly Observation Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a weekly basis the students will be given an object (at the beginning of the year) or an experiment (by the end of the year) and be asked to make scientific observations using appropriate senses $2,000. The use of netbooks/ IPads/ tablets and/or SmartBoards can be used to facilitate learning $50,000. Paras will be used to facilitate learning/small groups $12,000.	Academic Support Program	Tier 1	Implement	09/02/2014	06/11/2015	$64000	Title I Schoolwide	Science teachers, Para-Pro

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Colonial American Unit by Jenny Mevis	This unit is designed to immerse the students in Colonial America through math, reading, science, drama, music and art $2,000. Netbooks/ IPads/ Tablets and/or SmartBoards can be used to facilitate learning $50,000. Paras will be used to facilitate learning/small groups $12,000.	Supplemental Materials	Tier 1	Implement	09/08/2014	06/11/2015	$64000	Fifth grade teachers, Para-Pro
Classroom Magazines	Weekly usage of Time for Kids/Yak Magazines $2,000 in the classrooms to build comprehension skills; use of on-line magazine activities using netbooks/ IPads/ tablets and/or SmartBoards can be used to facilitate learning $50,000. Paras to facilitate instruction/small groups $12,000.	Supplemental Materials	Tier 1	Implement	09/02/2014	06/11/2015	$64000	School Improvement Team, Para-Pro, Title-I Teacher
Scheduled Computer Times	Monitor the implementation of the instructional strategies. The school improvement team will help facilitate a sign up sheet for class room teachers to utilize the computer lab and C.O.W. to have students practice key math skills they are struggling with on a weekly basis using Compass Learning/IXL $2,000. If the computer lab is not available, the students may use netbooks / IPads/ tablets that could be purchased to facilitate math practice $50,000. Paras will be used to facilitate instruction/small groups $12,000.	Academic Support Program	Tier 1	Evaluate	09/02/2014	06/11/2015	$64000	The school improvement team, Para-Pro
Weekly Observation Notebook	On a weekly basis the students will be given an object (at the beginning of the year) or an experiment (by the end of the year) and be asked to make scientific observations using appropriate senses $2,000. The use of netbooks/ IPads/ tablets and/or SmartBoards can be used to facilitate learning $50,000. Paras will be used to facilitate learning/small groups $12,000.	Academic Support Program	Tier 1	Implement	09/02/2014	06/11/2015	$64000	Science teachers, Para-Pro

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Literature circles/Time for Kids	Teachers use Literature Circles to engage students in retelling and summarizing cross text.	Direct Instruction	Tier 1	Implement	09/02/2014	06/11/2015	$0	The School Improvement Team, Para-Pro