



School Improvement Plan

Parsons Elementary School

Gibraltar School District

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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?

Parsons Elementary School primarily serves the city of Gibraltar and parts of Brownstown Township. During the 2014/15 school year, Parsons served 422 students in grades K-5. This enrollment is down by 6 students from last year but much in line with enrollment from 5-year trend data. Of our students, about 20-30% of students qualify for free/reduced lunch, and ethnic diversity is minimal. The majority of the staff lives within 10 miles of the school, which contributes to the community feel of the school. Enrollment is anticipated to continue to drop or remain level, likely due to families staying in their homes in Gibraltar and very little space to build for new families.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Mission and Vision statements are currently undergoing editing due to a change in staff over the past few years and a movement toward operating as a professional learning community.

Mission Statement:

Relationships, Community, and Learning for All

Vision Statement:

Preparing students to be successful in school and in life.

The mission and vision of Parsons are carried out in our programming, curriculum, and relationships with students. Through the implementation of Common Core State Standards and integration of technology, we are well on our way to preparing students to be learners in the 21st century. It is evident in all classrooms that students are pushed to be thinkers and problem solvers, as opposed to simply students who can memorize information for a test. Through project based learning our students learn the value of collaboration, relationships, communication, and problem solving. Additionally, we will be implementing technology-based projects in the coming year that are grounded in curriculum and deepen students' learning while also experiencing the benefits of problem based learning. Our implementation of school-wide Positive Behavioral Supports and Interventions (PBIS) demonstrates our commitment to positive relationships with students as well as high expectations for behavior. Lastly, our move toward operating as Professional Learning Communities focuses our work in the needs of individual learners and have begun to shift us to be more results focused.

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.

Parsons' MEAP scores have shown positive change in the last 5 testing cycles. Specifically, scores in mathematics have increased in most grades in most years, with the largest jumps in scores shown in the Fall 2012 testing cycle. While scores in reading haven't consistently gone up each year in all grade levels, our Fall 2012 scores are higher than the scores of the Fall 2010 testing session. Over the next three years, we will be highly focused on continuing to bring up our mathematics scores as well as our writing scores. It is important to note that parent satisfaction is high, as noted in the parent surveys. The overall climate and culture of the building is very positive.

Additional Information

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

Parsons Elementary School is proud of our high level of parent involvement. This involvement is evident through our near 100% participation in parent/teacher conferences, communication and participation in and with the classroom, and the Parsons Elementary School PTO. Additionally, the staff of Parsons Elementary School is focused on continuous improvement, professional development, and meeting the needs of students.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

At the current time, primary participation of the School Improvement Team was through building staff, administration and teachers. Parents have, historically, been invited and had a part of the team. However, roles may not have been clearly defined, and meeting times have not always allowed for full participation. Moving forward, we will open the core leadership team to other building staff, parents, and community members.

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

At the current time, primary participation of the School Improvement Team was through building staff, administration and teachers. Parents have, historically, been invited and had a part of the team. However, roles may not have been clearly defined, and meeting times have not always allowed for full participation. Moving forward, we will open the core leadership team to other building staff, parents, and community members.

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 PDF version of the School Improvement Plan is shared on the school website. Additionally, an Annual Report presentation has been given at a PTO meeting early in the year, which has included an overview of the student achievement as a whole and our strategies and initiatives.

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?

Without a consistent number of students in each grade level each year, we lack stability in teacher placement. For the coming few years, we will have staff movement each year as a result of a smaller group of students coming up and class size limits being higher in the upper grade. This is very difficult for sustained growth by individual teachers and within a grade level team of teachers.

Student Demographic Data

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

Over the last three years, the overall number of students who have been absent more than 10 days has risen, with the current year having 125 students with over 10 days absent. Additionally, the number of students who are consistently tardy to school continues to rise as well.

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 the previous three full years of data, ODRs and suspensions have dropped significantly, with the 11/12 year having 16 suspensions, 12/13 having only 2, and 13/14 having 7 suspensions. Regardless of the drop, the consistent behavior infraction involves not keeping hands and feet to oneself, rough housing, and/or physical aggression.

Student Demographic Data

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

The area needing most attention is student attendance. Each year the number of students continues to increase that have been absent for over 10 days, with this school year having over 125 students meeting this threshold. It will be a priority to pull stakeholders together and brainstorm how to improve overall student attendance. We have implemented a bully prevention program with our PBIS framework which is preliminarily showing positive results when it comes to undesirable behavior between students.

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?

represented by staff with experience ranging from 3 years through 20 years. Given the range of experience, different points of view allow rich discussion and planning for high levels of student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The majority of our staff has been in the building for over 5 years, but less than 20 years. Only two teachers have been here for less than five years. Overall, we have a very experienced staff. This could be part of the reason we have made significant gains in mathematics. We have not had much turnover from year to year. We have a consistency with our staff and we have worked diligently at building a strong and supportive culture, which is imperative for gains in student achievement.

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?

Building leadership was involved in a learning cohort series and a small handful of other professional development related activities. Paired with Absence Days, this created a higher than desirable number of days out of the building, particularly because a full day absences calls for a teacher to fill in for the principal. As a building, we do our best to secure guest teachers that are familiar with our students, school, and routines so that authentic content can be left. In reality though, nothing is the same as the everyday classroom teacher.

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?

High numbers of teacher absenteeism have a probable negative affect on student achievement. We have experienced a high number of absences this year for professional development, as a result of new curriculum and new initiatives. Absences taken by staff using given Absence Days are higher than desirable. As a building, we do our best to secure guest teachers that are familiar with our students, school, and routines so that authentic content can be left. In reality though, nothing is the same as the everyday classroom teacher.

