



# **School Improvement Plan**

**Dickinson East Elementary School**

**Hamtramck Public Schools**

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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?**

The City of Hamtramck, Michigan was originally settled by German farmers, but Polish immigrants flooded into the areas when the Dodge Brothers plant opened in 1914. In 1970, 90% of Hamtramck's population was Polish. Over the past 30 years, a large number of immigrants from the Middle East (especially Yemen) and South Asia (especially Bangladesh) have moved to the city. As of the 2010 census, the city's foreign born population stood at 40.7%, making it Michigan's most internationally diverse city.

Dickinson East Elementary School opened its doors for the first time in 1913. Currently in its 102nd year of operation, the school building has changed dramatically from a physical standpoint. The population of the school has always mirrored the population of the community at large with an influx of immigrants moving into Hamtramck since 1970. Currently, Dickinson East serves approximately 700 students in kindergarten through sixth grade.

Despite the overall stable school enrollment trends, approximately 20% of the school population changes each year as students and their families move in and out of Hamtramck or leave for extended periods of time to visit their native country. The transient population presents a challenge for the school and district when students leave before the end of the school year or do not return back in time, thus losing valuable instruction. Of the 700 students currently enrolled at Dickinson East, 80% are English Language Learners of Bangladeshi or Yemeni descent. The remainder of the school's populations consists of African American, Caucasian (Albanian, Bosnian, Polish) and mixed race students. Approximately 50% of Dickinson East students are not yet proficient in English as determined by the WIDA test which is administered each spring to students with a second language in their home. This leads to additional challenges for our staff as we strive to provide a high quality education to a majority of students who do not speak English outside of school.

Based on 2014 data, 93.75% of Dickinson East students are considered economically disadvantaged based on free/reduced lunch eligibility. In addition, the City of Hamtramck has the highest poverty rate of any city in Wayne County. These factors present challenges for our students who often struggle with basic necessities such as food and clothing. Our school continues to focus on providing assistance for parents through partnerships with community businesses and agencies who sponsor clothing and food drives, hearing and vision testing, free dental care and access to eyeglasses.

Despite the inherent challenges, one of the greatest attributes of our school and district is our diverse population. The blending of cultures allows our staff to educate our students while at the same time learning valuable lessons from them. This relationship makes the work we do incredibly rewarding!

## 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.**

Mission Statement:

The mission of Dickinson East Elementary School, in partnership with families and the community, is to promote high levels of academic achievement, nurture ongoing respect for cultural diversity, and empower students to develop positive character as responsible members of society.

Vision Statement:

We, at Dickinson East Elementary School, are dedicated to educating the whole child with principles of dignity and self-worth. Our vision is that our children will leave Dickinson East as:

- Critical, innovative thinkers and problem solvers
- Life-long learners
- Responsible, productive citizens
- Positive members of a democratic society in a diverse world

Beliefs Statement:

We believe a safe, caring, and inviting environment enhances student learning. We believe parents, students, teachers, and the community share the responsibility for the support of the school's mission. We believe students learn best when they have appropriate opportunities for success in a supportive and challenging learning environment. We believe an understanding of cultural and social diversity allows the development of positive relationships and mutual respect. We believe all students must learn to become self-directed, independent learners. We believe education is a life-long process.

## **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.**

Dickinson East is striving to improve student achievement. Unfortunately, there was a period of about four years when our MEAP scores decreased regularly. In order to change that negative trend, we came together as a staff and analyzed data to determine what changes needed to take place.

Four years ago, under new leadership, we adjusted our instructional program in order to better meet our students' needs. Our Title I program was revamped in order to better service our most struggling learners. Students were placed in flexible groups based on their needs and received more focused, direct instruction. As a Focus School, we ensured that our bottom 30% subgroup received Title I and/or ELL services, depending on their needs.

In addition, all staff members are involved in meaningful professional development that focuses on curriculum and instruction and provides teachers with the support and resources they need in order to better implement district programs. For example, the staff was trained in the RTI process and we now have a team that runs our intervention meetings and analyzes student data to make sure students are moving through the tiers in an effective manner. Furthermore, all staff have been trained in the SIOP method of instruction to ensure that our high population of ELL students are receiving optimal instruction based on their academic needs.

In the state top-to-bottom rankings, we improved 3% during the 2013-2014 school year, from the 26th to the 29th percentile, and over a two-year period we have increased 23%. Using the state's AMOs as guidelines, we look forward to making even more gains over the next several years.

## **Additional Information**

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

Dickinson East Elementary is very proud of its diversity and multicultural heritage. We are a cornerstone of the community, providing activities and resources for everyone. Many of our families have been with us for decades, bringing in extended family members and staying from one generation to the next.

In order to show our pride and to make our school as welcoming as possible, we have worked very hard for the past few years to improve the physical environment of our school. We hope that all community members, especially parents, feel welcome and enjoy coming to Dickinson East.

# **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.**

Below is a list of the processes used to engage stakeholders:

- Providing information at academically themed evenings and after school events (ex. National Elementary Honor Society, Reading Night, Math Night, Science Fair).
- Providing information and seeking input during monthly Parent Teacher Association meetings. We have a strong Executive board that also meets twice each month.
- Providing information on communications that are sent home on a monthly basis.
- Administrating student, staff, and parent surveys.
- Presenting school improvement endeavors at monthly school board meetings.
- Providing information and seeking input during in-service, professional development days, and staff meetings.
- Providing grade level content expectations and curriculum information at our open house and conferences.
- Meeting bi-monthly with administrators and central office to provide updates and seek input on school improvement endeavors.
- Invitations to School Improvement meetings.

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

Mrs. Kristen Geving, Co-Chair  
Mrs. Christie Pietrzak, Co-Chair  
Mr. Chris Vraniak, Principal  
Mrs. Julie Pieprzyk , Restorative Practices Coordinator  
Mrs. Kristina Gacesa, Science Goal Group Leader  
Mrs. Ann Kay, Math Goal Group Leader  
Ms. Kathleen Nolan, Writing Goal Group Leader  
Ms. Karen Swords, Social Studies Goal Group Leader  
Mrs. Danielle Nagle, Reading Goal Group Leader  
Dr. Mike Syropoulos, District Consultant  
Mr. Pashko Gjonaj, Parent  
Mrs. Hana Gjonaj, Parent

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

## **School Improvement Plan**

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All stakeholders will have access to the school improvement plan and to the progress we make throughout the course of the year. We hold an annual Title I meeting for parents and community members and we share SIP information with them at this time. We also make it available at all conferences and events and in the office on a daily basis. It is posted on the district website as well. All teachers will have a copy of the plan and we visit it on a regular basis to check its progress. Teachers work in subgroups, based on the goals, to analyze data and make adjustments as needed.

# 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?**

Our data indicates that enrollment has stabilized after several years of a decline. Since funding is based on student per capita, with less students, less monies are received and teachers have assumed more responsibilities.

### **Student Demographic Data**

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

Hamtramck still faces a very transient student population. Only about 40% of students currently go all the way through our K-6 building from start to finish.

### **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?**

Overall, student behavior has been a positive for Dickinson East over the past three years. Student discipline referrals have consistently stayed under 300 for each school year and suspensions have been on the decline each year.

Future challenges will be identifying students with high absenteeism as early as possible and proactively taking steps to make sure that these students attend as much school as possible.

### **Student Demographic Data**

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

The School Improvement Team Goal Group Leaders have developed a plan to refine and optimize instructional time and opportunities. As for attendance, we have a district attendance officer; all staff attended Poverty and Homelessness Sensitivity training; robocall district information; and as a school we participate in the Dropout Challenge.

### **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?**

## School Improvement Plan

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As a whole, Dickinson East teachers are an experienced group that has collaboratively worked together for years on curriculum and instruction. Currently the Principal is in his second year at Dickinson East but only his first year as the Principal. The entire staff has time to collaborate each day and the high levels of experience which should have 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?**

The high percentage of teachers with more than 15 years of experience in Hamtramck should have a positive impact on student achievement.

### Teacher/School Leader(s) Demographic Data

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

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### 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?**

Too many teacher absences certainly affect student achievement. In order to try to combat any negative effects, we try to place the same substitutes in classes whenever possible.

### Teacher/School Leader(s) Demographic Data

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

Teacher experience and built-in collaboration time for teachers to plan together creates an atmosphere where student achievement should be positively affected.

End-of-year conversations will be had with all teachers with excessive absences.

## **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?**

The student behavior at our school is the area with the highest level of satisfaction among teachers/staff.

**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?**

The areas that indicate the lowest overall level of satisfaction among teachers/staff is the physical environment of our building.

**12. How might these challenges impact student achievement?**

The poor physical shape of the parts of our 102 year old building can negatively influence student feelings towards being in the building.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

In 2014 a sinking fund millage was passed in the city of Hamtramck, giving the public schools funds to improve and preserve the conditions of the school buildings.

**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?**

Students with disabilities are part of our RTI/IEP process and are closely monitored by a team of teachers who meet regularly to analyze data. As part of the IEP process, this team also meets with parents and makes adjustments to goals when needed. These goals reflect intervention programs as appropriate and the team ensures that the students are placed where needed.

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

-After-school tutoring exists for all students, grades K-6

-National Elementary Honor Society, grades 5-6

-Science Fair, grade 5

-Summer school, all students K-6

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-After school HOPE program, grades 4-6

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

Our after-school tutoring and HOPE programs are for students in the Bottom 30% in reading and math. Students are accepted into the National Elementary Honor Society and the Science Fair based on a set of academic and citizenship criteria. We communicate with students and parents via letters, automated phone calls, personal phone calls, email, and the district website.

### **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 consistent monitoring of lesson plans, common assessments and classroom observations ensures that state content standards are being implemented with fidelity.

### **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.**

N/A

## **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**

Growth in the bottom 30% demographic was strong this year. Overall, school-wide reading scores showed outstanding growth as 71% of students school-wide showed more than 12 months worth of growth throughout the school year.

### **19b. Reading- Challenges**

Challenges in reading lie within the areas of vocabulary and information texts. Due to our large ELL population, vocabulary recognition remains low, as approximately 43% of students school-wide are in the "low" area of the NWEA vocabulary. Similarly, 44% of students are in the "low" area of the NWEA informational text scoring rubric.

### **19c. Reading- Trends**

Trends in reading scores are overall positive. All grade levels showed year-to-year growth in reading and the bottom 30% continued to show strong improvements in reading due to our tiered intervention support. During the 2014-2015 school year Dickinson East saw about a 10% increase in the number of students who were reading at or above the national norm at their specific grade level.

### **19d. Reading- Summary**

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**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.**

All staff will attend vocabulary based professional development to improve vocabulary-based strategies in the classroom, as vocabulary is a major weakness at Dickinson East due to our large ELL population. Furthermore, as a school we will continue to increase all students' access to leveled texts. The school-wide push to increase the culture of reading in our community will center around the ability for all students to access books at their reading level. Other strategies addressed in Dickinson East's SIP will be the continued monitoring of the way that the Making Meaning lessons are taught in each classroom.

