School Improvement Plan

Early Childhood Elementary School

Hamtramck Public Schools

Colleen Stevens, Principal
11680 MCDOUGALL ST
HAMTRAMCK, MI 48212-3031

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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?

Community Demographic Information:

Hamtramck Early Childhood Elementary School (ECE) is located on the northeast side of the city of Hamtramck. Hamtramck is nestled within the borders of the city of Detroit, except for a corner that it shares with the city of Highland Park. According to the Census of 2010, there were 24,423 residents. The racial make-up of the city was 53.6% white (which includes people of Middle Eastern ancestry), 19.3% African American, 0.3 Native American, 21.5 Asian/Pacific Islander, 1% from other races. and 4.7% from two or more races. Hispanic/Latino races made up 1.5% of the population.

In 2010, approximately 43.3% of the population was below the poverty level, including 36.9% of those under the age of 18 and 18.1%of those 65 and older. The median household income in the city was $24,240. In 2010, approximately 50% of the housing units were renter occupied. These homes are mostly inexpensive single and double family homes, flats, apartments and low-income subsidized housing. sixty-four percent (64%) of the adult population over age 25 reported having a high school diploma or higher degree and a 9.9% reported having Bachelor's Degree or higher. Fourteen-and-one half percent (14.5%) reported less than a 9th grade education. Historically, Hamtramck has been a safe-haven for new immigrants to this country. Due to this factor, 54.9% of the population reported a language other than English being spoken in the home. Additionally, our district has been hard hit by the economic downturn. Many of our students' parents work in light manufacturing and service sector jobs and we have observed a sharp increase of unemployment among our families.

Hamtramck Public Schools (HPS) has well over 100 years of experience in offering quality education to their students. There are seven buildings in the HPS district: ECE, which is an early childhood elementary school, two additional elementary schools, a middle school, two high schools and one K-8th building. One high school focuses on alternative education.

School Demographic Information:

Hamtramck Public Schools is made up of a very multicultural and multilingual populations. The students in our district represent 28 countries from 5 continents and speak 26 different languages. The population at ECE was identified in 2015 as being 61% English Language Learners. This is up slightly from 57% the previous year. The main languages spoken in the homes of the ECE families are Bengali, English, Arabic, Bosnian, Polish, Albanian and Urdu.

Based upon the information received from the State of Michigan Free/Reduced Lunch Application for the 2014-2015 year, 87.5% of our students qualify for free lunch, 7% for reduced pay lunches and 5.5% qualify for paid lunches.

In 2001, the Hamtramck Early Childhood Elementary School (ECE) was reconfigured. Head Start moved out of the building leaving the Great Start Readiness Program (GSRP) at the school. In 2011, two kindergarten classes were moved to other elementary schools and two first grade classes joined our ranks. During the 2011-2012 school year, our building serviced 68 preschool children with a staff of 3 highly qualified teachers in full and half day classrooms, 168 kindergarten children with a staff of 4 Highly Qualified teachers, also in full and half day classrooms and 45 first grade children with a staff of 2 Highly qualified teachers. During the 2013-2014 school year, the preschool program went to all full day, servicing 48 students at a time. It also added two second grade classrooms. During the 2014-2015 school year, 48 preschool students were in attendance, 83 kindergarten students, 57 first grade and 44 second grade students. All teachers are

considered Highly Qualified.

There were 31 School-of-Choice students enrolled during the 2014-2015 school year. As a comparison, there were 20 during the 2011-2012 school year.

School's Purpose

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

Our Mission Statement
The Early Childhood Elementary School Mission, in partnership with families and community, is to educate our students in a positive, developmentally appropriate and culturally sensitive environment. We are committed to focusing on individuality, literacy, social and problem solving skills. The ultimate goal of the Early Childhood Elementary School is for our students to become independent lifelong learners.

Our Vision Statement
We envision a school were diversity, family, and relationships are valued and nurtured by an educational community committed to person and professional integrity and development.

Our Belief Statement
We believe that each child is a unique individual with special gifts and talents that should be nurtured so that each one may reach his or her full potential.

How we embody these values in our programs and expectations
We strive towards a positive environment through the Restorative Practice Program and by recognizing both children and staff their successes in the school. Parents are invited to attend numerous parent and child activities, in addition to being encouraged to be part of The School Improvement Committee.

We are constantly striving for academic success. We are proud to say that we have two fulltime reading teachers on staff as well as four paraprofessionals. Our staff has been fortunate enough to be able to schedule grade level planning meetings each work in order to ensure the academic success of our students.

We believe each child is an individual and our goal is to differentiate instruction so that the needs of each child are met.

The Early Childhood Elementary is an extremely diverse school. Different cultures are celebrated each month through such things as assemblies and bulletin board displays.

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.

The Early Childhood Elementary went to a full day kindergarten for the 2012-2103 school year. Since that time, we have noted that according to our DRA reading scores for the 2014-2015 year, our class average is now at grade level for kindergarten.

It was also noted that by evaluating the DRA2 scores for first grade at the end of the year, those students were approximately a half year behind. Our students leaving second grade were almost a year behind.

Our Program Evaluation Tool for this this year was The Daily Five, a reading management program. This initially began with the kindergarten three years ago. We added the first grade last year and the second grade is being added this year. We hope to see an increase in reading scores next year from using The Daily Five.

We need to work on student attendance this upcoming year and find ways to involve more parents.

Additional Information

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

Our students have visited The Detroit Institute of Arts the last three years through a grant obtained by one of the teachers. They learned about the different art styles, the artists, art's relationship with math, and even held their own art show. The students were excited and wrote about it in their journals for several days.

For the past two summers, we have had a highly successful summer school. We used a camping theme and students "tent" reading every day in tents, teepees or a bear cave. They were surrounded by stuffed animals and often chose to read with flashlights or by the artificial campfire. Computers, writing, math and science were also focused on. This year, summer ended with a trip to The Detroit Zoo. Last year, the students ended with a live animal show complete with an actual bald eagle.

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 staff were invited to be part of the school improvement process at the beginning of the year. The staff as a whole address parts of the School Improvement Plan and give input.

The Early Childhood Staff ended up with a leadership team. Two of the team members had been part of the process previously and shared their knowledge. This was very helpful.

Upon recommendation of staff, several parents are asked to join the team. Only one actually attended any meetings.

Meetings were held after school to accomodate parents and staff.

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

Two teachers analyzed and reported back on data which is now part of The School Improvement Plan.

Information and data was also gathered from our Title I reading specialists.Our Pupil Services Director and secretary supplied us with information on enrollment.

Several parent surveys were conducted during past years, as well as for the 2013-2014 year. The information from these surveys became part of the School Inprovement Plan.

The principal worked with the entire team and coordinated their efforts.

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 Early Childhood Elementary administration, staff, community members, parents and students believe the school improvement documents are working documents that never reach a finalized state. The goal is to contiually revise, renew, analyze and evaluate the document. Staff is kept informed of updates at staff meetings. Parents, the Board and cummunity members are invited to review the plan at the Title I meetings, open houses or online.

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?

KINDERGARTEN: There have been three kindergarten classes for the past four years. Enrollment has been at capacity during most of that period. At the end of the 2013-2014 school year, there were 83 students still enrolled in kindergarten. At the end of the 2014-2015 school year, there were still 84 students in attendance.

FIRST GRADE: There have been two first grade classes for over three years. Enrollment has been high, with 56 students completing the 2013-2014 school year and the same number, 56, completing the 2014-2015 school year.

SECOND GRADE: Two second grade classes were added to The Early Childhood Elementary for the 2013-2014 school year. This was due to the fact that numerous parents were asking for a second grade.   During the first year, attendance remained stable with 25 students in each room at the end of the year. At the end of the 2014-2015 school year, 44 students were in attendance at the end of the year.

PRESCHOOL: Although enrollment was slow during the 2013-2014 year, The Great Start Readiness has been full the last several years.

CONCLUSION: The Early Childhood Elementary successfully enrolls enough student from preschool through first grade. Enrollment for second grade has been slightly low the past two years.

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

44% of our students were chronically absent this past year. Although percentages for the previous years are not available, it is our belief that it has been about the same for the past several years.

Our main challenges have been mobility, students leaving for overseas visits which often last more than a month, and parent apathy. Parents oversleep and some fail to realize the importance of good attendance.

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?

There have been no expulsions during the past three years from The Early Childhood Elementary. Suspensions have been consistently minimal. Discipline referrals to the office due occur several times per week.

Student Demographic Data

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

We will be keeping an attendance journal. A staff member will be calling parents every time a child is absent or tardy. The parent will be asked to give a reason.

We will send information over to the Pupil Services Director in a timely manner identifying students with major attendance issues.

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?

The school's principal has been at The Early Childhood Elementary for three years. Prior to that time, she was an assistant principal for 7 1/2 years, taught kindergarten for 4 1/2 years, first grade for 1 year, fifth and sixth grade for 3 years and taught preschool for over 20 years. Her experience with early childhood should have a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

All teachers at The Early Childhood Elementary have 4 or more years teaching experience. Since everyone learns from experience, it can't help but benefit the students.

Teacher/School Leader(s) Demographic Data

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

The school leader had 11 furlough days she had to take.
She took was off one day due to illness and one vacation day during the school year.
The furlough days may have had a negative impact on student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The Early Childhood Elementary has a total of 13 full time teachers. They missed a total of days. Any time a staff member is absent, it takes away from the daily routine and impacts student learning.

Teacher/School Leader(s) Demographic Data

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

Incentives are in place for teachers to present every day.

The furlough days for administrators have ended.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

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

Standard 7: Professional Learning Culture, Indicator S:
"Common Planning time schedule." The Early Childhood Elementary has a designated time each week for grade level teams to meet.

Indicator X: Cultural Responsiveness:
  "School communications and activities are responsive to families 'varied ability levels, schedules, diversity in language, socio-economic status, cultural traditions, non-traditional configurations and belief systems." School newsletters are done with clip-art to aid families not fluent in English. Many district forms are available in multiple languages. Several staff members speak multiple languages and are able to assist when necessary.

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

Standard 3: Assessment, Indicator J: Student Involvement in the Assessment Process
 This is an area in which we need improvement.

Standard 10: Engagement: Indicator Y:; "School Improvement Team roster listing parents and/or community members."
 The Early Childhood Elementary struggles to get parents involved.

12. How might these challenges impact student achievement?

Students would benefit from setting goals and watching their progress. This is a proven fact.

Having parents involved in the School Improvement Process would enable the team to hear parents' and students' views which could change how things are done in a positive manner.

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.

At the beginning of the year, teachers are being given folders for each student in which they can set goals and monitor their own academic progress.

Teachers will be asked to recommend at least one parent from their room to be on the School Improvement Team. The principal will then contact the parents and hopefully get at least one to be part of the team.

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

The neediest students, generally the bottom third, are given intervention services regardless of their disability. Placement in these programs is done by analyzing NWEA assessments, DRA2, MLPP, Everyday Math, and classroom assessments. Disabilities do not play into determining who receives interventions.

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

KINDERGARTEN, FIRST AND SECOND:
- Summer School
-Parent/Child
 Workshops (related to core subjects)
-After school events: Science Night, Math Night, Diversity Night and Writing Night

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

Teachers identify students through NWEA, MLPP, Everyday Math, DRA2, and classroom assessments. Students are invited to attend summer school who are struggling with academics. A phone call or in-person invitation is extended.

After school workshops are open to all who sign-up.

Special Night Events are open to all students.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The Early Childhood Elementary has two reading coaches and one math coach. The principal meets with them several times a year a year to ensure that the school is implementing the curriculum with fidelity through the aligned horizontal and vertical alignment established by the district curriculum. Assessment are done three times per year (NWEA) and are evaluated to determine our success.

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.

We do not use MIPHY.

Achievement/Outcome Data

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

19a. Reading- Strengths

Our kindergarten class average on the DRA2 assessment was a Level 3.3 which put our students at grade level.

19b. Reading- Challenges

60% of our students come to school from homes where English is not spoken as the primary language.

19c. Reading- Trends

Kindergarten students are ending the year with more at grade level than in the past three years.

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.

ELL students will have access to a full time ELL teacher for the 2015-2016 school year. He was not hired until mid-year 2014-2015,

Additionally, the principal and 5 teachers will attend SIOP Training this summer which addresses the issues of ELL students.

20a. Writing- Strengths

The only strength we have going for us is the fact that we have two teachers who are spear-heading writing improvement for us next year.

20b. Writing- Challenges

The second grade average MLPP Writing Prompt at the end of the year was 2.5. The first grade average MLPP Writing Prompt at the end of the year was a 2 and the kindergarten average was a 2.21. A Level two for all grades is considered Developing and is the second lowest level on the rubric.

20c. Writing- Trends

Although no writing trends were previously noted, the teachers have been concerned about writing the last three years.

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.

SCHOOL IMPROVEMENT PLAN INCLUDES:
Tier I:
The School Improvement Plan addresses the challenge by offering additional professional development in writing and monitoring the use of Lucy Calkins Writing.

Tier II:

Common Planning Time for Teachers including Title I teachers

Paraprofessional Assistance

Small Group work

Differentiating Instruction

Brain Gym - Increase frequency

Tier III:

Common Planning Time for Teachers

Resource Teacher Interventions

Differentiating instruction

Small group or one-on-one work

21a. Math- Strengths

Asian students outperformed the Caucasian and African American subgroups on the end of year NWEA assessment in all three grades.