Teacher/School Leader(s) Demographic Data

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

The primary concern to address would be the high levels of absenteeism. This could be addressed by thoughtfully planning a limited number of days planned for professional development which would require teachers to be out of the classroom. Additionally, it may prove beneficial to plan an incentive for taking fewer Absence Days, or including absenteeism as a part of the evaluation process.

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?

Strengths include the strands around instruction, classroom management and expectations for our students. Strengths are also evident in the collaborative culture among staff. We also have good processes laid out for using data to identify those students who require additional support, as well as monitoring their progress. Lastly, the school leader has a clear, and clearly communicated, vision for the future; paired with a growth mindset and a good understanding of best practice instruction.

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?

Challenges identified include curricular issues pertaining to staff's awareness of expected curriculum and materials for communicating our curriculum to parents and community. Challenges also include a sense of collective responsibility for professional learning and a sense of "our students" versus "my students". Additionally, a growth opportunity exists with the building leader supporting and following up with professional learning provided to staff throughout the year, as well as having a narrow enough focus to implement initiatives with fidelity.. Lastly, a challenge area is including parents and community members in the school improvement process.

12. How might these challenges impact student achievement?

Without a collective responsibility, we can not experience the highest possible level of student achievement. Also, without all student included in committee work and/or school improvement processes, we are not receiving full range of input and point of view, as possibly a full commitment from individuals. Lastly, without proper support and follow up on initiatives and professional learning, we may not experience the highest level of instruction and 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 school improvement plan will incorporate specific actions to continue our implementation of Professional Learning Communities. These actions will help foster a growth mindset and focus our work on student data and the effect that our actions in the school and classroom have on student learning. Additionally, our stakeholder improvement plan will include action steps that will include all stakeholders in the school improvement processes.

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 are constantly using our RTI procedures to follow students' progress and then adjust as needed. The school interventionist assists with identification of students as well as leading the RTI process. During the 11/12 school year an "intervention block" was implemented. In this block 10-12 students per grade level receive targeted small group instruction from the building interventionist. Also, during this time, special education is able to pull students and teachers split up remaining students for additional intervention or enrichment. This block has been evaluated and refined from year to year, focusing on how best to better reach our neediest students.

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

Aside from our intervention services, which are available to all students K-5, we currently do not offer other Extended Learning Opportunities this year, however we have offered After School Tutoring and Summer School Programs in the past.

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

Aside from our intervention services, which are available to all students K-5, we currently do not offer other Extended Learning Opportunities this year, however we have offered After School Tutoring and Summer School Programs in the past.

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?

Our district has recently adopted a new social studies (MC3), mathematics (Math Expressions), reading assessment program/universal screener (Fountas and Pinnell/F&P), and leveled-literacy intervention. Also, systematic inclusion of MAISA writing units and guided reading linked to common core content standards is in process. The evidence that we have to indicate the standards are being implemented are three rounds of NWEA and F&P testing, MEAP, unit tests in math and social studies, and data collection and monitoring through PLCs for all core subject areas.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Not applicable.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

When looking at the Reading MEAP scores for the past five years, grades four and five show a consistent upward trend in overall proficiency. The third grade scores all show a general upward trend in proficiency, with exception of the 13/14 year where the scores took an unexpected decrease. Additionally, our local assessments of NWEA and Fountas and Pinnell show that most students are showing expected growth on an annual basis. Students showing less than expected growth are identified and receive additional intervention services.

19b. Reading- Challenges

Consistently, our students identified as economically disadvantaged show a high percentage of students not proficient when looking at MEAP data for the third, fourth, and fifth grades. This is also true of our students with disabilities.

19c. Reading- Trends

When looking at the Reading MEAP scores for the past five years, grades four and five show a consistent upward trend in overall proficiency. The third grade scores all show a general upward trend in proficiency, with exception of the 13/14 year where the scores took an unexpected decrease. Additionally, our local assessments of NWEA and Fountas and Pinnell show that most students are showing expected growth on an annual basis. Students showing less than expected growth are identified and receive additional intervention services.

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.

The challenges identified in reading will be addressed through refinement of our intervention processes; which includes our identification guidelines and instruction given to students identified as at risk. Additionally, teachers will receive up to date training on best practices as it relates to guided reading and running records , in order to obtain the best information on each student and provide the best practice instruction to improve achievement. Lastly, teachers will continue to work as a Professional Learning Community in which instructional practices will be refined based on the data shared in collaborative teams.

20a. Writing- Strengths

Our local assessment data shows the students are improving in our writing units.

20b. Writing- Challenges

Trend data from the MEAP state assessment data has maintained pretty level, on average, for the last four years, with a range from 53%-61% proficient, with no steady increase, but also no steady decrease.

20c. Writing- Trends

Trend data from the MEAP state assessment data has maintained pretty level, on average, for the last four years, with a range from 53%-61% proficient, with no steady increase, but also no steady decrease.

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.

The challenges identified in reading will be addressed through teachers receiving in house training on best practices as it relates to writer's workshop and conferring, in order to obtain the best information on each student and provide the best practice instruction to improve achievement. Additionally, teachers will continue to work as a Professional Learning Community in which instructional practices will be refined based on the data shared in collaborative teams.

21a. Math- Strengths

When looking at the Math MEAP scores for the past five years, all grades show a consistent upward trend in overall proficiency. Additionally, our local NWEA assessment shows that most students are showing expected growth on an annual basis. Students showing less than expected growth are identified and receive additional intervention services.

21b. Math- Challenges

With the implementation of a new math series, our local assessments show that students are struggling with showing mastery of skills expected in the math series. This is attributed to a higher level of understanding expected compared to not having a systemic math series in all classrooms, paired with the lack of pre-requisite skills that students would have received if the math series had been in place in prior years.