### 20a. Writing- Strengths

Narrative writing is the strength of students at Dickinson East Elementary.

### 20b. Writing- Challenges

Persuasive and opinion writing pieces are areas that Dickinson East will work on as a school moving forward.

### 20c. Writing- Trends

At this time we are unable to accurately identify trends due to the lack of access to reliable standardized data in writing.

### 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.**

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All teachers will undergo professional development training in writing narrative, informational and persuasive/opinion pieces. Timelines for

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teaching these strategies will be implemented at the beginning of the school year so that all students learn the step-by-step writing process for each of these writing styles.

Furthermore, the vocabulary strategies that will be implemented during the 2014-2015 school year as well as the increase in access to leveled texts will increase writing scores.

### 21a. Math- Strengths

Our strengths were increased school-wide scores in math, according to NWEA data. Our tier 2 and tier 3 pull-out math instruction attributed to an increase in scores among the bottom 30% of students as well.

### 21b. Math- Challenges

Our highest achievers in math are not growing at the same rate as the rest of the students at Dickinson East.

### 21c. Math- Trends

Overall, student achievement trends are very positive at Dickinson East as year-to-year data shows a 9% increase in the number of students who are at or above the national grade-level average in math.

### 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.**

Our SIP includes elements of teaching Everyday Math with fidelity and monitoring the progress of each unit. Furthermore the monitoring of extra resources such as Front Row math and Xtra math will be used.

### **22a. Science- Strengths**

We are unable to assess the strengths and weaknesses of our science instruction due to the lack of reliable standardized data.

### **22b. Science- Challenges**

We are unable to assess the strengths and weaknesses of our science instruction due to the lack of reliable standardized data. However, this lack of state standardized data makes the obvious lack of science data obvious and the need for more school-wide and district wide assessment data an obvious challenge and area to improve upon moving forward.

### **22c. Science- Trends**

Trends in achievement data are difficult to discern due to the lack of reliable student achievement data in the area of science.

### **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.**

The biggest strategy outlined in the SIP moving forward is the increased access to leveled texts that tie to the science curriculum for all students.

### **23a. Social Studies- Strengths**

We are unable to assess the strengths and weaknesses of our social studies instruction due to the lack of reliable standardized data.

### **23b. Social Studies- Challenges**

We are unable to assess the strengths and weaknesses of our science instruction due to the lack of reliable standardized data. However, this lack of state standardized data makes the obvious lack of social studies data obvious and the need for more school-wide and district wide assessment data an obvious challenge and area to improve upon moving forward.

**23c. Social Studies- Trends**

Trends in achievement data are difficult to discern due to the lack of reliable student achievement data in the area of social studies.

**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.**

The biggest strategy outlined in the SIP moving forward is the increased access to leveled texts that tie to the social studies curriculum for all students.

## Perception Data

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

### 24a. Student Perception Data

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

The areas that have the highest overall levels of satisfaction among students are instruction and safety.

### 24b. Student Perception Data

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

Building cleanliness and the overall physical environment of the school indicate the lowest overall levels of satisfaction among students.

### 24c. Student Perception Data

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

We will work more closely with the Buildings and Grounds Department to improve the quality of custodial work. We will continue our efforts to improve the physical environment with the community (painting, grounds, etc.) through funds raised in the 2014 Sinking Fund Millage.

### 25a. Parent/Guardian Perception Data

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

Instruction, safety and extra-curricular activities indicate the overall highest levels of satisfaction among parents/guardians.

### 25b. Parent/Guardian Perception Data

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

The physical environment of our 101 year old building and parent involvement are two areas that indicate the lowest levels of satisfaction  
SY 2015-2016

among parents/guardians.

**25c. Parent/Guardian Perception Data**

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

We will try to be more creative in the way we spend our money and provide more paraprofessional assistance in the classrooms. We have also begun to improve our volunteer program, bringing in parents to assist in classrooms and work with small groups of students.

**26a. Teacher/Staff Perception Data**

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

The student behavior at our school and the leadership are the areas with the highest level of satisfaction among teachers/staff.

**26b. Teacher/Staff Perception Data**

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

The areas that indicate the lowest overall level of satisfaction among teachers/staff is the physical environment of our building.

**26c. Teacher/Staff Perception Data**

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

We will work more closely with the Buildings and Grounds Department to improve the quality of custodial work. We will continue our efforts to improve the physical environment with the community (painting, grounds, etc.).

**27a. Stakeholder/Community Perception Data**

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

Instruction and safety indicate the overall highest levels of satisfaction among all stakeholders.

**27b. Stakeholder/Community Perception Data**

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

The physical environment of our 101 year old building is the main area that indicates the lowest level of satisfaction among stakeholders/community.

**27c. Stakeholder/Community Perception Data**

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

School leaders will work closely with the maintenance department to identify areas throughout the building that need the most work. Also, the passing of the 2014 Sinking Fund Millage will provide more funds to make the necessary building improvements.

## Summary

### 28a. Summary

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

The main strengths are instruction, safety, staff experience and the behavior of our students. In terms of student achievement data, strengths lie in the areas of continued school-wide growth in reading and math and the overall growth of students in the bottom 30%.

The main challenge that we face is keeping up with the deteriorating building. In terms of instruction, although we lack reliable data in the areas of writing, science and social studies, it is clear that the adoption of common assessments in all of these areas is necessary. The challenge of adopting more leveled texts across all content areas is also a challenge.

### 28b. Summary

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

Demographic: The major challenge in this area is the high percentage of ELL students that we have at Dickinson East. The continuous improvement of our ELL pull-out program and the SIOP instructional strategies will be necessary to student achievement growth.

Perception: The biggest challenge in terms of overall perception data is the need for building repairs and maintenance improvements.

Student achievement: The major challenge in student achievement is the adoption and implementation of writing, science and social studies common assessments.

### 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?**

All of our challenges are addressed in the SIP this year. The adoption of common assessments and the improvement of our SIOP strategies and ELL instruction are the areas that are most focused on within the SIP.

# **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	-NWEA 3x yearly in both ELA and Math. -Grades 1-5 take the EveryDay Math Pre and Post Test. -DRA Pre and Post testing in grades 1-5 and in Tier 2 and Tier 3 students as needed. -Unit Assessments in EveryDay 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	Dickinson East's Annual Education Report is found on the main website for the Hamtramck Public Schools. See attachment.	AER Report AER Cover Letter

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A. Dickinson East is a K-6 building.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A Dickinson East is a K-6 building.	

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		

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Dickinson East Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Thomas Niczay, Superintendent 3201 Roosevelt Hamtramck, MI 48212 313-892-2012	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See attached.	Parent-Teacher-Student Compact Parent-Teacher-Student Compact

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The School has additional information necessary to support your improvement plan (optional).	Yes	The professional development calendar for the year is attached.	

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The Comprehensive Needs Assessment was conducted by the School Improvement Team (SIT), which is made up of administration, teachers, and parents. The SIT met monthly throughout the academic school year. In addition to the SIT, teachers all served on sub-committees, based on the school improvement goals. These sub-committees also met regularly to conduct the comprehensive needs assessment. We analyzed student data from the 2013-2014 MEAP, WIDA, DRA2, and NWEA.

The SIT sought input from all stakeholders throughout the development of our school improvement plan, which reflects the findings of the comprehensive needs assessment. We did so in a variety of ways, including academically-themed evening and after school events, monthly Parent/Teacher Club meetings, mailings, emails, automated phone calls, surveys, monthly school board meetings, professional development days, staff meetings, open house, parent/teacher conferences, and common planning time.

Parents were involved in the comprehensive needs assessment through: Title I parent meetings, individual parent meetings, and through our parent group meetings and P.T.A. meetings. Translators were available at all of these meetings to assist parents with language barriers. During each of these meetings parents were given the opportunity to address and questions or concerns they have with the school model.

Below are attempts to seek input from stakeholders that are not members of the Schoolwide Improvement Committee:

- Providing information at academically themed evening and after school events (ex. Reading Night, Math Night, Science Fair).
- Providing information and seeking input during monthly Parent Teacher Club meetings. - Providing information on communications that are sent home on a monthly basis.
- Administering student, staff, and parent surveys.
- Presenting school improvement endeavors at monthly school board meetings.
- Providing information and seeking input during in-service, professional development days, and staff meetings.
- Providing Common Core/GLCE and curriculum information at our open house and conferences.
- Meeting monthly with administrators and central office to provide updates and seek input on school improvement endeavors

Below are types of data that were used to complete the Comprehensive Needs Assessment:

- Achievement Data: NWEA tests in math and reading.
- Demographic Data: Enrollment, Gender, Ethnicity, Socioeconomic status, subgroups, attendance, achievement data in math and reading (NWEA), behavioral data.
- Perception Data: Parent surveys, teacher surveys, student surveys
- Program/Process Data: Walk-through data, student and staff attendance, student grades, behavioral expectations, and suspension data

**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?**

To start off with, the student achievement data that we examined is as follows:

**ACHIEVEMENT DATA:**

NWEA. Due to the fact that Dickinson East Elementary took the paper and pencil version of the M-Step and MI-Access tests, we did not have the results back from either test as of August 18, 2015. As a result, for the purposes of the achievement data portion of the comprehensive needs assessment, we focused on our NWEA reading and math tests.

The following NWEA data measure the percentage of students at each grade level who are at or above the norm grade level scores in both reading and math.

First Grade: Reading Math  
All Students: 23.8% 40.5%

Second Grade: Reading Math  
All Students: 27.6% 33.6%

Third Grade: Reading Math  
All Students: 34% 28%

Fourth Grade: Reading Math  
All Students: 34.7% 36.7%

Fifth Grade: Reading Math  
All Students: 32.8% 33.6%

Sixth Grade: Reading Math  
All Students: 38.9% 45.6%

**DEMOGRAPHIC DATA:**

Hamtramck is the most diverse community in the state of Michigan, with over 27 languages spoken in our small city. Because of the extremely high ELL population at Dickinson East - over 60% of students are ELL's- reading scores have been negatively affected. While we do have an ELL department that consists of two teachers and services between 90-95 students, we are left with many students who are not proficient in the English language and who are not receiving supplementary ELL services. To aid in the progress of all of our students, we will continue to train all teachers in the SIOP method of instruction during the 2015-2016 school year. The SIOP method of instruction should help build an academic vocabulary for all students while building background knowledge on all subject matter. The SIOP strategies will be taught to all teachers on an ongoing basis throughout the school year by our ELL staff during grade level PLC meetings. The implementation of the SIOP program will be monitored by the Principal throughout the course of the school year.