Kindergarten:
 Asian average score: 150
 African American score: 145.8
 Caucasian score: 141.9

First grade:
 Asian average score:170.7
 Caucasian score: 166.2
  African American score: 161.4

Second grade:
 Asian average score: 186.5
 Caucasian score: 179.4
 African American score: 173.5

21b. Math- Challenges

Normal RIT Level for Math end of year is:

Second grade: 191.3 Our highest subgroup was the Asian group at 186.5

First Grade: 179   Our highest subgroup was the Asian group at 170.7

Kindergarten: 159.1 Our highest subgroup was the Asian Group at 150.7

All sub groups are below the targeted RIT score.

21c. Math- Trends

We are now tracking trends using the Math NWEA/Map Assessment. The 2014-2015 was the first full year for this assessment.

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.

Scores are low, so we will continue Professional Development and use data to guide instruction.

22a. Science- Strengths

There are no district assessments for science at this time for students at our grade levels.

However, we are supporting Science through our Title I budget and providing hands-on science activities for our students through a company called HighTouch/HighTech. HighTouch/HighTech is an excellent program and our students looks forward to the programs that come to our school from them.

22b. Science- Challenges

District-wide our science scores are extremely low. The fifth graders were ranked at only 2.5% proficient.

22c. Science- Trends

There is no data available for grades kindergarten, first or second.

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.

We are offering Professional Development for science for the 2015-2016 school year.

Tiered instruction for science is limited:
-Differentiation if Tier II or III
- Assistance from Resource Teacher if Tier III

23a. Social Studies- Strengths

We do not have a strong Social Studies Curriculum.

23b. Social Studies- Challenges

The District Curriculum is minimal.
6th grade State Social Studies proficiency for our district is only 11.8%.

23c. Social Studies- Trends

There is no District Assessment or State Assessment for students in our grade bracket.

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.

Additional Professional Development in Social Studies is planned for the upcoming year.

Tier I - District Curriculum
Tier II - Differentiation, small group

Tier III - Differentiation, small group or one-on-one, assistance from Resource Teacher

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Our students were not surveyed due to their ages and grade levels. (Preschool through second grade)

24b. Student Perception Data

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

Students not surveyed.

24c. Student Perception Data

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

Students not surveyed.

25a. Parent/Guardian Perception Data

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

Parents rated the following categories as 100% satisfied:

My child is learning letters, sounds, and words through a variety of activities such as rhyming and memory games, guided reading and writing.

ECE activities help my child become familiar with shapes, sizes and numbers.

ECE is helping to develop my child's social skills such as following rules, sharing, and taking turns.

ECE is helping to develop my child for the next level of learning.

Teachers are qualified for their positions at ECE.

Overall, I am satisfied with ECE.

25b. Parent/Guardian Perception Data

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

The lowest area of satisfaction was "Class size is small enough for teachers to give my child individual attention." 84% of the parents were satisfied and this was the lowest percentage on the parent survey.

25c. Parent/Guardian Perception Data

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

Class size is not anything we can act upon at the school level.

26a. Teacher/Staff Perception Data

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

The teachers/staff rated the following as 100% satisfied:

ECE meets the needs of children in the area of social development such as talking, sharing and taking turns.

ECE meets the needs of children in the areas of fine arts such as art, music, and drama.

Our students' family members feel welcome at ECE.

Procedures are in place for providing medication for children.

Teachers treat each child with respect regardless of race, religion, or gender.

Students are admitted to ECE regardless of race, abilities or family background.

Overall, I am satisfied with ECE.

ECE uses resources from the community to support the program.

26b. Teacher/Staff Perception Data

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

Only 38% of the staff agreed with "Class size is small enough for teachers to give each child individual attention."

26c. Teacher/Staff Perception Data

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

Class size can only be controlled at the district level.

27a. Stakeholder/Community Perception Data

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

We are not surveying community members at this time.

27b. Stakeholder/Community Perception Data

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

Community stakeholders were not surveyed.

27c. Stakeholder/Community Perception Data

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

Staff will discuss the possibility of doing a community survey and how to go about it.

Summary

28a. Summary

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

STRENGTHS:

Overall, parents and staff are satisfied with the Early Childhood Elementary. 100% of the parents view the staff as being highly qualified.

Reading scores appear to be rising, particularly in kindergarten. DRA2 assessments showed that on average, the kindergartners were at grade level at the end of the year.

CHALLENGES:
The main challenge, and both parents and staff agree, is having manageable class sizes.
The ELL population makes up 60% of our school.
The Early Childhood Elementary needs to raise proficiency levels in reading, math, and writing.
ECE needs to assist in raising 5th grade state science scores and 6th grade state social studies scores. The students in
  kindergarten through 4th/5th grade lay the foundation for these subjects. 5th grade Science and 6th grade Social Studies   proficiency levels are extremely low at 2.5 and 11.8% proficiency respectfully.

Parent involvement in general is a concern. Only 39% of our elementary parents responded to the survey. Ways to get more responses needs to be explored.

28b. Summary

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

The challenges identified are bound to impact student achievement in a negative fashion. Overcrowding, non-English speaking students, etc. are all well-known factors which affect education. Overcrowding reduces one-on-one time with the teacher. Students who struggle with English can not understand the lessons taught.

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?

In conclusion, students, parents, teachers and community stakeholders identified the many challenges during the 2014-2015 school year.

These challenges will be addressed through the following comprehensive initiates:

STRATEGIES TO INCREASE THE QUALITY OF INSTRUCTION:

Tier I Strategies for READING:

GUIDED READING (Strategy in support of Reading Goal) Based on the book, Next Step in Guided Reading by Jan Richardson, Ph.D

DAILY FIVE (Activity in support of Reading Goal) Based on the book, The Daily Five, 2nd edition by Gail Boushey and Joan Moser

PHONIC EDUCATION (Strategy in support of Reading Goal, Activity Professional Learning)

Measured by NWEA Reading Assessments

Tier I Strategies for WRITING:

LUCY CALKINS WRITING PROGRAM (Strategy in support of Writing Goal, Activity Professional Learning and Journaling/Small Moments

Measured by MLPP Writing Prompt Rubric

Tier I Strategies for MATH:

EVERYDAY MATH (Strategy in support of Math Goal, Activity Math Institute)

Measured by NWEA Math Assessments and Everyday Math Assessments

Strategies for ALL GOALS and ALL TIERS:

TEACHER COLLABORATION - (Activity Beginning of year collaboration)
BRAIN GYM (Strategy for all core subjects and behavior)

DIFFERENTIATION- Strategy supporting all goals and tiers

Measured by assessments and reduced number of office referrals.

QUALITY AND QUANTITY OF INSTRUCTION:
Tier II - Enriches through Small Group and Title I support

Tier III - Enriches through small group or one-on-one and Resource support

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	Literacy and math are tested three times per year using NWEA/MAP testing in grades K-2 at The Early Childhood Elementary. Additional testing includes MLPP, DRA2 and both formative and summative classroom assessments for reading. Additional testing includes Everyday Math and both formative and summative classroom assessments for math.	

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	Please see Hamtramck Public Schools' webpage for a link to The Annual Education Report (AER).	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	The Early Childhood Elementary does not service 8th grade students.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	The Early Childhood Elementary does not go beyond 2nd grade, so there are no EDPs.	

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	The Hamtramck Public Schools, and The Early Childhood Elementary comply with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education.	

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	Mr. Thomas Niczay, Superintendent (313) 872-9270	

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	Please see attached Plan.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Please see attached.	Parent/Student/Teacher Compact 2015-2016

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessments for The Early Childhood Elementary are conducted in the fall, winter and spring when assessment data is available. The comprehensive needs assessment took place during School Improvement Team Meetings. ECE's (Early Childhood Elementary) SIT is comprised of the administrator and three teachers. No parents were able to assist this past year. Data is used to help guide our decisions and address any concerns of all stakeholders involved.

The following types of data were used:
Achievement Data: NWEA (MAP), WIDA, Everyday Math Assessments,MLPP, DRA2, Lexia and Teacher Assessments
Demographic Data: WIDA subgroups, Demographic: Enrollment, Gender, Ethnicity, Socio-Economic Status, Subgroups, Attendance and Behavioral data.
Perception Data: Parent Survey conducted (hard-copy). Teacher Survey conducted (hard-copy). No student survey conducted due to age of our students.

STAKEHOLDERS INVOLVED IN THE COMPREHENSIVE NEEDS ASSESSMENT:
-Teachers
-Administrator
-Parents
-Community Members

Through:
-School Improvement Meetings
-Staff Meetings
-Preschool Parent Advisory Meetings

PARENTS WERE INVOLVED IN THE COMPREHENSIVE NEEDS ASSESSMENT THROUGH:
Parents are given the opportunity to complete a survey in the spring. No parents volunteered to be on the SIT.
Preschool Parents are given the opportunity to attend Advisory Meetings 2-3 times per year in the school. Translators are available if needed.

STUDENT INVOLVEMENT:
Due to the ages of our students, no student surveys or data was collected.

Our School Improvement Team came to agreement by a consensus vote. All decisions made during this process were handled by this method.

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

The following data documents/instruments were used during the CNA Process:

ACHIEVEMENT DATA: NWEA (reading and math), DRA2, WIDA, Everyday math assessments, MLPP, Lexia, Project Read and teacher assessments

DEMOGRAPHIC DATA: WIDA subgroups, Demographic: Enrollment, Gener, Ethnicity, Socio-Economic Status, Subgroups, Attendance and Behavior

PERCEPTION DATA: Parent and Staff surveys (hard-copy)

PROGRAM/PROCESS DATA: Guided Reading, Policies and Procedures (attendance, grading, behavior), Academic and Behavioral Expectations (Restorative Practice) Suspension Data, School System Review 2014-2015.

The data was discussed during:

-School Improvement Meetings

-Staff meetings

-Title I Parent Meeting

DEMOGRAPHIC DATA: Data reviewed: WIDA, NWEA, Enrollment, Gender, Ethnicity, Socioeconomic Status, Subgroups, Socioeconomic Status,Attendance, Mobility and Behavioral Data

ENROLLMENT: 181 elementary (plus 48 preschoolers)

GENDER: For the elementary: 93 females and 88 males

ETHNICITY BACKGROUNDS: Bengali, Arabic, Caucasian, African American, Polish, Bosnian, Albanian and Urdu

SOCIAL ECONOMIC STATUS: 87.5% of the students qualify for free lunches. 7% qualify for reduced lunches and 5.5 qualify to pay
 Due to the large number of free and reduced lunches, our school provides free meals and snacks to all students.

ENGLISH LANGUAGE LEARNERS: 61% of the students are English Language Learners

STUDENTS WITH DISABILITIES: 16

ATTENDANCE RATE: 84.2%

MOBILITY RATE: Over the course of the year, 13 students left kindergarten, 9 left first grade and 10 left second grade.

SUSPENSION RATE: Averages less than 1 per month

CONCLUSIONS: The number of students who come from homes where English is not spoken has risen to 61% from 54% the previous year.

ACHIEVEMENT DATA: DRA2 Data available for reading past three years, plus MLPP data. NWEA data is not available for reading or math for three full years. NWEA testing began in the spring of 2014. Everyday Math testing is no longer being done at The Early Childhood Elementary due to the fact that we are doing NWEA.

READING GAP STATEMENTS FOR ALL STUDENTS: The elementary students, according to NWEA results, are all below grade level, particularly first and second grades. DRA2 results indicate all grade levels are averaging a grade level performance.

READING GAP STATEMENTS BY GRADE LEVEL:

Kindergarten - NWEA results show a Mean Overall RIT score of 145.1 at the end of the year. This does not even place them at mid-
 year. They should be at a 157.7 level. However, DRA2 reading scores show the kindergarteners ending the year with an average of 3.67, which is at grade level.

First grade: NWEA results show a mean overall RIT score of 162.4 at the end of the year. This indicates that they are nearly a
 year behind End of year should be 176.9. DRA2 reading level average at the end of the year was 16. This would put them
 on average, at grade level.

Second grade: NWEA results show a mean overall RIT score of 174.2 at the end of the year. Their scores should be at a 189.6. This is slightly below beginning of the year scores, and puts them approximately a year behind. Their average DRA2 level was 28, which puts them at grade level.

READING GAP STATEMENTS BY SUBGROUP:

ELL/Non-ELL kindergarten on DRA2: ELL reading scores were the highest at 3.43. Non-ELL were lower at 2.76.

Ethnicity: The Asian students averaged 150 on NWEA, putting them above the African American's at 145.8 and the Caucasians at 141.9

Female/Male: Kindergarten females scored slightly higher on the NWEA with a 147.6 RIT vs. 143.2 for males. First grade females also scored higher than the males - 165.0 vs. 159.5 Second grade females scored 178.4 vs. males at 168.6

CONCLUSIONS: The females appear to be performing better than males in Reading. There is a discrepancy between the kindergarten DRA2 results and the NWEA Reading Results which needs to be explored.

WRITING GAP STATEMENTS FOR ALL STUDENTS: Based upon MLPP Writing Prompts, the kindergarten and first grade students are at a Developing Stage for their grades, while half of the second graders are meeting the standards.

WRITING GAP STATEMENTS BY GRADE LEVEL:

Kindergarten: The grade level average, using the MLPP Rubric for Prompt Writing, was 1.67, with a 1 being Emergent and a 2 being Developing.

First Grade: The grade level average, using the MLPP Rubric for Prompt Writing was 2, showing the second graders were at the Developing stages for their grade level.

Second Grade: The grade level average, using the MLPP Rubric for Prompt Writing was a 2.5, which means half of the students are meeting the standards.

WRITING GAP STATEMENTS BY SUBGROUP:

Male/Female: Females averaged 2.21 (Developing) in kindergarten and males averaged 1.97, not quite at the Developing Level on the end of year MLPP Writing Prompt.