21c. Math- Trends

When looking at the Math MEAP scores for the past five years, all grades show a consistent upward trend in overall proficiency. Additionally, our local NWEA assessment shows that most students are showing expected growth on an annual basis. Students showing less than expected growth are identified and receive additional intervention services.

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.

The challenges identified in reading will be addressed through refinement of our intervention processes; which includes our identification guidelines and instruction given to students identified as at risk. Additionally, teachers will continue to work as a Professional Learning Community in which instructional practices will be refined based on the data shared in collaborative teams. Lastly, we will address the deficiency in fact fluency through research-based practices for fact fluency.

22a. Science- Strengths

Our district is beginning to focus on STEM practices through the creation of our STEM fair, a move from the traditional science fair. In the STEM fair, engineering is the focus and students problem solve to create solutions to a problem, build a model, test and refine.

22b. Science- Challenges

There is limited resources and a lack of alignment when it comes to the science curriculum in the school district. Additionally, the scores shown on the MEAP science assessment consistency have a small percentage of students proficient.

22c. Science- Trends

The last five years of science proficiency data on the MEAP state assessment consistently show less than 20% of students scoring at a proficient level, with a range of 11%-19%.

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.

Our school improvement plan will reflect initiatives to provide relevant science instruction and experiences that are closely aligned with components of the anticipated Michigan Science Standards. These relevance will include continued implementation of our STEM fair as well as intentional instruction in the area of STEM.

23a. Social Studies- Strengths

In the last year, our district has adopted the Michigan Collaborative Curriculum (MC3) in all elementary classrooms. This systemic adoption is the beginning of having an aligned curriculum in all elementary classrooms.

23b. Social Studies- Challenges

Scores from the MEAP state assessment consistently show percentage of students proficient below 20%.

23c. Social Studies- Trends

Scores from the MEAP state assessment consistently show percentage of students proficient below 20%.

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.

While Social Studies may not be reflected in the School Improvement Plan, we will continue to work on alignment of our social studies curriculum and assessment through the implementation of the MC3 units in elementary classrooms.

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?

Based on the latest survey data, students (on average) responded favorably to all standards and strands. Regarding the open ended response data in response to "what do you like about your school", the most evident positive response is "the teachers". Other positive indicators include: the computer lab, gym class, and friends. Additionally, the most frequent response is "the teachers"!

24b. Student Perception Data

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

Based on the latest student survey's open ended responses, the two recurring themes that came up were about bullies/kids not being nice and responses about the length of the lunch period.

24c. Student Perception Data

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

Our PBIS program has had many adjustments and adaptations over the past few years, focusing on celebrating positive happenings with students. Additionally, many teachers have implemented Morning Meetings and Classroom Meetings which has helped teacher to form positive classroom cultures and environments. Over the past two school years, teachers sent home "Pirate Gram" postcards to students' homes, which will continue. Additionally, we have begun implementing a bully prevention program supported by the county and a part of our PBIS program. We will continue to look at our daily master schedule and lunch procedures to ensure that students receive an appropriate amount of time to eat.

25a. Parent/Guardian Perception Data

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

Overall, the highest satisfaction with parents is the staff and teachers. In open-ended responses on what parents like about our school, nearly 65% of responses spoke to our staff and teachers. In addition, the specific strands that were most favorable by parents were the equitable and challenging curriculum, teacher collaboration, consistent grading criteria, qualified staff, and our building being well-maintained and clean.

25b. Parent/Guardian Perception Data

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

When looking at the open ended responds, it is evident that the lowest satisfaction is the financial planning/position/decisions of the school district, and the cuts associated with that. Other areas that appeared a few times in the responses include the parking lot during pickup and drop off, class sizes, and our late start Mondays. When looking at the specific strands, dissatisfaction was evident with providing appropriate support services for students and lack of sufficient resources for teachers and students.

25c. Parent/Guardian Perception Data

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

The district continues to monitor our financial state and is working toward solutions to develop a balanced budget. Our procedures for drop off and pickup need to be studied and addressed to increase safety and decrease overall congestion. We will continue to prioritize our resources in order to have the best possible supports and resources in place.

26a. Teacher/Staff Perception Data

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

Based on the open ended responses, the highest level of satisfaction with staff is the staff - specifically how we support and care for one another. Other areas of satisfaction include administrative support and understanding as well as an overall positive atmosphere. The specific standards that stand out positively are the clean, safe, and maintained building as well as having qualified staff.

26b. Teacher/Staff Perception Data

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

The lowest level of satisfaction by staff is the amount of testing required for our students and a feeling of lack of equity amongst committees and extra responsibilities. When looking at the specific standards, the lowest satisfaction level involves the support services for children as well as teachers collaborating around student learning.

26c. Teacher/Staff Perception Data

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

Our school improvement plan includes our implementation of operating as a professional learning community, We have a system in place for

predictable collaboration time. We will continue to refine our focus, be clear about our vision, and develop results oriented teams.

27a. Stakeholder/Community Perception Data

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

Overall, the highest satisfaction with parents is the staff and teachers. In open-ended responses on what parents like about our school, nearly 65% of responses spoke to our staff and teachers. In addition, the specific strands that were most favorable by parents were the equitable and challenging curriculum, teacher collaboration, consistent grading criteria, qualified staff, and our building being well-maintained and clean.

27b. Stakeholder/Community Perception Data

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

When looking at the open ended responds, it is evident that the lowest satisfaction is the financial planning/position/decisions of the school district, and the cuts associated with that. Other areas that appeared a few times in the responses include the parking lot during pickup and drop off, class sizes, and our late start Mondays. When looking at the specific strands, dissatisfaction was evident with providing appropriate support services for students and lack of sufficient resources for teachers and students.