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Enrollment: 710 students going into the 2015-2016 school year

Gender: 52.69% female and 47.31% male

Ethnicity Groups: 50.07% Caucasian (including Arabic), 33.53% Asian, 12.19% African American, 2.9% two or more races, 1.31% Hispanic

English Language Learners: 49.35% English language learners; 50.65% Not English language learners

Special Education Students: 11.31% of all students

### PERCEPTION DATA:

On parent and teacher surveys at Dickinson East, safety and student behavior continues to be our brightest spot. Over 70% of students, staff, and parents all agree that they are satisfied with the results in these two areas. Our communication with parents at Dickinson East is also extremely strong, which is evidenced by our written communications that are sent home in several languages. These written communications include individualized assessment data and meeting notifications that provide opportunities for parental involvement. Another strength that appeared on our survey results was our shared leadership model at Dickinson East. There are various leadership committees that are open to all staff members to join and to give their input. At the same time, parents are encouraged to join all school committees, including the PTA and the and School Improvement Team.

The areas that were identified as needing improvement in the survey results were curriculum and instruction. Currently curriculum can be better aligned to state standards in both science and social studies and our instructional strategies can take on more of a risk-taking, innovative spirit.

### PROCESS DATA:

Parent involvement at Dickinson East has shown signs of steady improvement, as 80% of our parents attended parent teacher conferences last year. Furthermore, we were happy with the increased attendance to our parent meetings this school year. On average 45 parents attended each meeting last year, up from only 15 last year. This is an area that we will continue to improve upon with the implementation of strategies by our Title 1 Parent Coordinator.

### OVERALL CONCLUSIONS:

We saw some growth in various academic areas, but we still lack overall consistency. We do believe that ELL scores can dramatically increase and lead to significant gains in overall scores with the implementation of SIOP strategies in all classrooms. Furthermore, common assessments should be completed by the end of the 2015-2016 school year in order to take the first step in the better aligning the curriculum to specified learning targets in all subjects. In order for significant and rapid improvements to be made, professional development in implementing both the SIOP method of instruction and conducting effective PLCs will need to be integrated into our staff's professional learning calendar for the 2015-2016 school year.

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

The goals and plans selected at Dickinson East Elementary were based on NWEA data in math and reading, as well as past MEAP and MI-Access data from the 2013-2014 school year. Other data used to make connections between our needs assessment and our goals were

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demographic data, perception data, and program evaluation data.

The school goals address all of the major subject areas. The research-based strategies and activities in each goal were chosen based on the results of the needs assessment. The implementation of both the Daily Five and Math Workshop provide differentiated instruction that meets students at their specific skill level on a daily basis, which is extremely important in raising achievement levels across the board.

In addition, the continued implementation of both SIOP and PLC training will give our staff the ability to better service our high ELL population by learning new strategies on an ongoing basis while consistently evaluating our strengths and weaknesses. Furthermore, an adequate amount of PLC time will be spent developing our Science and Social Studies assessments to the existing curriculum since both subject areas clearly are our weakest points. There is plenty of room for improvement in the way that we collect data in both Science and Social Studies and a better aligned set of assessments will help all grade levels better create effective learning opportunities for students in the areas that they need them most.

**ENGLISH LANGUAGE ARTS:** 65% of students will be proficient in English Language Arts by the end of the 2017 school year.

As of the 2013-2014 school year, MEAP data indicated that 48% of our students were proficient in reading while 41% of our students were proficient in writing. In order to better close the achievement gap and to increase achievement data among all students, the staff at Dickinson East staff will continue to implement our Daily Five instruction to ensure that all student are receiving books at their appropriate reading level. The center-based instruction will give each student the opportunity to receive instruction at their individual level each and every day. Furthermore, our Title I instruction will continue to give students in the Bottom 30% in reading the opportunity to receive extra services for 35 minutes each day in reading.

**Math:**59% of students will be proficient in Math by the end of the 2017 school year.

As of the 2013-2014 school year, MEAP data indicated that 38% of our students were proficient in math. Similarly to our reading goals, in math our continued implementation of math centers will give each student the ability to receive math instruction in small groups. Furthermore, our Title services in math give all students in the Bottom 30% in math to receive small group, pull-out services for 35 minutes each day.

**Science:** 45% of students will be proficient in science by the end of the 2017 school year.

As of the 2013-2014 school year, MEAP data indicated that 2% of our students were proficient in science. The two major goals moving forward for all staff at Dickinson East will be to integrate aligned informational texts into our science curriculum and to better align our FOSS science kits.

**Social Studies:** 55% of students will be proficient in social studies by the end of the 2017 school year.

As of the 2013-2014 school year, MEAP data indicated that 17% of our students were proficient in social studies. The goal for all staff members at Dickinson East during the 2015-2016 school year will be to integrate aligned social studies informational texts into daily instruction.

**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?**

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All of our goals apply to all of our students, regardless of their needs and abilities. Some activities are specific to struggling learners while others allow for enrichment. All of our activities, however, can be used with any type of learner and students at all levels. They are all research-based best practices. Specifically, the built-in differentiated instruction that the Daily Five and Math Workshop allow for, will benefit all students in reading and math while meeting each student at their current ability level.

Our streamlined R.T.I. process allows struggling learners to eventually be placed in a Tier 2 or a Tier 3 setting. The small group instruction occurs daily for students in the bottom 30% in both math and reading who do not qualify for ELL services.

Lastly, the high percentage of our students who are not proficient in the English language currently benefit from our ELL pull-out services, but with the implementation of the SIOP method of instruction, all students will benefit from learning significantly more academic vocabulary.

### ENGLISH LANGUAGE ARTS:

#### Strategies for All Students (Tier I):

- Daily Five Cafe small group centered-base instruction
- Making Meaning
- Being a Writer
- Being a Speller
- Access to leveled books
- Reader's Workshop

#### Intervention Strategies (Tier 2 and Tier 3):

Tier 2: Small group instruction (6-7 students) receive Direct Instruction in reading for 40 minutes each day.

Tier 3: Small group instruction (2-3 students) receive Direct Instruction in reading for 40 minutes each day.

ELL support is given to students in small groups (15 students or less) for 40 minutes each day.

SIOP instruct

### MATH:

#### Strategies for All Students (Tier I):

- Everyday Math
- Math Games
- Math Centers
- Front Row Math

#### Intervention Strategies (Tier 2 and Tier 3):

-Tier 2: Small group instruction (6-7 students) receive help with math facts and math games for 40 minutes each day.

-Tier 3: Small group instruction (2-3 students) receive help with math facts and math games for 40 minutes each day.

### SCIENCE:

#### Strategies for All Students (Tier I):

- FOSS Kits
- Leveled informational texts

#### Intervention Strategies (Tier 2 and Tier 3):

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--Tier 2: Small group instruction (6-7 students) receive help with reading informational texts.

### SOCIAL STUDIES:

#### Strategies for All Students (Tier I):

-Informational texts as part of center-based instruction

#### Intervention Strategies (Tier 2 and Tier 3):

--Tier 2: Small group instruction (6-7 students) receive help with reading informational texts.

## **Component 2: Schoolwide Reform Strategies**

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

At Dickinson East Elementary we are going into our second year of full implementation in center-based learning. During the 2014-2015 school year we fully implemented the Daily Five Cafe reading strategies and math workshop centers to integrate small group, differentiated learning for all students. Moving forward, the 2015-2016 school year will further our full implementation of both center-based models.

#### Mathematics:

All students will benefit from the implementation of the Math Workshop program. The Math Workshop organizational method, which will accompany our Everyday Math program, builds on differentiated instruction while meeting each student at their ability level and creating a cooperative learning environment. Moreover, the Everyday Math program provides math games which keep students engaged and goal oriented. Both of these programs are Tier 1 programs that will help all students learn in the classroom. Technology is integrated into lessons with Front Row math games, which tracks students progress and gives re-teaching units to students until they master each new standard.

#### English Language Arts:

Our Daily Five organizational system will essentially do the same thing that Math Workshop will for math- that is, it will create an environment where instruction will be differentiated while meeting all students at their ability levels. These methods of organizing an ELA block are research based and all teachers have received training on how to implement the system. All teachers have leveled libraries within their classrooms which provide reading material for every student at individualized levels.

#### Math and ELA Interventions:

The bottom 30% of students receive small group, pull-out services. Our Title teachers who provide the pull-out services use Direct Instruction for reading and Everyday Math for math. Our Title programs provide for seamless transitions from Tier 2 to Tier 3 services, and if need be, to Special Education.

#### Science:

FOSS Kits provide our students with engaging, hands-on experiences with the curriculum. Also, informational text is linked to the National Geographic curriculum to teach across the curriculum.

#### Social Studies:

Rich, informational texts are used to teach across the curriculum and to address low scores in both areas. Informational text was identified as the area that needs the most improvement in grades 3-6.

#### ELL Population:

The students who scored lowest on the WIDA test are placed in small group, pullout ELL classes. Starting in the 2014-2015 school year, all SY 2015-2016

students began to be supported by SIOP instructional strategies in all content area classes. These strategies will continue to be put into place during the 2015-2016 school year.

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

The staff at Dickinson East Elementary used a variety of research-based strategies that meet the needs of all students. All of our research-based strategies will increase the quality and quantity of instruction: cooperative learning in math, differentiated instruction in math, content literacy in science, literacy and science integration, technology use in science, content literacy in social studies, literacy and social studies integration, technology use in social studies, guided reading, text structures, and writing across the curriculum.

This research supports the fact that our strategies will improve instruction:

-Best Practice by Steve Zemelman, Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Mathematics (pgs. 106-139). "Five content standards address the familiar branches of mathematics, and five process standards describe the interrelated aspects of cognition that build understanding of concepts."

-Best Practice by Steve Zemelman, Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Mathematics (pgs. 106-139). This book states, "Teachers should help all students understand that mathematics is a dynamic, coherent, interconnected set of ideas." "A teacher at work in a differentiated classroom coordinates these three components...student characteristics, curricular elements, and instructional strategies...with an eye toward increasing student understanding and engagement with the material to be studied."

-Classroom Instruction that Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001) Cooperative Learning (pgs. 84-91). "In general, homogeneous grouping seems to have a positive effect on student achievement when compared to no grouping."

-Differentiation in Practice by Carol Ann Tomlinson and Caroline Cunningham Eidson (ASCD, 2003). As stated, "the teacher specifies what students should know, understand and be able to do for each unit of study. This allows the teacher to focus on essential learning goals but at varying degrees of complexity, with varied support systems."

-Buss & Karnowski, Reading & Writing Nonfiction Genres. "Informational text is the most complicated type of nonfiction because the purposes are so varied. The purpose of informational text dictates the structure. Not all informational texts have the same structure."

-Dymock, 1998; Dymock & Nicholson, 1999. "Many students experience problems comprehending expository text. One reason is that they cannot see the basic structure of the text. Some students get lost in the words and cannot see the big picture."

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

All of the strategies in our schoolwide plan were chosen based on the findings of the needs assessment. In particular, we looked at the strengths and shortcomings of our student achievement data. Therefore, all of our strategies align with our findings and will address the needs we identified based on student data.