First grade females averaged a score of 2.56 while the boys scored an average 2.27, both in the Developing Range.

Second grade females averaged a score of 2.31 vs. the boys' score of 1.75 on the MLPP Writing Prompt, placing the boys at the Emergent Level and girls at the Developing Level.

ELL/WIDA: On the kindergarten WIDA Writing assessment, 75% of the 47 students tested were at the lowest Level I, Entering.

On the first grade WIDA Writing assessment, 18% of the 40 students tested were at the lowest Level I, Entering.

On the second grade WIDA Writing assessment, 15% of the 20 students tested were at the lowest Level I, Entering.

CONCLUSIONS: By second grade, student writing for ELL students appears to be improving.

MATHEMATICS GAP STATEMENTS FOR ALL STUDENTS:

On average, all students at The Early Childhood Elementary are showing an average of below grade level on the NWEA/MAP assessment and classroom assessments.

MATHEMATICS GAP STATEMENTS BY GRADE LEVEL:

Kindergarten NWEA math averages are 145.1, beginning of the year. Students should be at 159.1 by year's end.

First grade NWEA math averages are167, beginning - mid year range. Students should be at 179 by year's end.

Second grade NWEA math averages are179.4, beginning of the year. Students should be at 191.3 by year's end.

MATHEMATICS GAP STATEMENTS BY SUBGROUP: (Based on NWEA)

Male/Female: Kindergarten females outscored the males: 149 females, 140.8 males

First grade females outscored the males: 168.4 females, 165.8 males

Second grade females outscored the males: 182.6 females, 175.2 males

Ethnicity: Kindergarten Asians outscored both the African Americans and Caucasians: 150.7 Asian, 144.3 African American
and 141.2 Caucasians.

First Grade Asians outscored both the African Americans and Caucasians: 170.7 Asians, 166.2 Caucasians and
161.4 African Americans

Second Grade Asians outscored both the African Americans and Caucasians: 186.5 Asians, 179.4 Caucasians
and 173.5 African Americans.

CONCLUSIONS: Females outscore the males in every grade on NWEA assessments. No trends can be noted since we are now using the NWEA to make comparisons instead of the Everyday Math Assessments. Students of Asian descent outscore other subgroups in all grades.

SCIENCE GAP STATEMENTS FOR ALL STUDENTS:
 The District is in the process of establishing pre and post science assessments for all grades. Some grades take the NWEA Science Assessment, not at this school, for the grades we service.

SOCIAL STUDIES GAP STATEMENTS FOR ALL STUDENTS:
  The District is in the process of establish pre and post social studies assessments for all grades.

STATE RANKING ON THE TOP TO BOTTOM LIST: We do not have a ranking due to the ages and grades we service here at The Early Childhood Elementary.

ADEQUATE YEARLY PROGRESS: We do not have an AYP since we do not enroll children beyond second grade.

PERCEPTION DATA:
 Parent Surveys: In the spring of 2015, Parents were 100% satisfied with: My child is learning letters, sounds, and words through a variety activities...; ECE activities help my child become familiar with shapes, sizes and numbers; ECE is helping to develop my child's social skills such as following rules, sharing, and taking turns; ECE is helping to develop my child for the next level of learning; Teachers are qualified for their positions at ECE; and Overall I am satisfied with ECE.
   Teacher Surveys; For the past three years, teachers have stated, "Overall, I am satisfied with ECE." 100% of them marked accordingly. However, this year the lowest category was "ECE is kept neat and clean."   Only 31% were satisfied.
   Student Surveys: ECE does not do s

CONCLUSIONS: 39% Of the Parent Surveys were returned as compared to 68% for spring of 2014. This is not a good trend.
Parents were between 90% and 100% satisfied with our school and curriculum the previous year and continued to be satisfied.
The custodial service was privatized over a year ago and it appears that the staff is not satisfied.

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

The following school goals are connected to priority needs assessment based on data findings of our Comprehensive Needs Assessment. The following data sources were used to help determine the needs: NWEA, WIDA, Program Evaluation Tool, MLPP, classroom assessments, Project Read Assessments and Demographic and Perception Data.

READING: All students will increase proficiency in Reading

Kindergarten: - According to DRA2 reading levels, teacher assessments, MLPP and Project Read Assessments, kindergartners are leaving the grade at grade level on average. However, according to NWEA Reading results, they are a year behind. Based upon the results of the conflicting data, The Early Childhood Elementary will explore the strategies and activities noted in The School Improvement Plan.

First and Second Graders - According to DRA2 reading levels, teacher assessments, MLPP, Project READ Assessments and NWEA, these students are approximately one year behind.

Professional Development will continue on The Daily Five,Guided Reading, Phonic Education and Vocabulary Building. Collaboration happen before school starts and at weekly grade level meetings.

WRITING: All students will increase proficiency in Writing

According to MLPP Writing Prompts at the end of the year, ECE kindergartners averaged a 2.21 score, which puts them at a
  Developing Level.

ECE first graders averaged a 2.23 score, still at a Developing Level.

ECE second graders averaged a 2.5 Level, half way between Developing and Meets Standards.

WIDA results show 74% of our kindergartners are at the Level 1, or Entering Level for Writing. 18 % of first graders are at that Level.

Although no second graders are at that level, 10% of them are still considered Level 2- Emerging.

Based upon the assessment results, The Early Childhood Elementary will continue to do Lucy Calkins Writing and supply additional professional development on journaling, Small Moments and a general overview of writing.

MATH:

ECE kindergartners are scoring a 145.1 NWEA RIT which puts them behind almost a year.

ECE first graders are scoring a 167 NWEA RIT which puts them about three quarters of a year behind.

ECE second graders are scoring a 179.4 which puts them behind almost a year.

Everyday Math and classroom assessments verify the need for improvement.

Based upon the assessment results, The Early Childhood Elementary will continue to use Everyday Math, provide the teachers with a RESA Math Coach and provide professional development from those trained at The Math Institute.   Teacher collaboration will take place before school starts and at weekly grade level meetings.

SCIENCE AND SOCIAL STUDIES:

There is currently no Science or Social Studies Assessments at the grade levels offered at The Early Childhood Elementary. Since the district as a whole has failing grades in these two subjects on state reports, ECE staff will explore websites and provide Hands-on Learning Experiences for our students to assist in bettering scores in the upper grades.

BEHAVIOR:

There are few behavior problems at ECE according to school data, but we will continue to promote positive behavior by providing professional development in Restorative Practices, SIOP and Brain Gym to make an good school even better.

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

The following goals address the needs of the whole school population and pay special recognition to meeting the needs of children who are disadvantaged. Goals, strategies and activities are differentiated to meet the needs of all children.

READING:
Tier I (Strategies for all students):
- Guided Reading
- Daily Five
-Technology Integration (Lexia)

Intervention Strategies
Tier II:
- Differentiated Instruction through Small Group Instruction
- small group pushin/out assistance by the Reading Specialists and paraprofessionals
-ELL Support

Tier III:
-Increased Instructional Time
-Differentiation through Summer School
- Resource Teacher Support

WRITING:
Tier I (Strategies for all):
-Lucy Calkins Writing
-Journaling

Intervention Strategies
Tier II:
-Differentiation through Small Group Instruction
-Title I teachers
-Paraprofessionals

Tier III:
-Increased Instructional Time
-Differentiation
-Resource Teacher Support

MATH:
Tier I (All students):
-Everyday Math

-Technology Integration

Tier II:

- Differentiation through small group instruction

- ELL support

- Paraprofessional support

Tier III:

-Increased Instructional Time

-Differentiation of instruction

-Resource Teacher Support

SCIENCE:

Tier I (All students):

-District Science Curriculum

-Foss Kits

-Technology Integration

-Hands-On Science through HighTouch/HighTech

Tier II:

-Differentiation through Small Group Instruction

-Explicit Instruction

-Technology Integration

Tier III:

-Increased instructional time

- Resource Teacher Support

SOCIAL STUDIES:

Tier I (All students):

-District Social Studies Curriculum

-Technology Integration

Tier II:

-Differentiation

-Small group instruction

Tier III:

-Increased instructional

-Differentiation

-Resource Teacher Support

CULTURE AND CLIMATE:

Student behavior:

Tier I (All students):

-Restorative Practice Model

-Attendance Monitoring

-Brain Gym breaks

-Department of Human Services

-Local Agencies

Tier II:

-RTI/ITM

-Social Worker Intervention

Tier III:

-Resource Room Teacher Support

- Increased Social Worker Intervention

-Behavior Plans as necessary

Parent Involvement:

Increase parent involvement through workshops, parent conferences and parent surveys.

Component 2: Schoolwide Reform Strategies

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

Our focus on all subjects will be on differentiation of instruction, collaboration within the grade level, vertical planning, research-based teaching strategies, extra support through Title I, 1A and professional development at both the building and district level.

READING STRATEGIES:

Our ELA/READING tools for all students include:

Guided Reading- Learning is based on The Next Step in Guided Reading by Jan Richardson. This reading program emphasizes small-group guided reading,

The Daily Five - A reading management program used in conjunction with Guided Reading, developed by "The 2 Sisters", Gail Boushey and Joan Moser.

Project Read - A phonics program to go along with Guided Reading and The Daily Five

Lexia Reading Program - in conjunction with Technology

MATH STRATEGIES:

Our MATH tool for all students is:

Every Day Math Program- Which also includes support and professional development included from Wayne RESA and on-line learning

WRITING STRATEGIES:

Our WRITING tools for all students are:

Daily Five - writing component

School-wide journaling project

SCIENCE STRATEGIES:

Our SCIENCE tools for all students are:

Foss Science Kits

District Created Curriculum

Hands-On science activities provided 3 times per year through HighTouch/HighTech Science

SOCIAL STUDIES STRATEGIES:

Our SOCIAL STUDIES tool for all students is:

District created curriculum created during the 2010-2011 school year.

BEHAVIOR STRATEGY:

Our BEHAVIOR tool for all students is:

The Restorative Practice Program

TECHNOLGY STRATEGY:

Our TECHNOLOGY tool for all students is:

Lexia Program
NWEA for assessments

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).

INCREASE THE QUALITY OF INSTRUCTION:

Tier I Strategy for all content areas: By using the same research-based programs throughout the school and district (Everyday Math and Guided Reading for example), we are ensuring that all students have access to high-quality instruction.

Instruction is differentiated based on the work of Elbaum, Vaugh, Highes, Mood & Schumm's, Differentiating Instruction: Teaching Differently to Improve Reading Instruction, 2000.

QUALITY AND QUANTITY OF INSTRUCTION:

Tier II Strategy: Enriches

Differentiated through Small Group

Differentiated Instruction: Increases the quality and quantity of Instruction

Research: According to Tomlinson (2000) "You can challenge all learners by providing materials and task on the standards at varying degrees of scaffolding, through multiple instructional groups, and with time variations. Further, differentiation suggests that teachers can craft lessons that tap into multiple student interest to promote heightened learner interest in the standard." Providing this type of instruction is proven to be effective because you are utilizing all avenues to learning for all students no matter what their ability levels may be. Differentiated instruction will provide support for all students as assignments will be developed according to their individual needs during small group instruction.

Tomlinson, C. (2000) Differentiation of Instruction in the Elementary Grades, ERIC Digest: ED443572 2000-08-00

QUANTITY OF INSTRUCTION:

Increased Instructional Time: Tier III Enriches - All content areas

Summer school will increase the quantity of instruction for those students who are still struggling after Tier II interventions have been provided.

In some cases, after the RTI process and Tier II interventions, some students may need further support and instructional support provided through the special education department.

Strategies Based Upon Achievement Data: Tier III Enriches- All Content areas

Teachers will work closely with all types of student data to better target quality instruction for struggling learners. Teachers will continue to receive targeted professional development on how to use data to drive instruction in all areas.

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

The following strategies in the school-wide plan aligns with the findings of the comprehensive needs assessment as follows:

READING:

Tier I:

Guided Reading - Guided Reading was selected to support reading in all content areas. Since The Early Childhood Elementary has very low achievement scores in all content areas, this model was selected to support reading in general. Professional Development will be needed to enhance the reading program.

 76% of the elementary students at The Early Childhood Elementary are at a Low or Low-Average percentile in reading according to NWEA spring testing. By using Guided Reading, in conjunction with The Daily Five and Project Read, all students are given the skills they need to become successful readers.

Phonic Education-Low reading scores on NWEA, DRA2 and classroom assessments support the need for further student work on
 phonics and word study.

Tier II:

Differentiating Instruction- As mentioned above, 76% of our students are below grade level. By using differentiating instruction, students are focusing on the skills they need at the level they need to be working at.

SIOP/ELL -60% of students at The Early Childhood Elementary come from homes where English is not the primary language. This students need additional support.

Tier III:

Differentiating Instruction needed with Resource Teacher Support

WRITING:

Tier I:

Lucy Calkins Writing- Based upon the end of the year MLPP Writing Prompt Rubric, the kindergartners ended up with an average of a 2.3 putting them slightly above the Developing Level. (Four point scale: 4=Exceptional, 3=Meets Standards, 2=Developing and 1= Emergent Writer) The first grade students ended up with a 2.25 average, putting them also at slightly above the Developing Level. The second grade averaged a 2.5 putting them halfway between Developing and Meets Standards. Additional support, professional development and monitoring of the writing program needs to occur.