27c. Stakeholder/Community Perception Data

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

The district continues to monitor our financial state and is working toward solutions to develop a balanced budget. Our procedures for drop off and pickup need to be studied and addressed to increase safety and decrease overall congestion. We will continue to prioritize our resources in order to have the best possible supports and resources in place.

Summary

28a. Summary

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

Strengths:

The diversity of experience within the staff is positive, allowing for different viewpoints and considerations.

The culture of our building is very positive right now; indicators include a strong sense of collaboration, high expectations for students, and a caring environment for students and between staff.

We have new curriculum and initiatives that are proving to have a positive impact of student achievement, this includes our math series, Fountas and Pinnell Benchmark assessments, and updated guided reading training.

Routines and guidelines for our intervention services continue to be refined and improved on an annual basis.

Positive indicators are pretty consistent between staff surveys and parent surveys, both groups recognize the great staff, our well maintained building, and quality instruction and monitoring.

Challenges:

Attendance is a primary challenge with student demographic data.

Pockets of high teacher absenteeism exist.

Science and social studies scores on state assessments continue to show levels less than 20% of students attaining proficiency

Writing scores have remained fairly level of the past few years

Parents express concern over our parking lot and drop off and pick up routines

28b. Summary

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

Regarding student and teacher absenteeism, student achievement can be negatively impacted. It is difficult to learn at high levels without consistent attendance. Additionally, chronic high levels of absenteeism have a negative impact on culture and morale.

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?

This will be accomplished through research based instructional approaches, an implementation of professional learning communities, and data meetings. Additionally, our intervention processes will be addressed in the school improvement plan to continue to identify and provide service to our most struggling learners. Lastly, our plan will include our Bully Prevention initiative as part of our Bully Prevention Framework.

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	Students in grades K-5 are tested three times per year in Reading and Math using NWEA MAP assessments and NWEA MAP for Primary Grades assessments. Additionally, all students in grades K-5 are given the Fountas and Pinnell Benchmark Assessment two times per year minimally, with exception of students in lower grades and struggling upper el students whom are tested three or four times per year. With the inception of a new math series, common summative assessments are also given within grade levels.	

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	http://www.gibdist.net/gibdist/our-district/annual-reports/parsons	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	not applicable	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	not applicable	

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	Monitored by district compliance officer and 504 coordinator.	

School Improvement Plan

Parsons Elementary School

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.	Yes	Thomas Harrell, Finance Manager 19370 Vreeland Road Woodhaven, MI 48183 734-379-6350	

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.	No		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	Current parent/school compact is outdated.	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Meeting agendas/notes, data printouts	

Parsons Elementary School Improvement Plan 15/16

Overview

Plan Name

Parsons Elementary School Improvement Plan 15/16

Plan Description

Parsons Elementary School Improvement Plan 15/16

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 Parsons Elementary School will be proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$500
2	All students at Parsons Elementary School will be proficient in English Language Arts	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
3	All students at Parsons Elementary School will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	All staff at Parsons Elementary will provide appropriate supports for all students.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$500

Goal 1: All students at Parsons Elementary School will be proficient in Mathematics.

Measurable Objective 1:

62% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency overall in Mathematics by 06/09/2017 as measured by the 2016/2017 state standardized math assessment.

Strategy 1:

Improving Students' Math Fact Fluency - Teachers will intentionally teach our students about properties, rules, and strategies to develop a foundational understanding of mathematics, numeracy, and problem solving.

Research Cited: O'Connell, S. & SanGiovanni, J. (2011) Mastering the basic math facts in addition and subtraction. Heinemann.

O'Connell, S. & SanGiovanni, J. (2011) Mastering the basic math facts in multiplication and division. Heinemann.

Tier: Tier 1

Activity - Assessment and Data Entry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take common math fact assessments at the conclusion of each trimester. The assessments and standards will be developed by the district. The data will be collected as guided by the district.	Other	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	classroom teachers

Activity - Fact Fluency Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the book, Strategies and Activities to Promote Fluency of Math Facts. Teachers will use various strategies that will make their math fact instruction thoughtful and strategic to promote students understanding of math facts beyond memorization. A minimum of one book per grade level will be purchased for this instruction. An "action research" approach will be taken to try the strategies in the classroom and report back to grade level teams and to the building as a whole during collaborative team time or staff meeting time.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$500	General Fund	all teachers

Strategy 2:

Mastery of Michigan Academic Mathematics Standards - We will monitor our implementation of our Math Expressions and its alignment with Michigan Academic Standards, students' mastery of skills, and we will provide appropriate supports for students who are not meeting expectations.

Research Cited: Fuchs, L. S. (2008). Effects of Small-Group Tutoring With and Without Validated Classroom Instruction on at Risk Students' Math problem Solving: Are Two Tiers of Prevention Better Than One. Journal of Educational Psychology, 491 - 509.

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Honeycutt, R. A. (2013). An Evaluation of an Elementary Mathematics Program at a Medium-Sized Suburban School District in North Carolina (Doctoral dissertation, WINGATE UNIVERSITY).

Wright, R. J., Stanger, G., Stafford, A. K., & Martland, J. (2006). Teaching Number in the Classroom with 4-8 year-olds. Los Angeles: Sage.