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### ENGLISH LANGUAGE ARTS:

Our student achievement data showed a wide range between our highest and lowest achievers in both reading and writing. Our pull-out, ELL instruction isolates students with low language abilities and gives supplemental time to work on these skills. In the classroom, all students receive built-in differentiated instruction with our Daily Five organizational systems. Our lowest achievers in ELA are pulled out by reading specialists for both Tier II and Tier III intervention support using the Direct Instruction reading approach.

### MATH:

Our pull-out services provided to the lowest achieving 95 ELL students is a strategy used to increase achievement data in math. Furthermore, the math workshop approach to classroom organization ensures that students receive small group math lessons at their ability levels.

### SCIENCE:

Our comprehensive needs assessment shows that our student data in science is, overall, our largest weakness (2% proficient). During the 2015-2016 school year we plan on further integrating leveled information texts into daily science instruction as well as continuing our hands-on, engaging lessons using FOSS kits.

### SOCIAL STUDIES:

Our comprehensive needs assessment shows that our student data in social studies is one of our largest areas of weakness (17% proficient). During the 2015-2016 school year we plan on further integrating leveled information texts into daily social studies instruction while further implementing rigorous, project-based learning.

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

All of the strategies in the schoolwide plan can provide a level of intervention for students who need the most instructional support while receiving Tier I services. These strategies will be implemented in the regular classrooms as well as in Title I and ELL support classrooms. Due to our Math Workshop and Daily Five organization systems, the following will be provided in both Math and English Language Arts:

Math and ELA:

- Cooperative Learning-provides support for students through the use of discussions and peer interactions (Math Workshop and Daily Five).
- Differentiated Instruction-ensures that students receive instruction that is tailored to meet their specific needs (Math Workshop and Daily Five).
- Technology Use-allows for students to take advantage of various technological tools to improve their learning. This naturally provides differentiated instruction.

ELA:

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-Guided Reading-students are placed in small, flexible groups based on their specific reading needs. This allows for stronger support and meaningful interventions for students who need them the most.

-Writing Across the Curriculum-this, when combined with differentiated instruction, will provide interventions and support for students by allowing them to write at their abilities in all content areas.

Science and Social Studies:

-Small groups are created in each classroom based on ability level. These small groups use leveled-reading material which are mainly informational texts on the subject matter. Due to leveled readers, all students ability levels are met in these subject areas.

Tier 2 and Tier 3 Interventions:

Math:

The bottom 30% of our math students are identified before the school year begins using previous end-of-year assessments. All new students are tested upon enrolling at Dickinson East and their data is communicated to all teachers that it concerns. The bottom 30% of math students are placed in pull-out, small group services where they work on growing their ability level using engaging math games that are aligned with the Everyday Math curriculum.

ELA:

The bottom 30% of our students in reading are identified before the school year begins using previous end-of-year assessments. All new students are tested upon enrolling at Dickinson East and their data is communicated to all teachers that it concerns. The bottom 30% of reading students are placed in pull-out, small group services where they work on phonics and fluency to grow their reading levels. Direct Instruction is used within our Tier 2 and Tier 3 small instructional groups.

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

Dickinson East uses a variety of ways to ensure that the needs of all students are being met. During our professional learning committee meetings, staff meet weekly to discuss students' progress as well as needs that should be addressed in each classroom to show student growth. Student progress is determined using weekly, biweekly or quarterly reports using assessment data. Use of classroom assessments, the NWEA and the DRA2 are all examples of data that are used to determine student growth. NWEA data is sent to parents and time is available to walk each parent through their child's academic progress using this diagnostic. In our Tier 2 and Tier 3 reading groups, Direct Instruction assessments are given weekly to monitor the progress of each student. All data is stored on a school-wide computer drive and can be accessed by all staff members. This same data is frequently communicated to parents using letters home as well as our highly attended Parent/Teacher conference meetings. Lastly, to start each school year, teachers create data folders for visual examples in displaying our test data and results for each students.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	The six paraprofessionals are highly qualified, meeting the requirements for NCLB for their current positions. Two have 60+ hours of higher education credits, two have associate's degrees and two have bachelor's degrees.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All Dickinson East Elementary staff teachers are highly qualified as mandated by the No Child Left Behind Act of 2001. Staff is contacted prior to the expiration of certification to ensure that they hold necessary certification and are qualified to teach their assigned grade level and/or content area. All Dickinson East teachers possess a minimum of a bachelor's degree and a valid teaching certificate for the state of Michigan, with 90% of the staff holding a master's degree or higher.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

Entering the 2014-2015 school year, the teacher turnover rate was 16%, as four teachers retired at the end of the 2013-2014 school year. Furthermore, there was a change in the school Principal as our previous Principal took a job in another school district.

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

0-3 years: 3 teachers  
4-8 years: 2 teachers  
9-15 years: 7 teachers  
15+ years: 27 teachers

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

Dickinson East has the following initiatives in place at the district and building level to attract and retain high quality teaching staff:

- The district school offers a safe and secure working environment via our safety committee, class size limits, district-wide initiatives, monthly student behavior meetings, student code of conduct, staff ethical code of conduct agreement, and parent-student-teacher compact.
- Dickinson East provides regular professional input into building activities and program via our School Improvement Team, Goal Group Committees, staff surveys, and regular grade level meetings.
- The school promotes team teaching by grouping grade levels together for proximity and providing daily grade level preparation periods.
- New teachers are assigned a mentor.

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

The district supports the retention of highly qualified teachers by offering retirement opportunities, health benefits, life insurance benefits, longevity pay, merit pay, compensation for advanced degrees, professional development opportunities, and additional opportunities for working and learning. The district requires all new personnel to be highly qualified under NCLB regulations. These initiatives are in place to attract and retain highly qualified teachers:

- The Hamtramck Public Schools District offers teachers a competitive salary and benefits package.
- The district provides new teachers a highly qualified, tenured mentor for the first four years of employment.
- The district includes teachers in the continuous improvement planning process and other school initiatives and activities.

### **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?**

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There is not a high turnover rate because of all of the initiatives we have in place to retain highly qualified teachers. Most of our teachers are veteran teachers with many years of experience here in Hamtramck.

## **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.**

All teachers have been involved in a variety of professional development activities. During the 2014-2015 school year, we focused on our new initiatives like Daily Five, SIOP instruction for ELL students, The Writing Diner, Math Workshop and Lexia Core 5. We continued to provide professional development opportunities for the Math Institute and Connected Math. We also continued and improved our data discussions with our school improvement consultant. Finally, all teachers were involved in ongoing activities regarding reading and writing in the content areas.

#### READING:

9/2, 11/3, 3/11 SIOP strategies for ELL readers in the classroom

3/19, 3/20, 3/21 Michigan Reading Association

2/3 and 4/15 Lexia Core 5

4/20 Questioning and Feedback

Ongoing data discussions

#### MATH:

9/1 Math Workshop

8/28 and 2/3 Connected Math

ongoing Math Institute training and data discussions

#### WRITING:

9/1, 11/3 The Writing Diner

#### SOCIAL STUDIES:

9/2, 11/3, 3/11 SIOP strategies for ELL readers in the classroom

#### SCIENCE:

9/2, 11/3, 3/11 SIOP strategies for ELL readers in the classroom

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

The professional development at Dickinson East Elementary School will be sustained and ongoing during the 2014-2015 and 2015-2016 school years. Those marked with an asterisk are areas carried over from previous years:

August 2014 Connected Math\*

August 2014 Math Workshop\*

August 2014 SIOP instruction for ELL students\*

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October 2014 SIOp instruction for ELL students\*

October 2014 Teachscape for teachers\*

December 2014 SIOp instruction for ELL students\*

February 2015 Lexia Core Five

March 2015 Michigan Reading Association

April 2015 The Writing Diner

April 2015 Lexia Core Five

May 2015 The Writing Diner

July 2015 Michigan Reading Association

September 2015 SIOp

September 2015 Vocab. Grab strategies for ELL students

September 2015 The Writing Diner

November 2015 Questioning Strategies and Checking for Understanding

March 2016 DRA2 Training and Continued SIOp Strategies

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Development Plan

## **Component 6: Strategies to Increase Parental Involvement**

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

Monthly open-forum parent-teacher meetings are held where parents are strongly encouraged to bring ideas and opinions to the table. These meetings provide an open forum for parents to give feedback on existing programs as well as evaluations on how existing programs are faring. Parents are also invited to be members of our School Improvement Team (SIT) and to take a parent needs survey each year. But perhaps the best way we gain feedback from parents is by interacting with them on a daily basis and encouraging them to come in as volunteers in the classrooms. This allows for candid conversations among parents and teachers, which provides valuable information for the SIT.

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

Parents play a very large role in the implementation of the schoolwide plan. School Improvement Team (SIT): Parents are invited to attend all of our monthly meetings to give feedback on their perceived strengths and weaknesses.

Monthly parent/teacher meetings and daily interaction: Parents attend and take a needs survey every year. Perhaps the best way we gain feedback from parents is by interacting with them on a daily basis and encouraging them to come in as volunteers in the classrooms. This allows for candid conversations among parents and teachers, which provides valuable information for the SIT. All of our parents are encouraged to voice their concerns with teachers or the Principal on any issue ranging from specific services to needs for their child, to building issues. Our communication has become increasingly effective with the use of translators and written translated materials.

Parent Coordinator: The Parent Coordinator at Dickinson East Elementary, as of the 2013-2014 school year, began work to organize a series of meetings for parents to attend that provided them helpful information ranging from learning the English language, to helping out before and after school.

Constant Communication: Parents are kept up to date with assessment decisions and our use of data at various meetings throughout the year. Detailed, individualized student progress reports using NWEA data is printed off and explained to parents at conferences as well as sent home. Because the strengths and weaknesses of each student are analyzed in these reports, parents are able to partner with teachers to better attack student areas of weakness, which greatly enhances the overall learning experience.

Comprehensive Needs Assessment: Parents are provided with assessment data for their child and the school as a whole. Data compares each student to the rest of the district, as well as to the rest of the state and to the national norms. Parents' needs are assessed through parent surveys.

Highly Qualified Staff: Parents are made aware of job openings in the district. At times, parents are invited to sit on interview committees for positions available.

Professional Development: Results from the parent survey will be used during the decision making process to evaluate what professional development courses will be needed for both parents and staff in the future. Our Title 1 Parent Coordinator will assist in the professional development of all parents.

## School Improvement Plan

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**Parental Involvement:** All faculty and staff members encourage parents to visit and volunteer throughout the year. Dickinson East has an open door policy to address any questions or concerns that parents have.

**Pre-School Transition:** Parents are met with three times before their child enters Kindergarten. We host a Kindergarten round-up that provides parents with rich information about the Kindergarten standards. This program also allows both parents and students to become comfortable with the Dickinson East community. Secondly, both Kindergarten teachers as well as the Principal take part in a neighborhood walk during the summer to meet and greet all families at their homes. This exercise has been extremely helpful in developing a sense of community. Lastly, Kindergarten teachers open up their classroom one last time in the summer to have one-on-one meetings with all Kindergarten families to welcome them to the building and to review expectations. Anytime a new student comes to Dickinson East the Principal and Restorative Practices Coordinator sit down and meet with the parents to answer any questions that they may have.