Tier II:

Differentiating Instruction with Reading Teacher Assistance
Differentiating Instruction with paraprofessional assistance

Tier III:

Differentiating Instruction with Resource Teacher Assistance

MATH:

Tier I:

Everyday Math- According to NWEA end of year results, our kindergartners and second graders ended the year approximately one year below grade level. The first graders were approximately 3/4 of a year behind. Continuation of this research-based strategy is needed.

Tier II:

Differentiating instruction with paraprofessional support

Tier III:

Differentiating instruction with Resource Teacher support

SCIENCE: The District's fifth grade science, according to state data, is only at a 2.5 proficiency rating. Science needs to be more fully

supported in the lower grades and closely monitored by administration.

Tier I:

Collaboration - review of District Curriculum

Technology review of resources

Professional Development

Tier II:

Differentiating instruction

Tier III:

Differentiating instruction with Resource Teacher Assistance

SOCIAL STUDIES: The District's Proficiency rate for sixth grade Social Studies is only 11.8%. The grades below sixth need to support the

improvement of Social Studies District-wide.

Tier I:

Collaboration - review of District Curriculum

Technology Review of resources

Professional Development

Tier II:

Differentiating Instruction

Small group instruction

Tier III:

Differentiating Instruction with Resource Teacher Support

BEHAVIOR: Improved Behavior is linked to academic success.

Tier I:

Restorative Practices

Brain Gym

Tier II:

Differentiating Instruction

Tier III:

Differentiating Instruction with Resource Teacher Support

CULTURE AND CLIMATE:

Attendance:

An office clerk will monitor absences and report to the Principal

The principal will report excessive absences to the Pupil Services Director

PARENT INVOLVEMENT:

According to Parent and Staff Surveys, Parent Involvement is at a low. Only 39% of the parents turned in the Parent Survey at the end of the year.

A Parent Involvement Committee will be established.

RESEARCH:

Algozzine, B. and Algozzine, K.M. (2009) "Facilitating Academic Achievement through Schoolwide Positive Behavior Support", Handbook of Positive Support, New York, Springer

Tomlinson, C. (1999). The Differentiated Classroom: Responding to the needs of learners. Alexandria, VA: Association for Curriculum and Supervision Development

Fountas and Pinnell, 1996: Enfield, Mary Lee, Ph. D., 1976; and Stoner, J.C. 1991

McClure, Carla Thomas, The Benefits of Teacher Collaboration, 2008; Killough, Laurel, Research Show Teacher Collaboration Helps Raise Student Achievement, 2011.

Calkins, Lucy, The Art of Teaching Writing, 2013

Spandel, Vicki, Creating Writers, 2012.

Essex, C. Teaching Creative Writing in the Elementary School., 1996.

Carroll, W. J. (2000) A Longitudinal study of children in the Everyday Mathematics Curriculum. Chicago; USCMP; Aaron, D. (1993)

Marshall, Patricia L. Cultural Diversity in Our Schools, 2001.

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

The following strategies in the school-wide plan which provide a level of INTERVENTIONS for all students who need the most instructional support in all major subgroups participating in the school-wide program.

READING:
Tier II:
-Differentiating through small groups
-Differentiating through instruction provided by the teacher, Title I Staff and paraprofessionals
-Guided Reading - evaluate level

-Brain Gym - increase frequency

-Teacher Collaboration (RTI/ITM) - Includes Title I Teacher

Tier III:

-Differentiating Instruction through small groups or one-on-one

-Differentiating with assistance from The Resource Teacher

-Guided Reading - Evaluate level

-Brain Gym - Increase frequency

-Teacher Collaboration -Includes Resource Teacher

WRITING:

Tier II:

-Differentiating instruction through small groups

-Differentiating instruction through classroom teacher, Title I Teachers and paraprofessionals

-Brain Gym - increase frequency

-Teacher Collaboration with Title I Teacher

Tier III:

-Differentiating instruction through small groups or one-on-one

-Differentiating instruction with assistance from The Resource Teacher

-Brain Gym - increase frequency

-Teacher Collaboration with Resource Teacher

MATH:

Tier II:

- Differentiating instruction through small groups

- Brain Gym - increase frequency

-Teacher Collaboration with Math Coach

Tier III:

-Differentiating instruction through small groups or one-on-one

-Brain Gym - increase frequency

-Teacher Collaboration with Math Coach and Resource Teacher

SCIENCE:

Tier II:

-Differentiating instruction through small group

-Brain Gym - increase frequency

-Teacher Collaboration with grade level team

Tier III:

-Differentiating instruction through small group or one-on-one

-Brain Gym - increase frequency

-Teacher Collaboration with grade level team and Resource Teacher

SOCIAL STUDIES:

Tier II:

-Differentiating instruction through small group

-Brain Gym - increase frequency

-Teacher Collaboration with grade level team

Tier III:

-Differentiating instruction through small group or one-on-one

-Brain Gym- increase frequency

-Teacher Collaboration with grade level team and Resource Teacher

CULTURE/CLIMATE: Tier II and III

ATTENDANCE:

 Improve attendance for struggling students by having an office clerk call home daily. Habitual offenders will be turned over to the principal and the worst ones will be turned over to the Pupil Services Director.

BEHAVIOR:

- Restorative Practices Program in place

- Social Worker on staff

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

Data will be analyzed through the following methods:

ACADEMICS:

Reading:

Students will show proficiency on the NWEA Reading Assessment, DRA2, MLPP, Project Read Assessment and classroom assessments.

Writing:

Students will show proficiency on the MLPP Writing Prompt at the end of the year in addition to classroom assessments.

Math:

Students will show proficiency on the NWEA Math Assessments, Everyday Math Assessments and classroom assessments.

Science;

Students will show proficiency on classroom assessments. Over time, State Assessments and NWEA Science assessments in the upper grades should reflect increased science proficiency.

Social Studies:

Students will show proficiency on classroom assessments. Over time, State Assessments and NWEA Social Studies assessments in the upper grades should show increased proficiency in social studies.

CULTURE AND CLIMATE:

SOCIAL NEEDS:

The Early Childhood Elementary determines if the needs of students are being met by employing all resources from the following sources to

help meet the needs of our students. Teachers, the social worker, principal psychologist, psychiatrist and Resource

Teacher all collaborate to help students reach their highest academic potentials in the following ways:

-Pupil Services Director assists with transportation, housing, clothing and other needs

-Department of Human Services provides Health, Food, Housing

-Mobile Dentist

-Vision Screening through Wayne County

-Hearing Screening through Wayne County

Number of referrals can be documented.

ATTENDANCE:

The office clerk in charge of attendance can document the number of calls and referrals made.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All paraprofessionals at The Early Childhood Elementary School, PreK-8, are highly qualified according to the Elementary and Secondary Education Act (NLCLB). 100% of our paraprofessionals hold associate's degrees, CDAs or have passed Workkeys.	

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 (100%) of the teachers at The Early Childhood Elementary, from Preschool through second grade, are deemed highly qualified according to the Elementary and Secondary Education Act (NCLB.) All teachers hold Master's degrees, with the exception of one, who is in the process of completing this additional degree.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

There was no turnover for the 2013-2014 school year. Two additional teachers transferred into the school from within the district to cover the addition of two second grade classrooms to the building. The 10 original teachers remained same and the two additional were new to the school, not the district.

Going into 2014-2015 school year, 100% of the now 12 teachers remains the same.

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

Our staff consists of 12 teachers. Our current experience level of key teaching and learning is as follows:

0-5 years: 1 teacher (8%)
6-10 years: 1 teacher (8%)
11-15 years: 0 teachers
16-20 years: 4 teachers (34%)
21 or + years: 6 teachers (50%)

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

There has been no classroom teacher turnover in this building, so there has been no need to implement initiatives. However, in the event that new teachers would be hired, we would emphasis the fact that we are a small building with a staff that works well together. We use Everyday Math, Guided Reading and Restorative Practices. We offer the opportunity to work an exciting and diverse population. The school has support staff and offers a mentor program. Additionally, we have a brand new computer lab which was installed in the fall of 2014.

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

RECRUITMENT STRATEGIES
The Hamtramck Public School District works with Wayne County RESA to post positions that occur within the district. Job descriptions and pertinent information are available to job-seekers on-line. Referrals from present employees are accepted. Open positions are posted within each school.

RETENTION INITIATIVES
1.)The Hamtramck Public School District offers a nice benefit program including health, vision and dental care.
2.)The Districts provides numerous professional development opportunities to the staff such as training on Everyday Math and   Guided

Reading.

3.)The district has great support staff and enrichment teachers.

4.) Teachscape is utilized as an online teacher evaluation system.

5.) Technology is constantly being evaluated and upgraded providing students and staff with quality programs.

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?

We have had a zero to low turnover rate for the last several years.

Component 5: High Quality and Ongoing Professional Development

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

The staff will be receiving additional professional development that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.

TYPES OF PROFESSIONAL LEARNING:

RESTORATIVE PRACTICES
Teachers will receive a brief overview and review of Restorative Practices presented by the Restorative Practices Coordinator.

CLASSROOM MANAGEMENT
Brain Gym - All teachers will receive an introduction to Brain Gym by The Brain Gym Institute. Methods and activities presented will increase student focus on core academic subjects.

MATH
Selected teachers who attend RESA Math Institute will present their new knowledge at staff meetings or on professional development days. The Institute is based on The Everyday Math Program.

WRITING
Staff member who teaches writing at Oakland University during the summer will present ideas on motivating students to write and generally enhancing our writing program.

Journaling
Principal will review the importance of journaling, emphasizing the importance of coordinating it with conferencing.

READING
Review of our program tool, The Daily Five will be presented by our on-staff reading teachers, coaches or an outside expert.

Increasing student vocabulary will explored by visiting   Flocabulary.org

Reading coaches will present ideas based on a need-to-know basis

SCIENCE
An outside expert will be found to present Hands-on Science activity ideas to staff.

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

After reviewing NWEA, DRA2, and classroom assessments as well as having input from stake holders, a professional development plan for

the upcoming year has been devised.

The staff will receive additional professional development on the Lucy Calkins Writing Program, The Daily Five reading management program, the SIOP model for ELL, Restorative Practice (Behavior), Brain Gym (Behavior), Math Institute (Everyday Math) and Reading Improvement (emphasis on vocabulary, phonics and comprehension).

A plan for professional learning put into place each year.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The school's Professional Learning Plan for 2015-2016 is attached.	Professional Development Plan 2015-2016

Component 6:   Strategies to Increase Parental Involvement

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

Parents were encouraged to voice their opinions and feel welcome in the school. Surveys are sent home every spring. This year, only 39% of the elementary surveys were returned as compared to 68% last year. Areas surveyed were: Curriculum, Assessment of My Child's Progress; Family Involvement, Facility, Heath and Safety, Relationships; Program Management and Leadership and Partnerships. All categories averaged over 90% with only two sub-categories dipping below 90%. 84% of the parents felt "Class size is small enough for teachers to give my child individual attention" and only 86% felt "The emergency procedures used at ECE..." were clear to them. The previous year, areas that families were concerned with were class size, playground size and making referrals for helpful resources to parents. These areas scored 75-88%.

No families joined The School Improvement Plan during the 2014-2015 school year. During the 2013-2014 school year, four parents attended a meeting on School Improvement and the previous year two parents were minimally involved.

This year, we plan to have a teacher spearhead a Parent Involvement Committee.

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

COMPREHENSIVE NEEDS ASSESSMENT:
Although not very successful in the past, parents will again be invited to participate as members of The School Improvement Team, which meets monthly to review and evaluate the School Improvement Plan's implementation and evaluation and where the comprehensive needs assessment is developed through a review of student achievement, demographic, program and perception data. Parents will be encouraged to be involved in the implementation of the plan at the fall Title I meeting, School Improvement Meetings, school and classroom newsletters. A spring survey is given to parents to help determine our success in implementation.

SCHOOLWIDE REFORM STRATEGIES:
Parents will once again be encouraged to be involved in the development of the schoolwide reform strategies as they join the School Improvement Team. In addition parents may volunteer in school and form action committees that address the needs of the students and the school. Parents also participate in the spring school survey and annual Curriculum/Open House night. Parents are also involved numerous after school events and Parent Teacher Conferences.

HIGHLY QUALIFIED STAFF
Parents will be involved in the interviewing of new staff as part of the interview committee.

PROFESSIONAL DEVELOPMENT:
Parents participate in Parent Workshops and training provided by the district or the school regarding curriculum, policies, etc. The Early Childhood Elementary will make an effort to establish a Parent Group (PTA, PTO or something similar) which would assist with the selection of topics for training staff on effective parent engagement strategies.

STRATEGIES TO INCREASE PARENTAL INVOLVEMENT:

At the fall Title I meeting and the fall Curriculum Night/Open House, parents will be encouraged to join a parent committee in which they review, discuss and evaluate the school improvement plant. This includes review of The Title I component, including Title I laws, Title I programs and budgets, The Parental Involvement Policy and Parent/Student/Teacher Compact. Parents also provide feedback through surveys and evaluations to help continuously improve schoolwide programing and strengthen parent involvement and participation.

PRESCHOOL TRANSITION:

We are fortunate to have a Great Start Readiness Program in our building. The preschool program holds parent meetings several times throughout the year and seeks parental input. Preschoolers and their families are invited to school-wide programs such as math and science night. The program does home visits twice per year, holds conferences and encourages parent volunteers. Parents are invited to be part of the School Improvement Team.

Communication between our school and Head Start is very good. Head Start invites our principal and other school officials to speak with parents at their location. In addition, Head Start students, parents and staff visit ECE each spring.

ASSESSMENT DECISIONS:

ECE provides parents with descriptions and explanations of the school curriculum, standards, academic assessments used to measure student progress and expected proficiency levels of the students at the annual Title I meeting, Curriculum Night, conferences and in school newsletters.