Tier: Tier 1

Activity - Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will continue to participate in professional learning of the Math Expressions program and utilize all its features including the program's integrated technology(E-Student activity book, itools, bi-lingual e-glossary, on line Mega Math and on-line assessments and various white board activities. Students will be using this program throughout the school year to meet Michigan Academic Standards expectations to improve their math application skills. This program has consistent academic vocabulary and activities from K-5th grade. Activities in Math will be monitored through lesson plans, walk-throughs and grade level team notes, and PLC data meetings.	Direct Instruction, Curriculum Development	Tier 1		09/02/2014	06/09/2017	\$0	No Funding Required	All instructional staff, principal

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified for intervention using NWEA MAP assessments, classroom assessments, and latest state standardized assessment. Intervention will be given through an "intervention block" framework. This framework will be a 30-45 minute block of time 3-5 days per week. During this time, students in a grade level will be split between the classroom teachers, interventionist, and intervention aide and will be given direct instruction. This intervention block, in some instances, will take place during the independent work time of workshop. To prepare for an "intervention block" framework, the following items need to be considered, planned, and communicated. The building master schedule must be adjusted to put a priority on the ability to run an intervention block. The time and quantity parameters must be agreed upon and communicated to all staff. Additionally, the logistical details of identifying and grouping students, rigor and quality of instruction, and agreement of each teacher's role and responsibilities. Information about students on the intervention caseload will be managed through a shared Google Drive document. This document will be available to classroom teachers, intervention staff, and the principal. The data included on this will be entrance data, intervention strategies, duration, and monitoring and exit data.	Academic Support Program	Tier 2		09/08/2015	06/09/2017	\$0	No Funding Required	All instructional staff, principal

Strategy 3:

Technology Tools - Staff will utilize appropriate technology to engage students at a high level during instruction as well as to promote efficient workflow for non instructional tasks.

Research Cited: Wagner, Tony, The Global Achievement Gap. Basic Books 2008

Eaker, Robert, et al. Getting Started, Reculturing Schools to Become Professional Learning Communities. Solution Tree 2002

Bauer, J. & Kenton, J. Kenton (2005). Toward technology integration in the schools: Why it isn't happening. Journal of Technology and Teacher Education, 13(4):519-546.

Tier: Tier 1

Activity - Smart Board	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the SmartBoard interactive whiteboard, along with this latest Notebook 10 software to deliver highly engaging multimedia lessons for students. Content for instruction will be available through Think Central online resources for teachers.	Technology	Tier 1	Implement	09/08/2015	06/09/2017	\$0	No Funding Required	all instructional staff

Activity - Technology Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Mi-Star application, DNA, to deliver assessments, store data, and report data. This data will be used both individually and at grade level meetings to guide classroom instruction and intervention groups.	Technology	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$0	No Funding Required	all instructional staff, principal

Goal 2: All students at Parsons Elementary School will be proficient in English Language Arts

Measurable Objective 1:

85% of All Students will demonstrate a proficiency overall in English Language Arts by 06/10/2022 as measured by the 2021/2022 state assessment.

Strategy 1:

The Writer's Workshop - Teachers will design lessons and deliver instruction using the Writers' Workshop approach and will give special attention to revision and conferring.

Research Cited: Calkins, Lucy McCormick. "The Art of Teaching Writing" (1986) Heinemann Educational Books Inc. Ray, Katie Wood. "The Writing Workshop, Working through the Hard Parts" (2001) National Council of Teachers of English

Tier: Tier 1

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Activity - Revision/Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Within the Writer's Workshop structure, teachers will meet individually with students or in small groups to analyze the students' writing, provide feedback, set goals, and provide additional instruction.</p> <p>In order to make this happen, we will engage in professional learning through the use of Carl Anderson's "Strategic Writing Conferences" series of resource books and DVDs. These DVDs provide authentic examples of using conferring to address specific student needs in their writing. Professional learning protocols will be used to engage with and process content from these materials. This learning will take place a minimum of 3 times throughout the school year (once per trimester) during district provided collaboration time or staff meeting time.</p> <p>The implementation of Writer's Workshop will be monitored through classroom walkthroughs and recorded on an informal walkthrough log. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. During professional learning using the Carl Anderson materials, all teachers will bring their conferring notes. A part of the learning process will be learning from other teachers' conferring notes, processes, and experiences in a non-threatening environment.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	Classroom teachers, principal

Activity - Workshop Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms will implement a Writer's Workshop approach to classroom instruction. This will be a traditional Writer's Workshop including a focused mini-lesson, work time, and sharing/reflection. Staff will be trained on the format and implementation of writer's workshop through the ELA school improvement committee and the principal. Additional training as needed will be given through county consultants and/or school visits.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	All teachers, principal

Strategy 2:

Reader's Workshop - Classrooms will implement a Reader's Workshop approach to classroom instruction with a focus on guided reading.

Research Cited: Fountas, Irene C., and Gay S. Pinnell. Guiding Readers and Writers. Portsmouth: Heinemann, 2001. Print.

Tier: Tier 1

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Activity - Daignostic Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in each grade level will be given a reading assessment minimally 3 times per year (or as set by district standard) by way of the Fountas and Pinnell Benchmark Assessment. Training was initiated in the fall of 2014 to all teachers. Additionally, teachers will receive training in on the spot fluency checks (running records on the fly), this training will be provide using a "train the trainers" model.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	All teachers

Activity - Workshop Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classrooms will implement a Reader's Workshop approach to classroom instruction. In grades 3-5, his will be a traditional reader's workshop including a focused mini-lesson, work time, and sharing/reflection. Staff will be trained on the format and implementation of reader's workshop through the ELA school improvement committee, the principal, and/or additional training as needed will be given through county consultants and/or school visits. The book, Guiding Reading and Writers, will be used as a guide for reading workshop and initial lesson planning. In grades K-2, this may take on a Daily 5 approach. Training and materials for Daily 5 have already been in place.</p> <p>The implementation of Reader's Workshop will be monitored through classroom walkthroughs and recorded on an informal walkthrough log. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. During professional learning, all teachers will bring their conferring notes. A part of the learning process will be learning from other teachers' conferring notes, processes, and experiences in a non-threatening environment.</p>	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	No Funding Required	All teachers, principal