**Assessment Decisions:** Parents are provided with information regarding assessments that their student will take throughout the school year. Translations are used accordingly. All parents will also receive both individual data and school-wide data that identifies areas of strength and weakness that their student has. Parents also receive copies of their child's growth goals and action plan in order to provide an extra level of accountability at home.

**Timely and Additional Assistance:** Dickinson East will provide parents with information regarding the resources available for students to receive additional assistance.

**Coordination and Integration of Federal, State, and Local Resources:** Resources available to students and the school are reviewed during the annual Title 1 meeting. Parents can help identify additional needs or resources that can help support their students' education.

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

Parents participate in a survey every spring that evaluates the school improvement plan and provides valuable feedback to the school. The parent involvement component of the schoolwide program is evaluated through the use of parent, teacher, and student surveys, and through parent meetings. The information gathered from these surveys is shared with all stakeholders and used to amend this component as necessary

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		Parent Involvement Policy

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

Dickinson East carries out the activities outlined in ESEA Section 1118 (e) 1-5, 14, and (f) in many ways. We allocate a percentage of our Title I budget strictly for parent involvement activities. These include: Open House/Curriculum Night, student planners, monthly meetings, a parent resource room, parent volunteer training, Rosetta Stone, Math Night, Reading Night, translations of all communications, and interpreters at all events/meetings. We hired a parent involvement coordinator, who will assist in planning all of these events and improve the ways in which we carry out these activities. In building an effective home-school partnership and in compliance with Section 1118 (e) of the

## School Improvement Plan

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No Child Left Behind Act, Dickinson East Elementary will provide the following:

### Section 118 (e) (1):

Assist parents in understanding the State's content standards and assessments and how to monitor the child's progress, progress reports every five weeks, quarterly report cards, and NWEA parent reports. Parent/teacher conferences are held during the first, second, and third report card markings. Parents pick up report cards/progress reports at these meetings. Conferences with individual parents are held at the request of either parents or teachers as needed. Parents also receive progress reports halfway through each card marking. These reports are written communication with parents. It provides two-way communication between the teachers and parents, allowing for ongoing discussion of the students' progress. Teachers provide additional progress reports as grades are updated to reflect current progress and missing assignments. Failure avoidance meetings are scheduled following the second card marking to collaboratively discuss students' academic progress.

### Section 1118 (e) (2):

Provide materials and training to help parents work with their children. Dickinson East Elementary assists all parents in working with their children by conducting training through:

- \* Orientations for kindergarten and sixth grade families
- \* Math Games Night (supporting our math goal)
- \* Science Night
- \* Reading activities during the month of March (supporting our reading goal)
- \* Author's Night (supporting our writing goal)
- \* District-wide science fair
- \* Annual Multicultural Night
- \* Band and vocal music concerts
- \* Awards ceremonies
- \* Study Island
- \* Student planners
- \* Parent Club
- \* Parent Resource Room

Dickinson East also provides a parent resource center. All parents have the opportunity to meet with faculty, administration, and the Title 1 Parent Coordinator to address any shortcomings they believe exist with our current Parental Involvement Policies.

### Section 1118 (e) (3):

Parent surveys are sent to all households annually. All parents responses are taken into consideration when making decisions

### Section 1118 (e) (4):

A social worker and a parent coordinator are employed by Dickinson East to help educate parents in the areas of their child's education.

### Section 1118 (e) (5):

All school communications are translated into several languages; various forms of communication are used when communication with parents including weekly newsletters and monthly parent meetings with translators. Dickinson East utilizes the EduLink system for calling all households within the school in various languages.

### Section 1118 (e) (14):

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Teachers are often available before school, during lunch, some prep times or after school to meet with parents. This is very important in establishing communication with the parents. Communication is also maintained through email or calling the office to discuss a concern or suggestion with an administrator or teacher.

Section 1118 (f):

All information regarding activities for participation of parents is conveyed in a format and language that they can easily understand. At the beginning of the school year, a letter is sent home notifying the parents that they can request information regarding the qualifications of their child's classroom teacher. A letter will be sent home notifying the parents if their child is not highly qualified within four weeks.

-Any parents with disabilities will have proper accommodations to provide information, student data, or records or any other necessary communication delivered to them in a way that meets their individual needs. They will be encouraged to be involved in their students education in any they are able.

-Any migrant parents will also be accommodated in regards to their situation. Any potential movement of the parents or students throughout the school year evaluated on a case by case basis to best meet the needs of each individual.

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

The parent involvement component of the schoolwide plan will be evaluated through the use of surveys of both parents and staff. We also monitor participation by keeping sign in sheets of all events.

Parent surveys will be taken each spring to collect data regarding the schoolwide plan and its impact upon their child's learning. Student achievement data will be collected to determine if parent involvement positively impacted student achievement.

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

Adjustments will be made to our activities based on feedback we receive from surveys. Events with low attendance will be re-evaluated to determine effectiveness. The evaluation will be used to determine how the schoolwide program has impacted student achievement and student learning. Analysis and evaluation of data will result in the development, adjustment, or revision of the Dickinson East Schoolwide Program so that it can improve its positive impact upon student achievement and learning.

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

Initially all teachers were involved in the first draft of the school-parent compact along with the SI. Once we had a draft in place, it was shared with parents at a parent meeting and their feedback was encouraged. Finally, the students offered ideas. Our final compact was developed based on the input of all three stakeholder groups.

After the final compact was completed, the SIT ensured that it met all guidelines before it was shared with the entire Dickinson East Elementary staff and implemented building-wide. After the building-wide roll-out, the compact was introduced to all parents during the Curriculum Night at the beginning of the year.

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

Teachers review the compact with students before parent/teacher conferences. During conferences, the students and teacher discuss it with the parents and all three sign it together. The families are given a copy to keep at home. It is reviewed at school on a regular basis and parents are encouraged to review it at home as well.

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

N/A

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

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

All parents, regardless of language or disability, are encourage to play an active role in their child's education. Dickinson East Elementary provides services that, when needed, translates student academic assessment results into the student's home language for our very diverse ELL population. If it is not possible to do that in writing, the school will provide a translator to discuss the individual results of the assessment.

Many of the reports that parents receive are extremely user-friendly and have several graphs that show the increase of their child's performance throughout the school year.

Moreover, Dickinson East provides parents with frequent reports on their child's progress in the forms of progress reports (sent home every five weeks), report cards (sent home every 10 weeks), assessment results using the NWEA (sent home three times per school year), goal reports and summaries (sent home twice yearly), and individual consultations with teachers (set up by appointment).

Parents are also supplied with teacher email addresses for ongoing communication, as well as monthly school calendars. Lastly, we have several staff members who are fluent in in foreign languages and who are able to help with translating.

Dickinson East Elementary provides numerous opportunities for the participation of parents with limited English proficiency.

## **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?**

In April, prior to the start of the new school year, Dickinson East hosts a Kindergarten Round-Up. During Kindergarten Round-Up the Pre-Kindergarten students, along with their parents, get a chance to spend time with their future teachers inside of their future classrooms. At this time, Dickinson East's kindergarten teachers begin building relationships with the parents of their future students as well as relay information that students should begin to work on over the summer leading up to kindergarten. Furthermore, over the summer leading up to the start of Kindergarten, parents of future Kindergarten students are encouraged to come into the classroom with their child to introduce them to the teacher, the classroom, and the expectations for the upcoming school year.

Again in the fall, all pre-kindergarten students in the district are encouraged to come to Dickinson East for the first half of the school day. During this day pre-K students are integrated into the normal classroom activities and are given the chance to eat lunch with the kindergarten class and the teachers.

Lastly, the Principal and the Kindergarten teachers partake in neighborhood walks during the summer. Neighborhood walks consist of doing home visits at each of the future Kindergarten students homes to build relationships with families as well as to deliver pamphlets that contain helpful at-home interventions to use with Kindergarten age students.

### **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?**

Dickinson East collaborates in the annual Kindergarten round-up. The districts Pre-Kindergarten(GSRP) teachers and kindergarten teachers create learning/training stations for the pre-school parents and their children. The training stations demonstrate what the children will need to know in order to be successful in kindergarten. The children are engaged in learning activities while the teacher explains the importance of each activity to their parents. The parents are provided with resources and information to assist their child during the fall prior to their child entering kindergarten. The GSRP teachers and the districts' Kindergarten teachers collaborate often to make sure that there is a strong connection between the Pre-Kindergarten program and the districts Kindergarten curriculum. The GSRP program has been trained and has implemented the Everyday Math Pre-K program. The GSRP teachers explain this program to the students' families. They also show the parents a copy of the Kindergarten report card and help the families understand what will be expected of their child by the end of Kindergarten. The Kindergarten teachers review the kindergarten report card and kindergarten expectations when the families visit the classroom in the fall.

## **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 are always invited to attend meetings and workshops when these assessments are created and discussed. They spend some of their common planning time creating and adjusting content area common assessments. They have been involved in the adoption of Illuminate DnA, a tool we use for storing and organizing assessment data. We now have a building-based Title I Data/Assessment Coach who will

coordinate all common assessments from now on.

Data is disaggregated to meet all students' needs. Data is examined, and research based strategies are applied to meet those needs. Data is used to identify student strengths and weaknesses and placement in programs (math services and guided reading) to meet those specific needs. Teachers also use report card grades and pre and post tests in order to determine student progress. Staff is involved with the implementation of research-based strategies in accordance to the School Improvement Goals, in the areas of reading, writing, math, science and social studies to improve student achievement. Individual classroom teachers utilize MEAP data and pre/post assessments to guide classroom instruction. Title I staff uses data from the MLPP and DRA 2 to guide reading instruction across the curriculum. Common assessments were implemented across grade levels in math in cooperation with WRESA.

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

Teachers review all data in order to make informed decisions regarding instruction. As a staff, we look at NWEA data to determine student strengths and weaknesses. We also look at who is in the bottom 30% to ensure they are receiving appropriate interventions and/or accommodations.

All K-2 teachers use DRA, and all teachers use NWEA data to create and manage our data walls, which are actually folders. These data folders show student growth in math and reading and allow us to have a visual record of which students are receiving interventions and who needs to be. We are able to track specific, individual growth and adjust interventions whenever needed.

Primary teachers use running records to manage their guided reading groups. The NWEA test was also implemented in reading, math. All teachers have been trained on how to generate the user-friendly reports which highlight students' strengths and weaknesses. Teacher mastery of the NWEA test has also given our building the ability to help teachers find the learning level of each student and properly tier their instruction in a skill-based manner.

## **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.**

Using both state assessment data and data from the DRA and NWEA tests, our intervention team immediately identifies who is in the bottom 30% to make sure they are receiving Title I and/or ELL services. We also identify students with disabilities to ensure that they are receiving any and all necessary accommodations. Classroom teachers then provide differentiated instruction and make appropriate instructional adjustments to accommodate their struggling learners. All students receive instruction in test preparation, an important life skill, throughout the year.