TIMELY AND ADDITIONAL ASSISTANCE:

ECE provides opportunities for parents to be involved in the classrooms through volunteering in the content areas. Parents are provided with conferences that explain the timely additional assistance that is provided for their child along with progress reports and selection criteria for the interventions provided. Parents support Summer School and homework communications by maintaining   supportive home-school collaborative relationships with teachers, paraprofessionals, administrators and reading consultants.

COORDINATION & INTEGRATION OF FEDERAL, STATE & LOCAL RESOURCES

Parents are involved in the coordination and integration of school-wide federal, state and local resources through Title I Meetings, School Improvement Team meetings and budgeting meetings providing such resources/programming as filed trips, Great Start Readiness programming, Summer School, etc.

EVALUATION

Parents provide feedback and suggestions through surveys and evaluations to determine the overall progress of implementation of the school-wide plan. Data and results from parent evaluations provide support for what strategies, programs and activities have worked in the past and help to decide what we will keep and utilize in the new school year. All parents are invited to attend parent meetings, the Title I annual parent meeting, parent-teacher conferences and other activities which use funds from designated Parent Involvement dollars. In addition, parents are invited to serve on the School Improvement Team where the annual evaluation of the plan takes place.

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

Parents are invited to be involved in the evaluation of the school-wide plan through their roles in the School Improvement Plan committee as well as through their feedback provided in parent surveys that are administered on a yearly basis. As active participants in the school improvement framework cycle, parents are involved in the use of the Program Evaluation Tool, which for ECE was The Daily Five learning

structure for reading. Through the use of the form, the school improvement team determines whether implementation of the school-wide plan was effective and whether or not to continue or remove activities related to school improvement plan strategies/goals based on multiple years of student data.   Parents have the opportunity to reflect and evaluate all components of the school-wide plan with a focus on the ECE's school-wide events such as family science and math nights., conferences and school-wide policies. They are offered the opportunity to provide feedback on what has worked , what has not worked and what they would like to see more or less of in regards to their student's success and school-wide plan.

The Early Childhood Elementary (ECE) also utilizes the use of surveys to further gather parental feedback and input on the school-wide plan. Surveys are completed on an annual basis, and the results are included in the School Improvement Plan. The compiling of the survey and involvement of the parents is all in part to create an accurate and valid evaluation of the school-wide plan, getting as much feedback to incorporate into the school Improvement Framework for the current year and goals for the upcoming school year.

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	We have a comprehensive Title I Parent Involvement Policy at The Early Childhood Elementary. Yes, ECE does have a Title I Parent Involvement Policy that addresses how the school carries out required activities of ESA Section 118(c) through (f). The Early Childhood Elementary's ESA includes Section 1118 C, Policy Improvement, Section 1118 D Shared Responsibility, Section 1118 E Building Capacity and Involvement and Section 1118 F Accessibility. Additional details of the policy are outlined and described in the school's Parent Involvement Plan in the appendices section.	Parent Involvement Plan 2015-2016...revsied

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

The manner in which The Early Childhood Elementary (ECE) carries out the activities outlined in the ESEA Section 1118 (e) 1-5, 14 and (f), is by implementing building capacity for environment and accessibility strategies and opportunities for parental involvement and collaboration between the school staff and family counterparts.

As stated in Section 1118 (e) (1), the ECE staff "Shall provide assistance to parents of children served by the school or local education agency, as appropriate, in understanding such topics as standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;" ECE shares the Common Core standards, Michigan Grade Level Standards, grade level content and objectives, and the Academy's Assessment Policy with parents at the annual Title I Meeting, Curriculum Night and at all Parent/Teacher Conferences throughout the school year. Grade level proficiency expectations, based upon NWEA (North West Evaluation Association) reading and math assessments and DRA2 reading levels are also shared at the Title I annual meeting and Parent/Teacher Conferences.

Additional information on the District's NWEA/MAP data is shared prior to testing in the fall through memos that are sent home with students. During parent/teacher meetings, action plans are created to target grade level high priority based upon students' performance on fall and spring standardized assessments.

In addition to state standard and assessments, students progress reports are sent home to parents four times per year. This allows parents to access students' grades and achievements per formative and summative data, prior to conferences, providing ample time to collaborate with teachers and school administration on the necessary targeted intervention needed for students who may be identified at risk.

- Curriculum discussion of State Academic Content Standards during Annual Title I Meeting
-Q & A sessions during Title I Parent Meeting
-Parent Workshops
-Parent/Teacher Conferences

As stated in Section 1118 (e) (2), ECE "Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;" ECE provides parents with training opportunities throughout the school year to work with students on achieving academic success. Such opportunities include sessions focusing on various topics such as study habits, standardized assessments, literacy and curriculum.
Curriculum Night is used to supplement learning strategies for their students.

As stated in Section 1118(e) (3), ECE "Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;" ECE teachers and staff meet with the school principal in August before each school year. A session is dedicated to building parent relationships and collaboration efforts with families throughout the year. This allows for teachers to show parents on a daily basis how students are progressing academically. Teachers are provided with staff who can translate to parents as needed during Parent/Teacher Conferences and throughout the school day while teachers are conducting phone calls and one-on-one meetings.

Parents are encouraged to be active on The School Improvement Committee. In addition parents are provided with Parent Feedback surveys in which data utilized from those surveys are incorporated into the ECE School Improvement Plan.

- Provide tools to teachers, principals, administrators and local school staff on how to effectively communicate with parents
-Staff Professional Development
-Staff meetings

As stated in Section 1118(e) (4), The Early Childhood Elementary "Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with the parent resource center that encourage and support parents in more fully participating in the education of their children." The Early Childhood Elementary shall to the extent feasible and appropriate, coordinate parental involvement programs and activities with Great Start Readiness Program, Head Start and Ages and Stages, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents more fully participating in the education of their children through:

-Great Start Readiness Program
-Head Start Program
-Ages and Stages Program
-National Breakfast Program
-Parent Resource Center

The Early Childhood Center shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practical, in a language the parents can understand 1118 (e) (5).

-Translated materials and information are based on needs of the community

-Make available translated materials and information in the Parent Resource Center

-Parent friendly communications including: charts, graphs, phone calls and e-mail

-Use Good translate to assist with all communication notices to parents

-Positive home visits

The Early Childhood Elementary ensures that all parent/teacher conferences, IEPs, etc. an appropriate interpreter will assist non-English speaking parents. Over 50% of ECE's families come from homes where English is not the primary language. The most prevalent languages in the community are Bengali and Arabic.

As stated in Section 1118 (e) (14), ECE "Shall provide other reasonable support for parental involvement activities under the section as parents may request;" ECE staff collect feedback based on parent surveys and vocalized recommendations from parents and integrate them into the school-wide plan. Parents have voiced recommendations and/or opportunities of events in support of student academic and social achievement as well as parental involvement strategies have been integrated into the school-wide plan.

As stated in Section 1118 (f), "In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1118 in a format and, to the extent practicable, in a language such parents understand". ECE sends home school-wide newsletters, letter and memos in such a manner to make sure that it is parent friendly language and able to be understood and comprehended by parents of all levels.

-Materials/Reports are in a parent friendly format

-Staff persons are available for interpreting both Bengali and Arabic

-Individualized parent/teacher conferences are available upon request.

Parents with Limited English Proficiency:

-Reports are available in several languages

-ELL, ESL parents can request an interpreter if needed during meetings or designated time.

-Staff persons are available for Q & A and interpretation

-Individualized parent conferences are available upon request.

-Translations of documents and QIDA Reports are available.

-Provide assistance to ESL parents during parent conferences to interpret information

-Upon enrollment ECE inquires about parental needs (i.e. parents with disabilities, homeless, ESL, migratory, etc.) and provides support as needed.

Parents with Disabilities:

-Parents with Physical Disabilities can gain easy access through the back door, near the office and in some classrooms

-Parents with disabilities will be provided with support offered by the school social worker and the principal

- Staff persons are available for Q & A and interpretation

- Individualized parent conferences are available upon request

-Upon enrollment, ECE inquires about parental needs (i.e. parents with disabilities, homeless, ESL, migratory, etc.) and provides support as

needed

Parents of Migratory Children:
-Parents of migratory children are provided services and assistance from the social worker and other designed staff
-Translation of documents and WIDA Reports are available upon request.
-Provide assistance to ESL parents during parent/teacher conferences to interpret information
-Upon enrollment, ECE inquires about parental needs (i.e. parents with disabilities, homeless, ESL, migratory, etc.) and provides support as needed.

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

Parents were surveyed in the spring on seven different categories: Curriculum; Assessment of My Child's Progress; Family Involvement; Facility, Health and Safety; Relationships; Program Management and Leadership and Partnerships. Results were previously noted.

Opinions and evaluations of all Title I events were sought. This included academic nights, parent workshop, Title I meetings and the Annual Report.

Parents have been invited to be part of the evaluation of the school-wide plan through their roles in the School Improvement Plan (SIP).

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

The results of the evaluation will be used to improve the school-wide program. We will respond to the evaluation with a collaborative approach to revisions. The school improvement team will recommend a plan of action consisting of strategies and resources. The staff will share in the revision process through discussions at staff meetings and through conversations with the principal. Parents will be encouraged to join the SIT, form a PTO or PTA, complete surveys, give feedback at Parent Teacher conferences and be encouraged to have conversations with the principal voicing any comments, suggestions or concerns. Revisions to the school-wide plan and a fall implementation schedule will be finalized over the summer.

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

The school-parent compact was developed as a collaborative effort between all stakeholders. This included the principal, teachers and parents. All played integral parts in the development of this agreement and will continue to be involved in the updating and amending of our school-wide Title I program.

The school-parent compact is introduced to parents during Curriculum/Open House. It is reviewed with the students by the classroom teachers and later with parents during Parent/Teacher Conferences.

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

ECE holds an annual fall Curriculum/Open House. At this time, an overview of the school-wide plan is given, as well as a review of the School Parent Involvement Policy and explanation of the Title I Program. The school-parent compact is introduced and distributed to the parents in attendance.

In late fall, we hold our Annual Title I meeting which details the program. We once again go over the School-Parent Compact and redistribute as necessary.

Anyone who does not turn in a compact before the November Parent/Teacher Conferences will have an opportunity to review the School-Parent Compact with the teacher and sign the form at that time.

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

The Early Childhood Elementary School does not have middle school or high school parents.

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

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

ECE provides student academic assessments results to parents in languages they understand by request. The school provides student academic assessment results through progress reports and conferences. Progress reports are sent home in English, but can be translated to parents through phone conversations and conferences to those parents who do not speak English as their primary language. The Early Childhood Elementary has staff members that include teachers, paraprofessionals and other support staff who are available to translate during conferences, phone class, and/or meetings. ECE utilizes translated forms where available in addition to human support with bi-lingual/multilingual staff members. The District provides translators for languages other than what we have access to in our building. Translators have gone through the OFC training.

-Community Referrals and local services are rendered through school by local agencies
-Additional reasonable support will be provided upon request
-Materials/Reports are in a parent friendly format
-Staff persons are responsible for Q & A and Interpretation
-Individualized parent/teacher conferences are available upon request
-Certain materials and forms are translated and available

The Early Childhood Elementary will provide student academic results in a language the parents can understand, including an interpretation of those results to the parent of a child who participates in the academic assessments required by Section 1111 (b) (3).

ECE provides academic assessment results in "user friendly" language. School staff reviews the results of academic assessments with

parents and students individually, rephrasing given explanations in a way that parents and students can understand. Teachers in particular, during parent/teacher conferences make sure that parents understand the results of the assessments through discussions, providing simplified text, graphs, charts, and patience to ensure that the student and parent understand the child's level of academic success. Translators are provided during parent-teacher conferences as needed. Parents with disabilities are assisted as needed to interpret data during Parent-Teacher Conferences, IEPs and Intervention Meetings.

USER FRIENDLY:

-information distributed free of educational jargon

-Robo calls

-School administration available for conferences via phone or face-to-face

-Written materials will be parent-friendly using charts and graphs

-School staff available for individual conferences via phone or face to face

-Parent friendly language for all communications

-Providing information in simplified text, graphs and/or charts

-Translators are provided during parent/teacher conferences

-Technology assistance upon request

-Other support and assistance as requested

LIMITED ENGLISH PROFICIENCY:

-Some reports and forms are printed in several languages and are available for use

-ELL,ESL parents can request an interpreter if needed during meetings or designated time.

-Staff persons are available for Q & A and interpretation

-Individualized parent conferences are available upon request.

-Translations of documents and WIDA Reports are available

-Provide assistance to ESL parents during parent/teacher conferences to interpret information

-Upon enrollment, ECE inquires about parental needs (i.e. parents with disabilities, homeless, ESL, migratory, etc.) and provides support as needed

PARENTS WITH DISABILITIES:

-Parents with physical Disabilities can gain easy access through the back door by the office and in some classrooms

-Parents with disabilities will be provided with support offered by the school social worker and principal

-Staff personas are available for Q & A and interpretation

-Individualized parent conferences are available upon request.

-Upon enrollment, ECE inquires about parental needs (i.e. parents with disabilities, homeless, ESL, migratory, etc.0 and provides support as needed.

MIGRATORY/HOMELESS:

-Parents of migratory children are provided services from designated staff

-Translations of documents and WIDA Reports are available

-Provide assistance to ESL parents during parent conferences to interpret information

-Upon enrollment, ECE inquires about parental needs (i.e. parents with disabilities, homeless, ESL, migratory, etc.) and provides support as needed.