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the large block of independent work time, teachers and students will engage in guided reading groups and individual conferring. Materials used will include Rigby leveled books, and classroom sets of leveled books, and content-based leveled informational texts. Training was initiated to all teachers during the 14/15 school year and will continue through the 15/16 school year.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	all teachers

Strategy 3:

Reading Intervention - Identified students will receive additional reading instruction through interventionist teacher or intervention aide, depending on specific level and

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content of need. The interventionist will utilize small group instruction using Fountas and Pinnell LLI literacy materials, focusing on specific skills needed as identified through NWEA MAP testing and/or DRA assessments. The intervention aide will work with students on skills such as letter identification and fluency, under the direction of the student's classroom teacher.

Research Cited: Fountas, I. C., & Pinnell, G. S. (2001). Guiding readers and writers grades 3-6. Portsmouth, NH: Heinemann. Allington, R. L. (2001). What really matters for struggling readers. New York: Longman LLI Efficacy Study 2009-2010, The LLI Efficacy Study was conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis. This scientific study looked at the impact of LLI instruction on struggling readers in two locations: the rural Tifton County Schools in GA and the suburban Enlarged School District of Middletown, NY. The LLI Efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, the study looked at the fidelity of LLI implementation. It included both independent observations and feedback from teachers and independent on-site researchers. These included two measures of reading achievement for evaluating students' progress in literacy; one observational tool for assessing teachers' LLI instructional practices; and two teacher surveys and focus groups to obtain teachers' and on-site researchers' feedback on LLI ..

Tier: Tier 2

Activity - Small Group Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will work with our school Interventionist and at-risk aide to develop reading skills through the LLI Program, phonics lessons, and specific comprehension lessons as well.. Student progress in reading skills will be monitored through lesson plans, running records, walk-throughs and PLC collaboration of interventionists with grade-level teachers.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	\$0	No Funding Required	instructional staff, intervention staff, principal

Goal 3: All students at Parsons Elementary School will be proficient in Science.

Measurable Objective 1:

52% of Fifth grade students will demonstrate a proficiency on the science assessment in Science by 06/09/2017 as measured by annual state mandated assessment.

Strategy 1:

STEM Initiatives - Students in grades 3-5 will have predictable experiences specifically focused on Science, Technology, Engineering, and Mathematics. (STEM)

Research Cited: cite research here

Tier: Tier 1

Activity - STEM Challenge Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All 3rd, 4th, and 5th grade students will participate by completing STEM Challenge Fair Projects. The rubrics and processes will be reviewed annually to strengthen and improve the STEM fair. Time will be afforded to upper elementary teachers to learn the process ahead of time by way of staff meeting time or collaborative team time.	Curriculum Development	Tier 1	Implement	09/02/2014	04/17/2015	\$0	No Funding Required	All 3rd, 4th, and 5th Classroom Teachers; Principal.
Activity - STEM Approaches to Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate STEM practices in their Science instruction. Teachers will engage students in gathering evidence, constructing arguments, and designing solutions to science and engineering problems. Training on STEM practices will be given through a county consultant and/or through teachers within the building.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	All classroom teachers, principal.
Activity - Monitoring of STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The fidelity of implementation will be monitored through classroom walkthroughs and recorded on an informal walkthrough log. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. The principal will schedule time to share the processes of the STEM fair with the upper el and will be involved in monitoring the process in each grade level.	Walkthrough	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	No Funding Required	teachers, principal

Goal 4: All staff at Parsons Elementary will provide appropriate supports for all students.

Measurable Objective 1:

collaborate to develop structures and supports for all students by 06/09/2017 as measured by academic achievement, student surveys, and office referrals..

Strategy 1:

Professional Learning Communities - The school community will operate as a professional learning community, implement common formative assessment, and use defined protocols for reviewing student achievement data.

Research Cited: Leaders of Learning, How District, School, and Classroom Leaders Improve Student Achievement. By: Richard DuFour, Robert J. Marzano Publication Date: June 03, 2011

Learning by Doing, A Handbook for Professional Learning Communities at Work. By: Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many Publication date: June 02, 2010

Common Formative Assessment, A Toolkit for Professional Learning Communities at Work. By: Kim Bailey, Chris Jakicic. Publication date: October 11, 2011

Formative Assessment & Standards-Based Grading By: Robert J. Marzano Publication date: November 11, 2009

SY 2015-2016

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Understanding Response to Intervention; A Practical Guide to Systemic Implementation. By: Robert Howell, Sandra Patton, Margaret Deiotte Publication date: June 06, 2008

Tier: Tier 1

Activity - Collaboration within Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given one hour of predictable collaborative team time each week. This time will be used to develop common formative assessments, review the assessment data and plan for instruction, and take part in professional learning in small or large groups. The manner in which this collaborative team time for the 15/16 school year will be through a student late-start arrival.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	teachers, principal

Activity - Training and Shared Knowledge of a PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin to operate as a "Professional Learning Community" as defined by Rick DuFour of Solution Tree. A PLC leadership team will be developed and represent multiple facets of the teaching staff. The school staff will go through the process of developing a shared mission, vision, values, and goals. Additional staff training is yet to be determined. The PLC leadership team will receive training at a district level, the book Learning by Doing will guide the professional learning for all staff.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	No Funding Required	teachers, principal