In Tier 2 and 3 reading and math classes, students are formatively assessed every two weeks to monitor progress. Students have the opportunity to exit small group services three times yearly when they are tested using the DRA and NWEA test. Once students receive grade level scores on these tests, they are able to re-enter tier 1 instruction. Monitoring student growth is an ongoing process at our school.

English Language Arts: Reading and Writing

Grade Span: K-6

Identification/Criteria for Selection:

K-2: DRA (below grade level), ELPA Test (Intermediate or below), NWEA, Data Wall, Direct Instruction test (below grade level)

3-6: M-Step (Level 3 or 4), DRA (below grade level), STAR Test (below grade level), ELPA Test (Intermediate or below), Data Wall (below grade level)

K-6: NWEA (below grade level)

Math

Grade Span: K-6

Identification/Criteria for Selection:

K-2: NWEA

3-5: M-Step (Level 3 or 4), Everyday Math Common Assessment

6: M-Step (Level 3 or 4), Connected Math

K-6: NWEA (below grade level)

Science

Grade Span: K-6

Identification/Criteria for Selection:

K-4, 6: Grade Level Assessments (below grade level)

4: M-Step (Level 3 or 4), Grade Level Assessments (below grade level)

3-6: NWEA (below grade level)

### **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?**

Struggling students (bottom 30 % especially) are identified during the summer so they can be immediately placed into Title I and/or ELL services, which begin the first week of school. They receive these services every day during school hours. These students are also required/encouraged to participate in after school tutoring and summer school. When new students enter our school, they are immediately tested in both the DRA as well as the Direct Instruction and the NWEA tests. The bottom 30% caseload is monitored throughout the year to check for growth in the areas that they are having difficulty mastering. Monitoring and evaluation of progress is done on a continuous basis, as students receiving Tier 2 and 3 services are tested every two weeks and they are given the NWEA test three times each school year to monitor for progress.

English Language Arts: Reading and Writing

Grade Span: K-6

Interventions:

K-6: Guided Reading, ELL Support, One-on-One Instruction, summer school, Leveled Reading materials, after school tutoring, LEXIA

Math

Grade Span: K-6

Interventions:

K-6: Title I Math Specialist, One-on-One Instruction, Math Games, Small Group Instruction, after school tutoring, summer school

Science

Grade Span: K-6

Interventions:

K-6: science activities/labs using inquiry based methods, Science Fair (required for 6th grade), Leveled Science Readers

Social Studies

Grade Span: K-6

Interventions:

K-6: Leveled Social Studies Readers, use maps and other visual representations of historical and geographical places

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

Teachers incorporate a variety of differentiation into their daily routines within the classroom. These best practices include cooperative learning, adjusted assignments, individualized learning targets, building background knowledge, using technology, math games, Daily Five, and other workshop approaches. Other practices that are used in the classroom are leveled readers, flexible grouping, manipulatives and other hands on supplies, and presenting ideas through both auditory, visual and tactile means. Students are given summative and formative assessments regularly so teachers can determine which instructional strategies best meet their students' needs. Due to our large ELL population, Sheltered Instruction Observation Protocol (SIOP) strategies have begun to be implemented into all teachers' instructional strategies. The SIOP method of teaching ensures that instructions is differentiated and that academic vocabulary is learned. Instruction is differentiated in both Science and Social Studies using leveled books and informational texts in both subject areas. Both subjects are taught using instruction that has multi-leveled groupings and peer tutoring.

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## **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.**

We have a school-wide schedule in place so that each grade level is teaching the same content area at any given time. The Title I and ELL programs directly reflect what is happening in the regular classrooms. Enrichment teachers support classroom instruction. Many teachers use project based learning and thematic teaching. All teachers follow pacing guides that reflect our curriculum, which is aligned with our goals. All groups are fluid so students can move as needed.

### Federal

#### Title I Part A:

-Title I ELA and Math teachers for pullout Tier 2 and Tier 3 services.

-Title I Parent Coordinator

-After-school tutoring

-Parent Curriculum Night

-NWEA Assessment (Progress Monitoring)

-Homeless services

-FOSS Science kits

-Restorative Practices Coordinator

-Technology

-Math and literacy consultants

-Assemblies that provide academic enrichment

Professional Development opportunities that support the goals of our SIP.

#### Title II Part A

-Professional Development opportunities that support the goals of our SIP.

#### Title III:

-One ELL teacher

-One paraprofessional

### State Funds

#### Section 31 a

-Social Worker

-Title I Reading support for at-risk students

#### General Funds

-Highly-qualified staff

-Teaching supplies, books, student supplies and resources

## School Improvement Plan

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### **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.**

We have a school-wide schedule in place so that each grade level is teaching the same content area at any given time. The Title I and ELL programs directly reflect what is happening in the regular classrooms. Enrichment teachers support classroom instruction. Many teachers use project based learning and thematic teaching. All teachers follow pacing guides that reflect our curriculum, which is aligned with our goals. All groups are fluid so students can move as needed.

#### Federal

##### Title I Part A:

- Title I ELA and Math teachers for pullout Tier 2 and Tier 3 services.
- Title I Parent Coordinator
- After-school tutoring
- Parent Curriculum Night
- NWEA Assessment (Progress Monitoring)
- Homeless services
- FOSS Science kits
- Restorative Practices Coordinator
- Technology
- Math and literacy consultants
- Assemblies that provide academic enrichment

Professional Development opportunities that support the goals of our SIP.

##### Title II Part A

- Professional Development opportunities that support the goals of our SIP.

#### State Funds

##### Section 31 a

- Social Worker
- Title I Reading support for at-risk students

#### General Funds

- Highly-qualified staff
- Teaching supplies, books, student supplies and resources

### **3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

#### VIOLENCE PREVENTION:

All Dickinson East staff have been trained and certified in Restorative Practices. The Restorative Practices model is based on asking affective questions and having all involved parties sit down and discuss resolutions to conflicts. Restorative Practices has been implemented on a district level and has resulted in decreases in suspensions for violent incidents.



## **Evaluation:**

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

The stakeholders at Dickinson East evaluate the schoolwide program on a regular basis at monthly SIT, parent, and grade level meetings. We also assess our progress with surveys and daily interactions with the community. The comprehensive needs assessment is an ongoing process throughout the school year. The staff is asked to review the school improvement goals and monitor the progress on each of the goals at the beginning of the year. Teachers conduct grade level common assessments three times annually to all students in math and reading. Teachers take surveys related to the goals. Students and parents also take part in surveys related to building climate, academics, discipline, and teacher/staff effectiveness.

### **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.**

We disaggregate the data that relates to specific goals and check to see where we have made progress and where we still need to focus. If the data shows that we need to make adjustments to the plan, we do so as a staff and school community. The school improvement team is the major decision making body for Dickinson East Elementary School and is made up of the principal, teachers, parents and social workers. The team meets throughout the year and reports concerns to the staff at the monthly staff meetings or in-service days. The staff collects, reviews, and analyzes students achievement data, from a variety of sources, that include the M-Step, DRA, WIDA, unit tests, NWEA, Lexia Core Five, and classroom assessments and or classroom observations. The data is reviewed to determine what goals and strategies are appropriate to address the needs of our students

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

As a Focus School, we have become very aware of our students in the bottom 30%. These students are placed in Title I and/or ELL programs the first week of school and their progress is tracked throughout the year by looking at data from the DRA2, running records, and common assessments. Teachers and support staff meet and discuss this progress regularly and make adjustments as necessary. These adjustments may include changing groupings, moving students from one program to another, and/or increasing/decreasing services. We look at M-Step data from year to year to determine whether or not we are being successful with this group as a whole. Over the past two years, our bottom 30% has shown consistent growth and increased achievement so we know we are working in the right direction.

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

The plan is revised every year. Although changes can be made throughout the course of the year, these changes are usually officially changed in the spring. The staff uses information gathered through surveys, data collection and analysis, and daily interactions to determine what changes, if any, need to be made. We also use information for the school process rubric to adjust our plan. Although this plan is for four SY 2015-2016

years, we will continue to revisit and revise it as necessary to ensure our students' continuous improvement.

# **Dickinson East SIP 2014-17**

## Overview

### Plan Name

Dickinson East SIP 2014-17

### Plan Description

year 2 in goal and plan

## 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 Dickinson East Elementary School will become proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$14000
2	All students at Dickinson East Elementary School will become proficient in social studies.	Objectives: 2 Strategies: 3 Activities: 11	Academic	\$10000
3	All students at Dickinson East Elementary School will become proficient in science.	Objectives: 2 Strategies: 3 Activities: 12	Academic	\$10000
4	All students at Dickinson East Elementary School will become proficient in reading and writing.	Objectives: 2 Strategies: 4 Activities: 20	Academic	\$135000

## Goal 1: All students at Dickinson East Elementary School will become proficient in mathematics.

### Measurable Objective 1:

59% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 mathematics in Mathematics by 06/09/2017 as measured by State standardized assessments.

### Strategy 1:

Cooperative Learning in Math - Teachers will implement cooperative learning in mathematics instruction that has a strong effect on student achievement.

Research Cited: Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollack (ASCD, 2001). Cooperative learning, pages 84-91.

Tier:

Activity - Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work as a professional learning community to ensure the proper use of Everyday Math games as a regular part of their math instruction. This may included peer coaching and observation.	Monitor			09/03/2013	06/09/2017	\$0	No Funding Required	All K-6 instructional staff, principal, math coach
Activity - Math Workshop Training and Launch	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in Math Workshop with the expectation that they will launch it in their classrooms by October 2014.	Professional Learning	Tier 1	Getting Ready	08/27/2014	01/30/2015	\$2000	Title I Part A	All K-6 instructional staff, administrator, math coach/consultant
Activity - Learning Targets Math 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.
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Activity - Restorative Practices in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate Restorative Practices circles to promote discussion among students as they relate to the content.	Behavioral Support Program			09/03/2013	06/09/2017	\$5000	Title I Part A	Classroom Teachers and Restorative Practices Coordinator

Activity - Math Workshop Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will implement Math Workshop into their daily routines by the end of January 2015.	Academic Support Program	Tier 1	Implement	01/30/2015	06/09/2017	\$0	No Funding Required	All K-6 staff, administrator, math coach

### Strategy 2:

Differentiated Instruction in Math - Teachers will differentiate instruction to meet the students' varying learning levels in the classroom.

Research Cited: Differentiated Instruction in Practice by Carol Ann Tomlinson and Caroline Cunningham Edison (ASCD, 2003).