LITERACY ISSUES:

-Academic Programs and Workshops for Parents

-Community Referrals and local services are rendered through school by local agencies

-Additional reasonable support will be provided upon request

-Materials/Reports are in a parent friendly format

-Staff persons are responsible for Q & A and interpretation

-Individualized parent conferences are available upon request

-Some translated materials are available in multiple languages (Primarily Arabic, Bengali and Polish)

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?

Our school houses three Great Start Readiness classrooms (GSRP). The GSRP is a state-funded preschool for at risk four-year old children. The preschool children are included in all special assemblies and any special activities which occur during the day. The preschool students and their parents also participate in after school workshoops, school sponsored crafts and programs run by the Hamtramck Recreation Department. They are given many opportunities throughout the year to interact with the elementary students, staff and explore the facility.

The GSRP staff visits preschool families to answer their questions and make them feel comfortable with our program twice a year. These visits focus on kindergarten readiness.

One or more of our kindergarten teachers also attend the Preschool Parent Meetings which are held in both the first and second semesters of the school year. The kindergarten teachers are available to answer questions as well as pass out MDE published kindergarten expectation guidelines, copies of the kindergarten progress report, the kindergarten report card and other readiness materials found to be valuable. These guidelines and other resources are available at both sessions.

Our kindergarten students and staff plan on doing partner activities twice during the year with our preschool students and staff. One suggested activity was to have a shared story-time or craft.

Our school holds a spring round-up for both upcoming preschoolers and those entering kindergarten. Preschool and kindergarten teachers are available to answer questions as well as the principal, secretary, reading specialist and a district registration expert.

The Early Childhood Elementary prides itself on its relationship with the local Head Start, Wayne-Metro Head Start. The principal goes to Head Start to talk to its parents. Additionally, Wayne-Metro Head Start brings over 100 students and their parents each year in the spring for a visit.

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

PRESCHOOL TEACHERS

1.) The preschool teachers receive professional development with the rest of the staff.

2.) The preschool teachers attend all scheduled staff meetings.

3.) The preschool teachers attend trainings on Ages and Stages

4.) The preschool teachers receive trainings on the Gold Creative Curriculum

PARENTS

1.) Parents are provided trainings at the Parent Meetings held in the school.

2.) Parents are giving written information (such as MDE brochures).

3.) Parents are invited to the Wayne County RESA meetings.

4.) Parents are given the opportunity to interact and ask questions of the kindergarten teachers.

5.) Parents are encouraged to visit kindergarten classrooms in the building.

6.) Parents are encouraged to attend Kindergarten Open Houses.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers have been invited to form groups which study various assessments and data. They obtain input from other districts and study relevance to core curriculum.   The most recent assessments being developed by the district teachers are science and social studies assessments. This is a work in progress.

District teachers developed a Survey of Kindergarten Skills Assessment (SKS) and a Preschool Skills Survey Assessment.

Teachers meet weekly. During these meetings, the staff often analyzes results of the state-mandated MLPP assessment, WIDA, Everyday Math, DRA2, Running Records and NWEA assessments in an effort to improve instruction.

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

The teachers are directly responsible for the disaggregation of data collected through NWEA, DRA2, MLPP, Everyday Math, Survey of Kindergarten Skills Project Read, Preschool Skills Survey Guided Reading results, running records and ongoing classroom formative and summative assessments.

Grade level teams consisting of the principal,classroom teachers and reading teachers meet weekly to analyze results and find ways to increase student achievement. The team utilizes data to direct classroom instruction, guide differentiation strategies/groupings and formulate strategies to close the achievement gap. Teachers receive professional development on how to analyze and interpret the data for their use in the classroom.

In addition, teachers work vertically to assess academic achievement and decide what changes need to be made for the good of the students and at what grade level.

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.

The process of identifying students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level takes place during weekly grade level meetings. The team is comprised of classroom teachers, Title I staff, paraprofessionals and will also include the English Language Learner teacher next year. The team reviews all assessment data including NWEA/MAP for reading and math, DRA2, Everyday Math Assessments, MLPP, WIDA and classroom assessments. Students are identified and grouped according to performance levels to ensure that they are provided the necessary supports. Students who have not demonstrated mastery at grade level or above are evaluated for Title I or 31A support services. The target is to service the bottom 30% or the most needy. Students who continue to struggle academically go through the RTI/ITM process. If the child continues to struggle, he/or she may be referred to the special education department.

Selection Criteria Reading

Grades K-2nd

Identification/Criteria Selection: The identification process includes conducting and analyzing a variety of assessment data: NWEA/MAP for reading, DRA2 and classrooms assessments. A list of the bottom 30% is created and these students are targeted for interventions.

Selection Criteria Writing

Grades K-2nd

Identification/Criteria Selection: The identification process includes conducting and analyzing assessment data:
MLPP Writing Prompts and classroom assessments. A list of the bottom 30% is created and these students are targeted for interventions.

Selection Criteria Math

Grades K-2nd

Identification/Criteria Selection: The identification process includes conducting analyzing assessment data: NWEA/MAP for math, Everyday Math Assessments and classroom assessments. A list of the bottom 30% is created and these students are targeted for interventions.

Selection Criteria Science

Grades K-2nd

Identification/Criteria Selection: No process is in place to identify students who need interventions in science in K-2nd grades.
Students targeted for special education services may receive additional support in science from the Resource Teacher.

Selection Criteria Social Studies

Grades K-2nd

Identification/Criteria Selection: No process is in place to identify students who need interventions in social studies in K-2nd grades.
Students targeted for special education services may receive additional support in social studies from the Resource Teacher.

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?

Reading

Grade Span: K-2

Interventions: Small group instruction, leveled reading groups, resource teacher interventions, summer school enrichment program and Lexia reading program are used to provide timely, effective, additional assistance to students who are experience difficulty mastering academic achievement assessment standards at an advanced or proficient level.

Writing

Grade Span K-2

Interventions: Writing prompts, journaling, conferencing, small groups and blended learning strategies based on the latest researched best practices is how timely, effective, additional assistance are

provided to students who are experience difficulty mastering academic assessment standards at an advanced or proficient level.

Math

Grade Span K-2

Interventions: Small group, paraprofessional assistance, research-based interactive websites, modified lessons and assignments, summer school,use of hands-on materials and Resource Teacher assistance are provided to students who are experiencing difficulty mastering academic achievement assessment standards at an advanced or proficient level.

Science

Grade Span K-2

Interventions: Small group, hands-on instruction, use of internet and technology, group and partner activities, use of scientific tools and materials and Resource Teacher assistance are provided to students who are experiencing difficulty mastering academic achievement assessment standards at an advanced or proficient level.

Social Studies

Grade Span K-2

Interventions: Small group and partner activities, hands-on lessons, Resource Teacher assistance, modified lessons and assignments, and technology such as National Geographic Education is how timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the academic achievement assessment standards at an advanced or proficient level.

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

Differentiated instruction in the classroom involves creating a classroom environment that embraces diversity and employs strategies, which modifies what students learn, how students learn, and how students show what they learn. Students' individual needs are being addressed through a blend of whole class, small group, and individual instructions coupled with accommodation, adaption, and overlapping instruction. Meta-cognitive activities are utilized to encourage students to talk and reflect on their learning, as well as the use of flexible heterogeneous groups, which allow students to learn, work and play with their peers. Assessments are used to measure and promote individual academic growth.

READING:

Differentiation through:

-Guided Reading - leveled

-Lexia - Online leveled reading program

-Small group or one-on-one

-Reading Teacher Assistance

-Paraprofessional assistance

-Modified assignments

-Resource Teacher Assistance

WRITING

Differentiation through:

-Small group or one-on-one assistance

-Modified assignments

-Paraprofessional assistance

-Journaling

-Conferencing

-Resource Teacher Assistance

MATH

Differentiation through:

-Modified curriculum

-Small group or one-on-one

-Hands-on materials

-Partner work

-Online websites

-Resource Teacher Assistance

SCIENCE

Differentiation through:

-Small group or one-on-one

-Modified assignments

-Hands-on materials

-Online websites

-Resource Teacher Assistance

SOCIAL STUDIES

Differentiation through:

-Small group or one-on-one

-Modified assignments

-Hands-on materials

-Online websites

-Resource Teacher Assistance

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.

FEDERAL RESOURCES AND PROGRAMS:

Special Education Services provide: a Resource Room Teacher, Speech & Language Teacher, Social Worker, School Psychologist, Occupational Therapist, Professional Development, Supplemental Supplies and Books.

Title I provides two Reading Specialists, two paraprofessionals who target reading, one paraprofessional who targets math, Classroom Technology, Summer School, Parent and Child Workshops, Professional Development, Parental Involvement, Educational Programs and Assemblies, Hands-on science programs,Field Trips, Scientific Materials and Supplemental Resources and Materials.

Title III provides the school with a full-time English Language Learner Teacher.

Federally Funded Breakfast in the Classroom Program and USDA School Lunch Program provided by Sodexo, Inc.

STATE RESOURCES AND PROGRAMS:

Great Start Readiness Program which provides for an Early Childhood Specialist, three teachers, three paraprofessionals, two lunch aides, professional development, trainings, materials and supplies.

CACFP (Child and Adult Food Program) which provides breakfast, lunch and snacks for the preschool program.

31A provides two paraprofessionals for reading and language support.

LOCAL RESOURCES, PROGRAMS AND GRANTS:

Wayne County RESA provides training, coaching and professional development to both the preschool and elementary staff.

Mobile Dentist visits 3 times per year

School Based Health Care Center provides health care and immunizations

Wayne County Hearing and Vision Screening

PLEASE NOTE:

The staff from federal, state and local programs work together to insure that the lowest achieving students in the building are provided needed academic support. They work together in evaluating student needs through a variety of assessments including NWEA, MLPP, DRA2 and Everyday Math Assessments.

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.

1. COMPREHENSIVE NEEDS

Funding Sources: Title I, Title III, Title 11A, 31A and General Funds

Programs and Resources: The school will use resources to provide two reading/writing teachers from Title I funds, as well as two paraprofessionals. It also uses state funds (31A) to provide two additional paraprofessionals to assist students who are struggling in reading/writing. The Early Childhood Elementary will also use Title I funds to provide supplemental books, materials and equipment for the core subject areas of EKA, math, science and social studies. Funds are also used to provide academic enrichment workshops to parents and students after school which target the core subject areas. Summer school is funded by Title I with emphasis on reading, math and science.

Title money pays for an English Language Learner teacher to be on staff five days per week.

General funds are used to provide additional materials and supplies.

2. SCHOOL-WIDE REFORM STRATEGIES:

Funding Sources: Title I, 31A and General Funds

Programs and Resources: General Funds will supplied teachers with an updated Everyday Math Program in addition ro replenishing reading, writing, science and social studies materials. It will also allow for the on-going professional development and training of the staff. Title money is supplying the school with two reading/writing coaches. It also is supplying the school with one math coach.

Title I funds will allow the school to continue to benefit from the expertise of two Title I teachers, hands-on science programs and supplemental ELA, match, science and social studies materials.

31A funds have provided for two fulltime reading/writing/math paraprofessionals.

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF

Funding: General Funds, Title I and 31A

Programs and Resources: All teachers, paraprofessionals, support staff and administrators will have professional development provided to them. In addition, professional books and materials will be supplied to support their continued professional needs.

4. STRATEGIES TO ATTRACK HIGH-QUALIFIED TEACHERS TO HIGH NEEDS SCHOOLS

Funding: General Funds

Programs and Resources: The district offers a competitive salary and benefit package. It offers the staff updated technology, technological support and the use of materials such as Smart Boards and digital cameras. The district offers new teachers mentor training. Often new staff is found through referrals and/or media recruitment.

5. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Funding: General Funds and Title I

Programs and Resources: In-service and professional development for administrators, teachers and paraprofessionals is planned at both the district level and school level. Professional development is thoughtfully planned and based on the needs of the students. A year-long calendar for the school is part of The School Improvement Process. Professional development can be delivered by outside experts or in-house staff. Some of the outside experts are available through Wayne-RESA. Certain staff attend training and come back t the building to share their knowledge.

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Funding: General, Title I

Programs and Resources: Title I Parent and Child Workshops have been held, and will continue next year, which teach parents ways to help their children academically. Past workshops have involved parents in the writing process, increased their knowledge on the importance of phonemic skills and vocabulary. In addition, workshops have shown parents ways to encourage their students to do homework and read at home. Title funds also sponsored Math and Science Nights. materials, refreshments and presenter fees were paid for with Title I and general fund money.

A teacher led committee was formed in 2013-2014. This committee will recruit and educate parents and other family members to volunteer in the school. They will work with parents and others on effective volunteerism. For example, recess help is needed and welcomed, but often volunteers do not know exactly what to do. A list of playground dos and don'ts is being constructed as well as a list of recess equipment. Books and materials will be available on volunteering. Materials will be paid for from general funds and Title I money.

7. PRESCHOOL TRANSITION STRATEGIES

Funding: General funds, Great Start Readiness Preschool Program (GSRP)

Programs and Resources: The GSRP holds several Parent Committee meetings each year in the school. Parents will have the opportunity to meet with one of the kindergarten teachers and get their questions answered twice per year. They are also given tips on how to get their children ready for kindergarten.

The GSRP staff does home visits with its current students twice a year. They work with parents on the transitioning process.

The principal, school secretary and pupils services director work with parents on registering for kindergarten. The GSRP students are quite familiar with all of the staff at The Early Childhood Elementary and are made a part of all the special activities that happen there. For example, they go to assemblies and presentations that come to the school.