Activity - Monitoring of Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will be given a list from Solution Tree of evidences of effective PLCs. Teams will provide these evidences throughout the school year.	Other	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	No Funding Required	teachers, principal

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement formative assessments multiple times during a unit and will use the data to inform their instruction and to develop groups for intervention and enrichment. These assessments will be developed and data analyzed during team collaboration time. There is a team of teachers in the building that have had formal training with formative assessment. They will provide training to staff initially. We will seek support from county consultants to deepen our understanding and implementation of common formative assessments.	Other	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	teachers, principal
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Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet individually 2-4 times per year with their principal to review student achievement data as per district guideline. Data protocols will be used to facilitate discussion.	Other	Tier 1	Implement	09/08/2015	06/09/2017	\$0	No Funding Required	instructional staff, principal

Strategy 2:

PBIS Bully Prevention - Classrooms will implement the ECS Bully Prevention in Positive Behavior Support framework (stop, walk talk).

Research Cited: research

Tier: Tier 1

Activity - Bully Prevention Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The series of lessons in the ECS Bully Prevention in Positive Behavior Support will be taught to students multiple times throughout the beginning of the year and will be revisited throughout the course of the year. All staff will learn the framework and be trained in adult responses (as noted in the framework) at the beginning of the year. Posters simplifying the framework will be displayed in all classrooms and in prominent places around the building.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	all staff

Activity - Bystander/Upstander Classroom Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught the terms bystander and upstander at the beginning of the year. Once per trimester, a picture book or piece of media will be used in the classroom to deepen and reinforce the importance of being an upstander. Where appropriate, writing activities and role play will be used to cement students' learning. Additionally, once the trimester the principal will coordinate supporting events either in individual classrooms or through small group assemblies.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$500	Other	all staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Fact Fluency Instruction	Teachers will use the book, Strategies and Activities to Promote Fluency of Math Facts. Teachers will use various strategies that will make their math fact instruction thoughtful and strategic to promote students understanding of math facts beyond memorization. A minimum of one book per grade level will be purchased for this instruction. An "action research" approach will be taken to try the strategies in the classroom and report back to grade level teams and to the building as a whole during collaborative team time or staff meeting time.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$500	all teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bystander/Upstander Classroom Literature	Students will be taught the terms bystander and upstander at the beginning of the year. Once per trimester, a picture book or piece of media will be used in the classroom to deepen and reinforce the importance of being an upstander. Where appropriate, writing activities and role play will be used to cement students' learning. Additionally, once the trimester the principal will coordinate supporting events either in individual classrooms or through small group assemblies.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$500	all staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Data Meetings	Teachers will meet individually 2-4 times per year with their principal to review student achievement data as per district guideline. Data protocols will be used to facilitate discussion.	Other	Tier 1	Implement	09/08/2015	06/09/2017	\$0	instructional staff, principal
Guided Reading	During the large block of independent work time, teachers and students will engage in guided reading groups and individual conferring. Materials used will include Rigby leveled books, and classroom sets of leveled books, and content-based leveled informational texts. Training was initiated to all teachers during the 14/15 school year and will continue through the 15/16 school year.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	all teachers
Technology Applications	Teachers will use the Mi-Star application, DNA, to deliver assessments, store data, and report data. This data will be used both individually and at grade level meetings to guide classroom instruction and intervention groups.	Technology	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$0	all instructional staff, principal
Assessment and Data Entry	Students will take common math fact assessments at the conclusion of each trimester. The assessments and standards will be developed by the district. The data will be collected as guided by the district.	Other	Tier 1	Implement	09/02/2014	06/09/2017	\$0	classroom teachers
Small Group Reading Intervention	Identified students will work with our school Interventionist and at-risk aide to develop reading skills through the LLI Program, phonics lessons, and specific comprehension lessons as well.. Student progress in reading skills will be monitored through lesson plans, running records, walk-throughs and PLC collaboration of interventionists with grade-level teachers.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	\$0	instructional staff, intervention staff, principal
Monitoring of STEM	The fidelity of implementation will be monitored through classroom walkthroughs and recorded on an informal walkthrough log. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. The principal will schedule time to share the processes of the STEM fair with the upper el and will be involved in monitoring the process in each grade level.	Walkthrough	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	teachers, principal
Diagnostic Reading Assessments	All students in each grade level will be given a reading assessment minimally 3 times per year (or as set by district standard) by way of the Fountas and Pinnell Benchmark Assessment. Training was initiated in the fall of 2014 to all teachers. Additionally, teachers will receive training in on the spot fluency checks (running records on the fly), this training will be provided using a "train the trainers" model.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	All teachers

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Revision/Conferring	<p>Within the Writer's Workshop structure, teachers will meet individually with students or in small groups to analyze the students' writing, provide feedback, set goals, and provide additional instruction.</p> <p>In order to make this happen, we will engage in professional learning through the use of Carl Anderson's "Strategic Writing Conferences" series of resource books and DVDs. These DVDs provide authentic examples of using conferring to address specific student needs in their writing. Professional learning protocols will be used to engage with and process content from these materials. This learning will take place a minimum of 3 times throughout the school year (once per trimester) during district provided collaboration time or staff meeting time.</p> <p>The implementation of Writer's Workshop will be monitored through classroom walkthroughs and recorded on an informal walkthrough log. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. During professional learning using the Carl Anderson materials, all teachers will bring their conferring notes. A part of the learning process will be learning from other teachers' conferring notes, processes, and experiences in a non-threatening environment.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	Classroom teachers, principal
Math Expressions	<p>The staff will continue to participate in professional learning of the Math Expressions program and utilize all its features including the program's integrated technology(E-Student activity book, itools, bi-lingual e-glossary, on line Mega Math and on-line assessments and various white board activities. Students will be using this program throughout the school year to meet Michigan Academic Standards expectations to improve their math application skills. This program has consistent academic vocabulary and activities from K-5th grade. Activities in Math will be monitored through lesson plans, walk-throughs and grade level team notes, and PLC data meetings.</p>	Direct Instruction, Curriculum Development	Tier 1		09/02/2014	06/09/2017	\$0	All instructional staff, principal