Tier:

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Activity - Everyday Mathematics Online	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide regular student access to Everyday Math Online (eSuite) activities for differentiated instruction.	Technology			09/03/2013	06/09/2017	\$3000	Title I Part A	All K-6 instructional staff, data coach, principal
Activity - Math Workshop Training and Launch	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in Math Workshop with the expectation that they will launch it in their classrooms by October 2014.	Professional Learning	Tier 1	Getting Ready	08/26/2014	01/30/2015	\$2000	Title I Part A	All K-6 instructional staff, data coach, math consultant, principal
Activity - Learning Targets Math 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
Activity - Math Workshop Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will implement Math Workshop into their daily routines by the end of January 2015.	Academic Support Program	Tier 1	Implement	01/30/2015	06/09/2017	\$2000	Title I Part A	All K-6 staff, principal, math coach

## Goal 2: All students at Dickinson East Elementary School will become proficient in social studies.

### Measurable Objective 1:

55% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 comprehension of informational text in Social Studies by 06/09/2017 as measured by State social studies assessment.

## School Improvement Plan

Dickinson East Elementary School

### Strategy 1:

Content Literacy - Instructional staff will modify and implement the Social Studies Curriculum Framework within and across grade levels.

Research Cited: Common Core Research, Strategies That Work by Marzano, Learning By Doing by Rebecca DuFour

Tier:

Activity - Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model writing using constructed response. Students will independently respond in writing using constructed response. All text structures will be reflected in their writing.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
Activity - Citing Textual Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will support students in their use of text in their writing to support their reasoning and response.	Direct Instruction			09/03/2013	06/06/2014	\$0	No Funding Required	All instructional staff
Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will identify up to 25 key vocabulary words to be used by all grade levels to support students in using content specific domain words in their writing.	Academic Support Program			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
Activity - Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will model strategies for reading and comprehending informational text.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
Activity - Read and Interpret Graphs and Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and students will be able to read and interpret data in order to create appropriate graphs and or written descriptions of content and meaning.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
Activity - Meaningful Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Dickinson East Elementary School

Instructional staff will develop and use pre and post assessments for units and/or yearly goals.	Academic Support Program			08/27/2013	06/09/2017	\$0	No Funding Required	All instructional staff and data coach
<b>Activity - Learning Targets Social Studies 1</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff

### Strategy 2:

Literacy and Social Studies Integration - All instructional staff will participate in the alignment and refinement of Social Studies curriculum through the use of grade level meetings and professional development. Staff will develop cross curricular integration among all disciplines to ensure optimum use of instructional time and student understanding of curricular connections. All instructional staff will adjust instruction for individual student progress.

Research Cited: Classroom Instruction that Works, Robert Marzano, Learning By Doing Richard and Rebecca DuFour, Common Core Research

Tier:

<b>Activity - Align and Refine Curriculum</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use grade level meetings and release time to share materials and reflect upon their effectiveness and to create monthly or quarterly pacing guides that include learning targets.	Policy and Process			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff, principal, curriculum director
<b>Activity - Restorative Practices in Social Studies</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will facilitate Restorative Practice circles to promote discussions among students as they relate to the content area.	Behavioral Support Program			09/03/2013	06/09/2017	\$5000	Title I Part A	Classroom Teachers and Restorative Practices Coordinator

### Measurable Objective 2:

55% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 the use of technology in Social Studies by 06/09/2017 as measured by Future State Assessment.

## School Improvement Plan

Dickinson East Elementary School

### Strategy 1:

Technology Use - Instructional staff will use grade level meetings and early release time and embed technology into content curriculum.

Research Cited: Common Core Research, The International Society for the Social Studies Annual Conference Proceeding 2010

Tier:

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will participate in the alignment of technology into the curriculum through the use of various school approved resources and materials. Students will be proficient in the use of technology throughout the content area.	Academic Support Program			09/03/2013	06/09/2017	\$5000	Title I School Improvement (ISI)	All instructional staff, principal, curriculum director

Activity - Learning Targets Social Studies 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.

**Goal 3: All students at Dickinson East Elementary School will become proficient in science.**

## School Improvement Plan

Dickinson East Elementary School

### Measurable Objective 1:

45% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 comprehension of informational text in Science by 06/09/2017 as measured by State Science Assessment.

### Strategy 1:

Literacy and Science Integration - All instructional staff will participate in the alignment and refinement of science curriculum through use of grade level meetings and professional development. Staff will develop cross-curricular integration among all disciplines to ensure optimum use of instructional time and student understanding of curricular connections. All instructional staff will adjust instruction for individual academic progress.

Research Cited: Classroom Instruction that Works, Robert Marzano, Starting With Science by Marcia Talhelm Edson and Common Core Research

Tier:

Activity - Align and Refine Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meetings and release time to share materials and reflect upon their effectiveness and to create monthly or quarterly pacing guides that include learning targets.	Policy and Process			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff, principal, and curriculum director

Activity - Learning Targets Science 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Dickinson East Elementary School

All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.
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Activity - Restorative Practices In Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate restorative practice circles to promote discussions among students as they relate to the content.	Behavioral Support Program			09/03/2013	06/09/2017	\$5000	Title I Part A	Classroom Teachers and Restorative Practices Coordinator

### Strategy 2:

Content Literacy - Instructional staff will create the school's Science Curriculum Framework within and across grade levels.

Research Cited: Common Core Research, Classroom Instruction that Works, Robert Marzano, Learning By Doing by Rebecca and Robert Dufour

Tier:

Activity - Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model writing using constructed response. Students will independently respond in writing using constructed response. All text structures will be reflected in their writing.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff

**School Improvement Plan**

Dickinson East Elementary School

Activity - Citing Textual Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will support students in their use of text in their writing to support their reasoning and response.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will identify up to 25 key vocabulary words to be used by all grade level so that students will use content specific domain words in their writing.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
Activity - Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will model strategies for reading and comprehending informational text.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
Activity - Read and Interpret Graphs and Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and students will be able to read and interpret data in order to create appropriate graphs and/or written descriptions of content and meaning.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will develop pre and post assessments for units and/or yearly goals.	Academic Support Program			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff, data coach
Activity - Learning Targets Science 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff

**Measurable Objective 2:**

## School Improvement Plan

Dickinson East Elementary School

45% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 the use of technology in Science by 04/01/2015 as measured by Future State Assessment.

### Strategy 1:

Technology Use - Instructional staff will use grade level meetings and early release time to embed technology into content curriculum.

Research Cited: Common Core Research and STEM Research

Tier:

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will participate in the alignment of technology into the curriculum through the use of various school approved resources and materials. Students will be proficient in their use of technology throughout the content.	Technology			09/03/2013	06/09/2017	\$5000	Title I School Improvement (ISI)	All instructional staff and data coach
Activity - Learning Targets Science 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.

**Goal 4: All students at Dickinson East Elementary School will become proficient in reading and writing.**

## School Improvement Plan

Dickinson East Elementary School

### Measurable Objective 1:

65% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 reading in English Language Arts by 06/09/2017 as measured by the English language arts state standardized assessment.

### Strategy 1:

Guided Reading - All staff will incorporate guided reading strategies into their daily reading instruction.

Research Cited: Best Practice by Steve Zemelman, Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practices (pgs. (52-53).

Tier:

Activity - Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained in the use of the Daily Five to organize their reading instruction.	Professional Learning			11/05/2013	11/05/2013	\$0	No Funding Required	All teachers (K-6), principal, curriculum director
Activity - Making Meaning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Making Meaning to improve reading comprehension.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All classroom teachers (K-6)
Activity - Project Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and paraprofessionals will use Project Read, with a focus on at-risk students, emphasizing decoding, comprehension, and written expression.	Academic Support Program			09/03/2013	06/09/2017	\$0	No Funding Required	All K-2 teachers and paraprofessionals
Activity - On-line Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Dickinson East Elementary School

Teachers will use a variety of software (eg. Lexia, Failure Free Reading, Raz Kids, Flocabulary) to improve student achievement in reading comprehension.	Technology			09/03/2013	06/09/2017	\$0	No Funding Required	All teachers and paraprofessionals
<b>Activity - Direct Instruction</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Title I, ELL, and kindergarten teachers will use Direct Instruction with their students.	Academic Support Program			09/03/2013	06/09/2017	\$100000	Title I Part A	Title I teachers, ELL teachers, kindergarten teachers, instructional coaches, principal
<b>Activity - Restorative Practices in Reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will facilitate Restorative Practice circles to promote discussions among students as they relate to the content.	Behavioral Support Program			09/03/2013	06/09/2017	\$5000	Title I Part A	Classroom Teachers and Resorative Practices Coordinator

### Strategy 2:

Text Structures - All teachers will incorporate text structures across the curriculum through the use of content area reading, cues, questions and organizers, and Making Meaning.

Research Cited: Reading and Writing Nonfiction Genres by Buss and Karnowski ( this was not accurately cited in 2012-2013 plan)

Tier:

<b>Activity - Content Area Reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will provide opportunities for students to read a variety of texts, focusing on text structures such as description, sequence, compare and contrast, cause and effect and problem and solution, in all content areas.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
<b>Activity - Cues, Questions, and Organizers</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Dickinson East Elementary School

Teachers will model how to use a variety of graphic organizers (concept maps, timelines, Venn diagrams, t-charts, cause and effect charts, and problem and solution charts) that support different types of text structures.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
<b>Activity - Making Meaning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
While using Making Meaning, teachers will model how to identify structures of texts (description, sequence, compare and contrast, cause and effect and problem and solution).	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff
<b>Activity - Learning Targets Reading 2</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	No Funding Required	All instructional staff

### Strategy 3:

Sheltered Instruction Observation Protocol - The SIOP® Model offers an empirically-validated approach to teaching that helps prepare all students—especially English learners –to become college and career ready. As a framework for organizing instruction, The SIOP® Model supports teachers in planning and delivering high-quality instruction for all students.

Research Cited: include research

Tier:

<b>Activity - SIOP Teaching training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
training	Professional Learning			07/31/2013	05/30/2014	\$0	Title I Part A	All instructional staff
<b>Activity - Tiered Instruction</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Dickinson East Elementary School

Create a Multiple Level Level 1 - Newcomers Level 2- Sheltered Level 3- Mainstream with support	Academic Support Program			05/13/2013	06/01/2014	\$0	Title III	All Instructional Staff including ELL teachers and para-pro staff
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Activity - Rosetta Stone for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology based learning opportunity for parents of immigrant students	Parent Involvement			01/06/2014	06/01/2015	\$0	Title III	Title 1 Parent Coordinator

Activity - National Geographic Reach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
National Geographic...	Academic Support Program			01/31/2014	06/08/2015	\$25000	Title I Part A	ELL staff

### Measurable Objective 2:

59% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 in English Language Arts by 06/09/2017 as measured by the state standardized assessment.

### Strategy 1:

Writing Across the Curriculum ELA - All instructional staff will implement a variety of activities to ensure that students are writign across the curriculum.

Research Cited: Research

Classroom Instruction that Works, Robert Marzano, ASCD, (2001). Common Core research Development Studies Center. Blueprint for a Collaborative Classroom. Oakland, CA: Developmental Studies Center, 1997.