Each spring, the district holds a round-up. This event was paid for with general funds. Students from within and outside the district were invited to attend. They were able to meet kindergarten teachers and staff, partake in an activity and enjoy refreshments.

8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

Funding: General

Programs and Resources: General

As per directives, teachers must do formative classroom assessments and locally developed summative assessments in science and social studies. Teacher volunteers created the science and social studies curriculum, as well as the assessments several years back.

9. TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

Funding: General Funds, Title I, 31A

Programs and Resources: The Title I reading teachers, along with input from the 31A paraprofessionals and classroom teachers, are constantly assessing and reevaluating student needs to make sure the students who are the neediest are receiving extra support. Assessments include NWEA math, NWEA reading, DRA2, running records, Everyday Math Assessments, summative and formative assessments and classroom teacher's input. Students are moved in and out of extra support as their needs change.

The school encourages students to attend the Title I summer school which focuses primarily on math and reading.

Students who are identified as English Language learners receive services from the English Language Learner teacher to improve their language skills.

10. COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL PROGRAMS AND RESOURCES

Funding: General Funds, Title I, 31A

Programs and Resources: Title I Reading Teachers work closely with both the 31A paraprofessionals, Title I paraprofessionals and the classroom teachers. Assessments are shared and analyzed. Grade level team meetings happen weekly. Case loads are determined through these assessments and staff collaboration.

Resources are shared between programs to enhance student learning. Resources include leveled books. online resources, etc.

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.

The Early Childhood Elementary will coordinate and integrate the following Federal, state and Local programs and services in a manner applicable to the grade level to support achievement of school-wide goals in the following ways;

NUTRITIONAL PROGRAMS

ECE participates in The Student Well-Being National Food Program for the elementary, the CACFP for preschool, Breakfast in The Classroom as well as the Fruit and Vegetable Grant.

VIOLENCE PREVENTION PROGRAM

All staff are trained in Restorative Practices. A Restorative Practices Coordinator is on staff. The principal, social worker and RP coordinator work together to achieve maximum results on behalf of our students.

HOUSING PROGRAMS

Our Director of Pupil Services assists students and their families who are in need of housing assistance in our community.

GREAT START READINESS PRESCHOOL PROGRAM

The state of Michigan funds our Great Start Readiness Classroom. There are three classrooms in ECE's building and the preschool and elementary staff work closely together.

WAYNE-METRO HEAD START

Families who have 3 year old preschoolers or 4 year old preschoolers who do not qualify for GSRP are referred to our local Head Start Program, Wayne-Metro Head Start. ECE has an excellent working relationship with them.

ADULT EDUCATION, VOCATION AND TECHNICAL EDUCATION AND JOB TRAINING

None are available in our building. Adults and students requesting information are referred to our Administration Building.

Evaluation:

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

The ECE staff reviews the School-wide program annually on the first day of Professional Development for the current year. Throughout the year staff will monitor the progress of the students as it relates to the comprehensive needs assessment. At the end of each school year, a review of the program related to the comprehensive needs will be completed by the staff. Areas of strengths and weaknesses will be determined.   Goals and strategies will be reviewed and changed as needed.

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

Our plan to evaluate the results of the school-wide program is achieved by analyzing the previous year's Comprehensive Needs Assessments.

Our school has used the state assessment (MSTEP/MEAP) from the previous year's second graders (now 3rd graders) to determine what needs are not being met in second and first grade in our school. We also rely on NWEA (North West Educational Association) testing, which was implemented in the spring of 2013, to be a good source of data. NWEA testing will be done with all elementary students at the beginning, middle and end of year.

The staff also analyzes Everyday Math Assessments, DRA2 assessments and classroom assessments.

Staff is given time at staff meetings and/or professional development to review the results, and collaborate with their grade level partners as well as collaborate vertically.

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

We will determine whether the program has been effective in increasing the achievement of students who are furtherst from achieving through progress monitoring of the strategies and activities written in the school Improvement goals as well as the analysis of students' assessment data. By using this data in conjunction with students' assessment data, we will be able to determine not just the areas in which students achieve success, but also the strategies that are most responsible for success. During this analysis, there will be a special focus on the students who were the farthest from achieving the standards.

We have determined that the Program Evaluation Tool, The Daily Five, a reading structure, has been effective during for the 2014-2015 school year. The kindergarten teachers have used the tool for three years. At the end of the year, their DRA2 reading assessment average was a 4, which was the end of year target. The first grade teachers implemented Daily Five last year. Their end of year target was a half a year behind at an average of 10. Second grade did not use the Daily Five but will be doing so starting in September of 2015. Their students exited second grade an average of one year behind.

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

Following the year end review and evaluation of the school-wide plan, the School Improvement Plan team will determine any changes that need to be made to the plan in an effort to increase students achievement. These changes will be shared and discussed with the ECE staff and implemented as soon as possible.

The SIP team will meet throughout the year and evaluate how the current plan is progressing and recommend revisions as needed.

Goals and Plans

Overview

Plan Name

Goals and Plans

Plan Description

Goals and Plans 2015-2016

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 The Early Childhood Elementary will increase proficiency in reading. 2015-2016	Objectives: 1 Strategies: 4 Activities: 8	Academic	$200
2	All students at The Early Childhood Elementary become proficient in mathematics. 2015-2016	Objectives: 1 Strategies: 2 Activities: 4	Academic	$0
3	All students at The Early Childhood Elementary will show an increased proficiency in science. 2015-2016	Objectives: 1 Strategies: 2 Activities: 6	Academic	$600
4	All students at The E C Elementary will show an increased proficiency in social studies. 2015-2016	Objectives: 1 Strategies: 2 Activities: 5	Academic	$0
5	All students at The Early Childhood Elementary become proficient writers. 2015-2016	Objectives: 1 Strategies: 3 Activities: 7	Academic	$700

Goal 1: All students at The Early Childhood Elementary will increase proficiency in reading. 2015-2016

Measurable Objective 1:

10% of All Students will demonstrate a proficiency at the appropriate level for their grade in Reading by 05/27/2016 as measured by NWEA, DRA2, and/or MLPP..

Strategy 1:

Guided Reading - All instructional staff will use Guided Reading with their students.

Research Cited: This is based on research by Fountas and Pinnell, 1996; Beck, McKeown, and Kulcan.2002; Lindfors, 1999; Moats, 2001.

According to Foutas and Pinnell, "The ultimate goal of guided reading is to help children learn how to use indepedent reading strategies successfully." Guided reading is a small group instruction in which the teacher "guides" students through a text that is at the children's instructional reading level. The role of the teacher is crucial in guided reading. Guided reading is planned, focused instruction. The ultimate goal is to foster independent readers.

Tier:

Activity - Guided Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive an overview of Guided Reading, the twelve design features of LLI (Au, 1997; Lyons 2003) and running records.	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	$0	General Fund	Classroom teachers and Title I teachers

Activity - Just Right Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct the students on how to determine if books are at the appropriate level for each student. These books can be read during school hours or taken home.	Direct Instruction	Tier 1		09/08/2015	06/17/2016	$0	No Funding Required	Classroom teachers and Title I teachers

Strategy 2:

Differentiated Instruction - Instructional staff will create and teach within flexible groupings based on student achievement data.

Research Cited: Research Cited: Tomlinson, C. (1999). The differentiated classroom: Responding to the needs of learners. Alexandria, VA: Association for Curriculum and Supervision Development

This research states that in effective homogeneous classrooms, the needs of all learners are specifically and systematically addressed.

Tier: Tier 1

Activity - Teacher Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All reading teachers and related instructional staff will read and attend a book study on The Core Essential Stragies for Achieving Excellence with the Common Core	Professional Learning	Tier 1	Monitor	09/03/2013	06/16/2016	$0	No Funding Required	All Title I teachers and classroom teachers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hamtramck Public Schools will continue to provide access to the Lexia Reading Program.	Technology	Tier 1	Monitor	09/08/2014	06/16/2016	$0	General Fund	All classroom teachers will use Lexia with their students in the classroom or the computer lab. Supporting research: Hoffler, T.N. Leutner, D. (2007). Instructional animation versus static pictures: A meta-analysis, Learning and Instruction, 17

Activity - Teacher Training on Vocabulary Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All classroom and Title I teachers will be trained on Vocabulary Building based Robert J. Marzano's Building Background Knowledge (2004)	Professional Learning	Tier 1	Monitor	09/03/2013	06/16/2016	$0	General Fund	All classroom teachers and Title I teachers will receive training on increasing student vocabulary.

Strategy 3:

Phonic education - All teachers will use Project Read to teach phonemic awareness and phonics. Student progression logs will be turned into the principal monthly.

Research Cited: Fountas and Pinnell, 1996; Enfield, Mary Lee, Ph.D, 1976; and Stoner, J.C. 1991

Tier: Tier 1

Activity - Phonic progression logs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are to turn in quarterly progression logs for Project Read.	Academic Support Program	Tier 1	Monitor	09/08/2014	06/12/2015	$0	General Fund	All classroom teachers, Title I teachers, paraprofessionals and the principal.

Activity - Teacher monitors student-kept phonemic progression	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher monitors student recordings of phonemic skill progress based upon Jan Richardson's book The New Guided Reading.	Other - Teacher monitors students recording of skill progression	Tier 1	Implement	09/08/2015	06/16/2016	$200	General Fund	Classroom Teachers and principal

Strategy 4:

Teacher collaboration - Grade level meetings will be held with the Reading Specialist at least monthly.

Research Cited: McClure, Carla Thomas, The Benefits of Teacher Collaboration, 2008; Killough, Laurel, Research Shows Teacher Collaboration Helps Raise Student Achievement, 2011.

Tier: Tier 1

Activity - Grade level meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with the reading teacher at least monthly to collaborate.	Teacher Collaboration	Tier 1	Implement	09/08/2014	06/12/2015	$0	No Funding Required	Classroom and reading teachers

Goal 2: All students at The Early Childhood Elementary become proficient in mathematics. 2015-2016

Measurable Objective 1:

10% of Pre-K, Kindergarten, First and Second 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   at their appropriate grade level in Mathematics by 05/30/2014 as measured by Pre and Post-Tests on the Kindergarten Skills Survey (SKS) and Everyday Math Assessments.

Strategy 1:

Hands-On Learning - All instructional staff will employ hands-on mathematics in their lessons.

Research Cited: Research stated: Carroll, W. M. (2000) A Longitudinal study of children in the Everyday Mathematics curriculum. Chicago; USCMP; Aaron, D. (1993)

Everyday Mathematics K-3: Teachers' perspectives on adopting a reform mathematics curriculum. Chicago: UCSMP. Program emphasizes hands-on learning. Gorski,

Paul C. Hands-on Mathematics and Multicultural Education = Student Success. Cricial Multicultural Pavilion. 2012.

Tier: Tier 1

Activity - Teacher Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who recently received training at RESA on Everyday Mathematics and current mathematical theories will share their knowledge with the rest of the staff.	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	$0	Title I Schoolwide	All instructional staff will be held accountable to receive this professional development.

Strategy 2:

Differentiated Instruction - All instructional staff will create and teach within flexible groupings based on student achievement data

Research Cited: Research cited: Tomlinson, C. (1999). The differentiated classroom: Responding to the needs of learners. Alexandria, VA: Association for Curriculum

and Supervision Development

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area instructional staff will meet at least once per quarter to re-evaluate students' progress, re-assess student achievement and adjust groupings as necessary.	Other	Tier 1	Monitor	09/03/2013	06/12/2015	$0	No Funding Required	Content area staff (Mathematics)

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hamtramck Public Schools will subscribe to Lexia for the Early Childhood Elementary School's students.	Technology	Tier 1	Getting Ready	09/03/2013	06/12/2015	$0	General Fund	Classroom teachers will be responsible for using Study Island in the classroom and promoting additional use at home.

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area staff will participate in collaborative meetings regarding the analysis of student achievement data for the purpose of creating flexible differentiated groupings in the classroom.	Other	Tier 1	Monitor	09/03/2013	06/12/2015	$0	No Funding Required	Classroom teachers will be responsible for this activity

Goal 3: All students at The Early Childhood Elementary will show an increased proficiency in science. 2015-2016

Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First and Second 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 in their core science curriculum in Science by 05/30/2014 as measured by District pre and post assessmens in addition to teacher made quizes and tests.

Strategy 1:

Differentiated Instruction - Instructional staff will create and teach within flexible groupings based on student achievement data.

Research Cited: Tomlinson, C. (1999). The differentiated classroom: Responding to the needs of learners. Alexandria, VA: Association for Curriculum and Supervision

Development.

Tier: Tier 1

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize interactive websites such as BrainPop and web-based resources such as Discovery Education to support flexible differentiated groupings within the classroom.	Technology	Tier 1	Monitor	08/02/2013	06/12/2015	$0	No Funding Required	Classroom teachers

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will meet at least once per quarter to re-evaluate students' progress, re-assess student achievement and adjust groupings as necessary.	Other			09/03/2013	05/30/2014	$0	No Funding Required	Classroom teachers

Activity - Professional Learning re: Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will attend professional development regarding strategies for and implementation of differentiated instruction in the classroom.	Professional Learning	Tier 1	Implement	09/03/2013	06/12/2015	$0	No Funding Required	Classroom teachers

Strategy 2:

Hands-On Learning - Students will use hands-on science through Foss Kits,HighTouch/HighTech workshops and teacher created activities.