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Collaboration within Professional Learning Communities	Staff will be given one hour of predictable collaborative team time each week. This time will be used to develop common formative assessments, review the assessment data and plan for instruction, and take part in professional learning in small or large groups. The manner in which this collaborative team time for the 15/16 school year will be through a student late-start arrival.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/09/2017	\$0	teachers, principal
Formative Assessment	Teachers will implement formative assessments multiple times during a unit and will use the data to inform their instruction and to develop groups for intervention and enrichment. These assessments will be developed and data analyzed during team collaboration time. There is a team of teachers in the building that have had formal training with formative assessment. They will provide training to staff initially. We will seek support from county consultants to deepen our understanding and implementation of common formative assessments.	Other	Tier 1	Implement	09/02/2014	06/09/2017	\$0	teachers, principal
Workshop Structure	Classrooms will implement a Writer's Workshop approach to classroom instruction. This will be a traditional Writer's Workshop including a focused mini-lesson, work time, and sharing/reflection. Staff will be trained on the format and implementation of writer's workshop through the ELA school improvement committee and the principal. Additional training as needed will be given through county consultants and/or school visits.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	All teachers, principal
STEM Challenge Fair	All 3rd, 4th, and 5th grade students will participate by completing STEM Challenge Fair Projects. The rubrics and processes will be reviewed annually to strengthen and improve the STEM fair. Time will be afforded to upper elementary teachers to learn the process ahead of time by way of staff meeting time or collaborative team time.	Curriculum Development	Tier 1	Implement	09/02/2014	04/17/2015	\$0	All 3rd, 4th, and 5th Classroom Teachers; Principal.
Training and Shared Knowledge of a PLC	Staff will begin to operate as a "Professional Learning Community" as defined by Rick DuFour of Solution Tree. A PLC leadership team will be developed and represent multiple facets of the teaching staff. The school staff will go through the process of developing a shared mission, vision, values, and goals. Additional staff training is yet to be determined. The PLC leadership team will receive training at a district level, the book Learning by Doing will guide the professional learning for all staff.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	teachers, principal

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Smart Board	Teachers will use the SmartBoard interactive whiteboard, along with this latest Notebook 10 software to deliver highly engaging multimedia lessons for students. Content for instruction will be available through Think Central online resources for teachers.	Technology	Tier 1	Implement	09/08/2015	06/09/2017	\$0	all instructional staff
Bully Prevention Framework	The series of lessons in the ECS Bully Prevention in Positive Behavior Support will be taught to students multiple times throughout the beginning of the year and will be revisited throughout the course of the year. All staff will learn the framework and be trained in adult responses (as noted in the framework) at the beginning of the year. Posters simplifying the framework will be displayed in all classrooms and in prominent places around the building.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	all staff
Small Group Intervention	<p>Students will be identified for intervention using NWEA MAP assessments, classroom assessments, and latest state standardized assessment. Intervention will be given through an "intervention block" framework. This framework will be a 30-45 minute block of time 3-5 days per week. During this time, students in a grade level will be split between the classroom teachers, interventionist, and intervention aide and will be given direct instruction. This intervention block, in some instances, will take place during the independent work time of workshop. To prepare for an "intervention block" framework, the following items need to be considered, planned, and communicated. The building master schedule must be adjusted to put a priority on the ability to run an intervention block. The time and quantity parameters must be agreed upon and communicated to all staff. Additionally, the logistical details of identifying and grouping students, rigor and quality of instruction, and agreement of each teacher's role and responsibilities.</p> <p>Information about students on the intervention caseload will be managed through a shared Google Drive document. This document will be available to classroom teachers, intervention staff, and the principal. The data included on this will be entrance data, intervention strategies, duration, and monitoring and exit data.</p>	Academic Support Program	Tier 2		09/08/2015	06/09/2017	\$0	All instructional staff, principal
Monitoring of Professional Learning Communities	Grade level teams will be given a list from Solution Tree of evidences of effective PLCs. Teams will provide these evidences throughout the school year.	Other	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	teachers, principal

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Workshop Structure	<p>Classrooms will implement a Reader's Workshop approach to classroom instruction. In grades 3-5, this will be a traditional reader's workshop including a focused mini-lesson, work time, and sharing/reflection. Staff will be trained on the format and implementation of reader's workshop through the ELA school improvement committee, the principal, and/or additional training as needed will be given through county consultants and/or school visits. The book, Guiding Reading and Writers, will be used as a guide for reading workshop and initial lesson planning. In grades K-2, this may take on a Daily 5 approach. Training and materials for Daily 5 have already been in place.</p> <p>The implementation of Reader's Workshop will be monitored through classroom walkthroughs and recorded on an informal walkthrough log. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. During professional learning, all teachers will bring their conferring notes. A part of the learning process will be learning from other teachers' conferring notes, processes, and experiences in a non-threatening environment.</p>	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	All teachers, principal
STEM Approaches to Science Instruction	All teachers will incorporate STEM practices in their Science instruction. Teachers will engage students in gathering evidence, constructing arguments, and designing solutions to science and engineering problems. Training on STEM practices will be given through a county consultant and/or through teachers within the building.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	All classroom teachers, principal.