Tier:

Activity - Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will ensure that all students fully answer what they have been asked by writing well-crafted responses. Teachers will help all students clarify what they are being asked and reinforce restating the question in their answers. This will take place across all subject areas in all classrooms.	Direct Instruction			09/04/2013	06/09/2017	\$0	No Funding Required	All instructional staff

## School Improvement Plan

Dickinson East Elementary School

Activity - Being a Writer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in Being a Writer with the expectation that it will be fully implemented by October 2013.	Professional Learning			08/28/2013	10/01/2013	\$0	Title I Part A	All instructional staff (K-6), principal, Being a Writer consultant
Activity - Writing with the Experts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who participated in Writing with the Experts will share information, resources, etc. with corresponding grade levels.	Professional Learning			09/04/2013	06/09/2017	\$0	No Funding Required	All instructional staff
Activity - Guided Spelling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-6 will be trained in Guided Spelling with the expectation that it will be fully implemented in grades 3-6 by October 2013.	Professional Learning			08/28/2013	10/01/2013	\$0	Title I Part A	Grades 3-6 teachers, principal, Guided Spelling consultant
Activity - Learning Targets Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/04/2013	06/09/2017	\$0	No Funding Required	All instructional staff
Activity - Restorative Practices in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate Restorative Practices circles to promote discussions among students as they relate to the content.	Behavioral Support Program			09/03/2013	06/09/2017	\$5000	Title I Part A	Classroom Teachers and Restorative Practices Coordinator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Rosetta Stone for Parents	Technology based learning opportunity for parents of immigrant students	Parent Involvement			01/06/2014	06/01/2015	\$0	Title 1 Parent Coordinator
Tiered Instruction	Create a Multiple Level Level 1 - Newcomers Level 2- Sheltered Level 3- Mainstream with support	Academic Support Program			05/13/2013	06/01/2014	\$0	All Instructional Staff including ELL teachers and para-pro staff

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Practices in Social Studies	Teachers will facilitate Restorative Practice circles to promote discussions among students as they relate to the content area.	Behavioral Support Program			09/03/2013	06/09/2017	\$5000	Classroom Teachers and Restorative Practices Coordinator
Direct Instruction	Title I, ELL, and kindergarten teachers will use Direct Instruction with their students.	Academic Support Program			09/03/2013	06/09/2017	\$100000	Title I teachers, ELL teachers, kindergarten teachers, instructional coaches, principal

## School Improvement Plan

Dickinson East Elementary School

Math Workshop Training and Launch	Teachers will be trained in Math Workshop with the expectation that they will launch it in their classrooms by October 2014.	Professional Learning	Tier 1	Getting Ready	08/26/2014	01/30/2015	\$2000	All K-6 instructional staff, data coach, math consultant, principal
Restorative Practices In Science	Teachers will facilitate restorative practice circles to promote discussions among students as they relate to the content.	Behavioral Support Program			09/03/2013	06/09/2017	\$5000	Classroom Teachers and Restorative Practices Coordinator
Math Workshop Training and Launch	Teachers will be trained in Math Workshop with the expectation that they will launch it in their classrooms by October 2014.	Professional Learning	Tier 1	Getting Ready	08/27/2014	01/30/2015	\$2000	All K-6 instructional staff, administrator, math coach/consultant
National Geographic Reach	National Geographic....	Academic Support Program			01/31/2014	06/08/2015	\$25000	ELL staff
Restorative Practices in Reading	Teachers will facilitate Restorative Practice circles to promote discussions among students as they relate to the content.	Behavioral Support Program			09/03/2013	06/09/2017	\$5000	Classroom Teachers and Restorative Practices Coordinator
Guided Spelling	Teachers in grades 3-6 will be trained in Guided Spelling with the expectation that it will be fully implemented in grades 3-6 by October 2013.	Professional Learning			08/28/2013	10/01/2013	\$0	Grades 3-6 teachers, principal, Guided Spelling consultant
Restorative Practices in Writing	Teachers will facilitate Restorative Practices circles to promote discussions among students as they relate to the content.	Behavioral Support Program			09/03/2013	06/09/2017	\$5000	Classroom Teachers and Restorative Practices Coordinator
SIOP Teaching training	training	Professional Learning			07/31/2013	05/30/2014	\$0	All instructional staff
Math Workshop Implementation	All classroom teachers will implement Math Workshop into their daily routines by the end of January 2015.	Academic Support Program	Tier 1	Implement	01/30/2015	06/09/2017	\$2000	All K-6 staff, principal, math coach

## School Improvement Plan

Dickinson East Elementary School

Everyday Mathematics Online	Teachers will provide regular student access to Everyday Math Online (eSuite) activities for differentiated instruction.	Technology			09/03/2013	06/09/2017	\$3000	All K-6 instructional staff, data coach, principal
Being a Writer	All staff will be trained in Being a Writer with the expectation that it will be fully implemented by October 2013.	Professional Learning			08/28/2013	10/01/2013	\$0	All instructional staff (K-6), principal, Being a Writer consultant
Restorative Practices in Math	Teachers will facilitate Restorative Practices circles to promote discussion among students as they relate to the content.	Behavioral Support Program			09/03/2013	06/09/2017	\$5000	Classroom Teachers and Restorative Practices Coordinator

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	Instructional staff will participate in the alignment of technology into the curriculum through the use of various school approved resources and materials. Students will be proficient in the use of technology throughout the content area.	Academic Support Program			09/03/2013	06/09/2017	\$5000	All instructional staff, principal, curriculum director
Technology Integration	Instructional staff will participate in the alignment of technology into the curriculum through the use of various school approved resources and materials. Students will be proficient in their use of technology throughout the content.	Technology			09/03/2013	06/09/2017	\$5000	All instructional staff and data coach

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Constructed Response	Teachers will model writing using constructed response. Students will independently respond in writing using constructed response. All text structures will be reflected in their writing.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff

## School Improvement Plan

Dickinson East Elementary School

Vocabulary	Instructional staff will identify up to 25 key vocabulary words to be used by all grade levels to support students in using content specific domain words in their writing.	Academic Support Program			09/03/2013	06/09/2017	\$0	All instructional staff
Daily Five	All teachers will be trained in the use of the Daily Five to organize their reading instruction.	Professional Learning			11/05/2013	11/05/2013	\$0	All teachers (K-6), principal, curriculum director
Citing Textual Evidence	Teachers will support students in their use of text in their writing to support their reasoning and response.	Direct Instruction			09/03/2013	06/06/2014	\$0	All instructional staff
Math Games	Teachers will work as a professional learning community to ensure the proper use of Everyday Math games as a regular part of their math instruction. This may include peer coaching and observation.	Monitor			09/03/2013	06/09/2017	\$0	All K-6 instructional staff, principal, math coach
Learning Targets Math 1	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.
Align and Refine Curriculum	Teachers will use grade level meetings and release time to share materials and reflect upon their effectiveness and to create monthly or quarterly pacing guides that include learning targets.	Policy and Process			09/03/2013	06/09/2017	\$0	All instructional staff, principal, and curriculum director

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Constructed Response	Teachers will model writing using constructed response. Students will independently respond in writing using constructed response. All text structures will be reflected in their writing.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff
On-line Resources	Teachers will use a variety of software (eg. Lexia, Failure Free Reading, Raz Kids, Flocabulary) to improve student achievement in reading comprehension.	Technology			09/03/2013	06/09/2017	\$0	All teachers and paraprofessionals
Math Workshop Implementation	All classroom teachers will implement Math Workshop into their daily routines by the end of January 2015.	Academic Support Program	Tier 1	Implement	01/30/2015	06/09/2017	\$0	All K-6 staff, administrator, math coach
Citing Textual Evidence	Teachers will support students in their use of text in their writing to support their reasoning and response.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff
Writing with the Experts	Teachers who participated in Writing with the Experts will share information, resources, etc. with corresponding grade levels.	Professional Learning			09/04/2013	06/09/2017	\$0	All instructional staff
Assessment	Instructional staff will develop pre and post assessments for units and/or yearly goals.	Academic Support Program			09/03/2013	06/09/2017	\$0	All instructional staff, data coach
Learning Targets Reading 2	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff
Align and Refine Curriculum	Teachers will use grade level meetings and release time to share materials and reflect upon their effectiveness and to create monthly or quarterly pacing guides that include learning targets.	Policy and Process			09/03/2013	06/09/2017	\$0	All instructional staff, principal, curriculum director
Vocabulary	Instructional staff will identify up to 25 key vocabulary words to be used by all grade level so that students will use content specific domain words in their writing.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff

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Learning Targets Social Studies 2	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.
Meaningful Assessment	Instructional staff will develop and use pre and post assessments for units and/or yearly goals.	Academic Support Program			08/27/2013	06/09/2017	\$0	All instructional staff and data coach
Learning Targets Social Studies 1	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff
Learning Targets Writing	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/04/2013	06/09/2017	\$0	All instructional staff
Read and Interpret Graphs and Data	Teachers will model and students will be able to read and interpret data in order to create appropriate graphs and or written descriptions of content and meaning.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff

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Learning Targets Science 3	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.
Project Read	Classroom teachers and paraprofessionals will use Project Read, with a focus on at-risk students, emphasizing decoding, comprehension, and written expression.	Academic Support Program			09/03/2013	06/09/2017	\$0	All K-2 teachers and paraprofessionals
Reading Comprehension	Instructional staff will model strategies for reading and comprehending informational text.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff
Making Meaning	While using Making Meaning, teachers will model how to identify structures of texts (description, sequence, compare and contrast, cause and effect and problem and solution).	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff
Constructed Response	All teachers will ensure that all students fully answer what they have been asked by writing well-crafted responses. Teachers will help all students clarify what they are being asked and reinforce restating the question in their answers. This will take place across all subject areas in all classrooms.	Direct Instruction			09/04/2013	06/09/2017	\$0	All instructional staff
Learning Targets Science 2	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff

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Learning Targets Science 1	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.
Read and Interpret Graphs and Data	Teachers will model and students will be able to read and interpret data in order to create appropriate graphs and/or written descriptions of content and meaning.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff
Learning Targets Math 2	All instructional staff will clarify a learning target at the launch of each lesson, allow for peer discussion so students reiterate the target, and close the lesson with a related formative assessment.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff
Making Meaning	Teachers will utilize Making Meaning to improve reading comprehension.	Direct Instruction			09/03/2013	06/09/2017	\$0	All classroom teachers (K-6)
Cues, Questions, and Organizers	Teachers will model how to use a variety of graphic organizers (concept maps, timelines, Venn diagrams, t-charts, cause and effect charts, and problem and solution charts) that support different types of text structures.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff
Content Area Reading	Teachers will provide opportunities for students to read a variety of texts, focusing on text structures such as description, sequence, compare and contrast, cause and effect and problem and solution, in all content areas.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff
Reading Comprehension	Instructional staff will model strategies for reading and comprehending informational text.	Direct Instruction			09/03/2013	06/09/2017	\$0	All instructional staff