Research Cited: Minner, Daphne (2008-2011). Refining, Operationalizing, and Describing Scientific Inquiry Instructional Practice Using the Inquiry Science Instruction

Observation Protocol (ISIOP): A National Field-Test; Allen, Ruby (2001) Hands-On Science and Student Achievement.Haury, David and Rillero, Peter (1994)

Perspectives of hands-On Science Teaching.

Chinese Proverb, as noted by Haury and Rillero:

"I hear and I forget

I see and I remember

I do and I understand"   ~ Chinese Proverb

Haury and Rillero continued, "Although these words may not be the exact translation, they underscore the need for a hand-on approach to science teaching. Without this approach students must rely on memory and abstract thought, two methods which restrict learning in most students."

Tier:

Activity - Hands-On Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use hands-on science through Foss Kits, HighTouch/HighTech activities, and teacher created lessons.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/12/2015	$0	General Fund	Classroom teachers

Activity - Professional Development - Benefits of Hands-On Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will attend professional development pertaining to Hands-On Science. The benefits of hands-on science will be presented as well as ideas for lessons.	Professional Learning	Tier 1	Implement	09/03/2013	06/12/2015	$0	No Funding Required	Classroom teachers

Activity - Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend a Science Night with their child or children.	Parent Involvement	Tier 1	Implement	09/03/2013	06/12/2015	$600	Title I Schoolwide	Classroom teachers, Title I teachers and the principal

Goal 4: All students at The E C Elementary will show an increased proficiency in social studies. 2015-2016

Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First and Second 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 in social studies at the appropriate level for their grade in Social Studies by 05/30/2014 as measured by the district developed social studies curriculum and assessment.

Strategy 1:

Differentiated Instruction - Instructional staff will create and teach within flexible groupings based on student achievement data.

Research Cited: Research cited: Tomlinson, C. (1999). The differentiated classroom: Responding to the needs of learners. Alexandria, VA: Association for Curriculum and Supervision Development.

This research states that in effective homogeneous classrooms, the needs of all learners are specifically and systematically addressed.

Tier: Tier 1

Activity - Professional Learning re: Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will attend professional development regarding strategies for and implementation of differentiated instruction in the classroom.	Professional Learning	Tier 1	Implement	09/03/2013	06/12/2015	$0	No Funding Required	All classroom teachers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms teachers will use BrainPop and other web-based sites to further instruction in Social Studies.	Technology	Tier 1	Monitor	09/03/2013	06/12/2015	$0	General Fund	Classroom Teachers

Strategy 2:

Community and Cultural Awareness - Teachers will educate students on the community. Teachers will also teach about diversity and make students aware of cultural differences.

Research Cited: Marshall, Patricia L. Cultural Diversity in Our Schools, 2001.

Ther are different strategies and techniques classroom teachers can utilize to enhance their effectiveness in teaching culturally diverse students which are identified by Ms. Marshall.

Tier:

Activity - Community Helpers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
People representing various professions will be invited in to share their experiences and talk about their jobs.	Community Engagement	Tier 1	Monitor	09/03/2013	06/12/2015	$0	No Funding Required	Classroom teachers and the principal

Activity - Culture of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Classroom teachers and students will learn about a specific culture or country each month. A bulletin board will be created by the students and staff celebrating the specified country or culture. | Direct Instruction | Tier 1 | | 09/03/2013 | 06/12/2015 | $0 | No Funding Required | Classroom teachers and the principal |

Activity - Diversity Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to an after school event celebrating different cultures. A multi-cultural fashion show with ethnic refreshments will be planned. Parents and students will be asked to participate in the show and provide desserts or snacks representative of their cultural backgrounds.	Parent Involvement	Tier 1	Implement	09/03/2013	06/12/2015	$0	No Funding Required	Classroom teachers and the principal

Goal 5: All students at The Early Childhood Elementary become proficient writers. 2015-2016

Measurable Objective 1:

10% of Pre-K, Kindergarten, First and Second 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 in writing at the appropriate level for their grade in Writing by 05/30/2014 as measured by MLPP Writing rubrics, using a pre and post test rubric.

Strategy 1:

Writers' Workshop - All instructional staff will work with students using the Writers' Workshop model.

Research Cited: Research based on Lucy Calkins, The Art of Teaching Writing, 2013 and Vicki Spandel, Creating Writers, 2012. Spandel's work shows a clear link with The Common Core.

Tier: Tier 1

Activity - Teacher Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on writing with young children. Emphasis will be on Writers' Workshop and Lucy Calkins strategies.	Professional Learning	Tier 1	Monitor	09/08/2014	06/12/2015	$0	Title I Schoolwide	All instructional staff will be responsible for using Writers' Workshop.

Activity - Utilizing journaling and conferencing with students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All writing classroom teachers and Title teachers will attend professional development on journaling and conferencing. | Professional Learning | Tier 1 | Monitor | 09/03/2013 | 06/12/2015 | $0 | General Fund | Classroom and Title teachers |

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will be monitored at least once per week through lesson plans and observations to insure that journaling and conferencing are taking place	Other	Tier 1	Monitor	09/03/2013	06/12/2015	$600	General Fund	Classroom teachers

Strategy 2:

Letter Writing - Teachers will guide the students through the letter writing process appropriate to each grade level.

Research Cited: Graham, Steve, Teaching Elementary School Students to Be Effective Writers, 2012

Writing "....is especially important now, as the Common Core Standards make writing and writing instruction a central part of educational reform in the United States.

Establishing effetive practices for teaching writing and increasing the emphasis on writing in school is beneficial to students and schools," states Steve Graham.

Tier: Tier 1

Activity - After school writing workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold two after school parent/child workshops emphasizing letter writing. Students will write, address and mail letters to designated people.	Extra Curricular	Tier 1	Monitor	09/03/2013	06/12/2015	$100	Title I Schoolwide	Classroom and Title I Reading Teachers

Activity - Lessons on letter writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will incorporate letter writing into their year-long plans.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/12/2015	$0	No Funding Required	Classroom teachers

Strategy 3:

Creative Writing - Classroom teachers will give instruction on the writing of short stories, poems and/or fables.

Research Cited: Essex, C. Teaching Creative Writing in the Elementary School., 1996.

According to Christopher Essex,"...it is hard to justify not making creative writing an important part of the elementary school classroom day."

Tier:

Activity - Publishing Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select examples of students' work to be published in the weekly school's newsletter.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/12/2015	$0	No Funding Required	Classroom teachers and principal

Activity - Writing Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan a Writing Night for students and their parents.	Extra Curricular	Tier 1	Implement	09/03/2013	06/12/2015	$0	No Funding Required	Classroom teachers, support teachers,paraprofessionals and principal

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
Science Night	Parents will be invited to attend a Science Night with their child or children.	Parent Involvement	Tier 1	Implement	09/03/2013	06/12/2015	$600	Classroom teachers, Title I teachers and the principal
Teacher Professional Development	Teachers who recently received training at RESA on Everyday Mathematics and current mathematical theories will share their knowledge with the rest of the staff.	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	$0	All instructional staff will be held accountable to receive this professional development.
Teacher Professional Development	Teachers will receive professional development on writing with young children. Emphasis will be on Writers' Workshop and Lucy Calkins strategies.	Professional Learning	Tier 1	Monitor	09/08/2014	06/12/2015	$0	All instructional staff will be responsible for using Writers' Workshop.
After school writing workshops	Teachers will hold two after school parent/child workshops emphasizing letter writing. Students will write, address and mail letters to designated people.	Extra Curricular	Tier 1	Monitor	09/03/2013	06/12/2015	$100	Classroom and Title I Reading Teachers

No Funding Required

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

Progress Monitoring	Classroom teachers will meet at least once per quarter to re-evaluate students' progress, re-assess student achievement and adjust groupings as necessary.	Other			09/03/2013	05/30/2014	$0	Classroom teachers
Technology	Classroom teachers will utilize interactive websites such as BrainPop and web-based resources such as Discovery Education to support flexible differentiated groupings within the classroom.	Technology	Tier 1	Monitor	08/02/2013	06/12/2015	$0	Classroom teachers
Data Analysis	All content area staff will participate in collaborative meetings regarding the analysis of student achievement data for the purpose of creating flexible differentiated groupings in the classroom.	Other	Tier 1	Monitor	09/03/2013	06/12/2015	$0	Classroom teachers will be responsible for this activity
Professional Learning re: Differentiated Instruction	Classroom teachers will attend professional development regarding strategies for and implementation of differentiated instruction in the classroom.	Professional Learning	Tier 1	Implement	09/03/2013	06/12/2015	$0	Classroom teachers
Teacher Professional Development	All reading teachers and related instructional staff will read and attend a book study on The Core Essential Stragies for Achieving Excellence with the Common Core	Professional Learning	Tier 1	Monitor	09/03/2013	06/16/2016	$0	All Title I teachers and classroom teachers
Publishing Activity	Teachers will select examples of students' work to be published in the weekly school's newsletter.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/12/2015	$0	Classroom teachers and principal
Culture of the Month	Classroom teachers and students will learn about a specific culture or country each month. A bulletin board will be created by the students and staff celebrating the specified country or culture.	Direct Instruction	Tier 1		09/03/2013	06/12/2015	$0	Classroom teachers and the principal
Progress Monitoring	Content area instructional staff will meet at least once per quarter to re-evaluate students' progress, re-assess student achievement and adjust groupings as necessary.	Other	Tier 1	Monitor	09/03/2013	06/12/2015	$0	Content area staff (Mathematics)
Just Right Books	Teachers will instruct the students on how to determine if books are at the appropriate level for each student. These books can be read during school hours or taken home.	Direct Instruction	Tier 1		09/08/2015	06/17/2016	$0	Classroom teachers and Title I teachers
Community Helpers	People representing various professions will be invited in to share their experiences and talk about their jobs.	Community Engagement	Tier 1	Monitor	09/03/2013	06/12/2015	$0	Classroom teachers and the principal

Writing Night	Teachers will plan a Writing Night for students and their parents.	Extra Curricular	Tier 1	Implement	09/03/2013	06/12/2015	$0	Classroom teachers, support teachers,paraprofessionals and principal
Professional Development - Benefits of Hands-On Science	Classroom teachers will attend professional development pertaining to Hands-On Science. The benefits of hands-on science will be presented as well as ideas for lessons.	Professional Learning	Tier 1	Implement	09/03/2013	06/12/2015	$0	Classroom teachers
Lessons on letter writing	Classroom teachers will incorporate letter writing into their year-long plans.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/12/2015	$0	Classroom teachers
Diversity Night	Parents will be invited to an after school event celebrating different cultures. A multi-cultural fashion show with ethnic refreshments will be planned. Parents and students will be asked to participate in the show and provide desserts or snacks representative of their cultural backgrounds.	Parent Involvement	Tier 1	Implement	09/03/2013	06/12/2015	$0	Classroom teachers and the principal
Professional Learning re: Differentiated Instruction	Classroom teachers will attend professional development regarding strategies for and implementation of differentiated instruction in the classroom.	Professional Learning	Tier 1	Implement	09/03/2013	06/12/2015	$0	All classroom teachers
Grade level meetings	Teachers will meet with the reading teacher at least monthly to collaborate.	Teacher Collaboration	Tier 1	Implement	09/08/2014	06/12/2015	$0	Classroom and reading teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	All classroom teachers will be monitored at least once per week through lesson plans and observations to insure that journaling and conferencing are taking place	Other	Tier 1	Monitor	09/03/2013	06/12/2015	$600	Classroom teachers
Technology	Classrooms teachers will use BrainPop and other web-based sites to further instruction in Social Studies.	Technology	Tier 1	Monitor	09/03/2013	06/12/2015	$0	Classroom Teachers
Utilizing journaling and conferencing with students	All writing classroom teachers and Title teachers will attend professional development on journaling and conferencing.	Professional Learning	Tier 1	Monitor	09/03/2013	06/12/2015	$0	Classroom and Title teachers
Guided Reading Professional Development	All teachers will receive an overview of Guided Reading, the twelve design features of LLI (Au, 1997; Lyons 2003) and running records.	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	$0	Classroom teachers and Title I teachers

Hands-On Lessons	Students will use hands-on science through Foss Kits, HighTouch/HighTech activities, and teacher created lessons.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/12/2015	$0	Classroom teachers
Technology	Hamtramck Public Schools will continue to provide access to the Lexia Reading Program.	Technology	Tier 1	Monitor	09/08/2014	06/16/2016	$0	All classroom teachers will use Lexia with their students in the classroom or the computer lab. Supporting research: Hoffler, T.N. Leutner, D. (2007). Instructional animation versus static pictures: A meta-analysis, Learning and Instruction, 17
Teacher monitors student-kept phonemic progression	Teacher monitors student recordings of phonemic skill progress based upon Jan Richardson's book The New Guided Reading.	Other - Teacher monitors students recording of skill progression	Tier 1	Implement	09/08/2015	06/16/2016	$200	Classroom Teachers and principal

Technology	Hamtramck Public Schools will subscribe to Lexia for the Early Childhood Elementary School's students.	Technology	Tier 1	Getting Ready	09/03/2013	06/12/2015	$0	Classroom teachers will be responsible for using Study Island in the classroom and promoting additional use at home.
Phonic progression logs	Teachers are to turn in quarterly progression logs for Project Read.	Academic Support Program	Tier 1	Monitor	09/08/2014	06/12/2015	$0	All classroom teachers, Title I teachers, paraprofessionals and the principal.
Teacher Training on Vocabulary Building	All classroom and Title I teachers will be trained on Vocabulary Building based Robert J. Marzano's Building Background Knowledge (2004)	Professional Learning	Tier 1	Monitor	09/03/2013	06/16/2016	$0	All classroom teachers and Title I teachers will receive training on increasing student vocabulary.