



School Improvement Plan

Daly School

Westwood Community 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?

Daly Elementary School is a relatively small learning community located in Inkster, Michigan. The majority of our students are residents of the district, but 35% of them attend Daly through the School of Choice Program. Daly is located on Michigan Avenue, a main thoroughfare from Detroit to Ypsilanti. Along this corridor are located many small efficiency motels in which a portion of our students reside. This contributes to the somewhat transient nature of our school population.

This school year Daly Elementary School population is expected to consist of approximately 250 K-6th graders with 100% of them receiving free lunch, 5% receiving Special Education Services, and 5% receiving Speech and Language Services. We will welcome 6th graders for the first time in many years. We will also greet the challenge of welcoming new students from one of our neighboring districts, Inkster Public School District, which was closed at the end of the 2012/2013 school year, making it necessary to rezone our current district. Again this year we expect to enroll many new School of Choice Students. Our racial demographics include 89% African-American students, 8% Caucasian students, and 1% Asian students.

Daly Elementary School thrives on the expertise of nine experienced teachers, each with more than 15 years of experience. All of the teachers at Daly Elementary hold a Master's Degree, and have additional courses beyond the Master's. There are no probationary teachers at Daly. However, due to district layoffs, more than half of our teachers will join the Daly Elementary staff after many years of teaching at the middle school level.

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.

Vision Statement

It is the vision of Daly Elementary School, along with its stakeholders, to create a learning environment where children develop an innate passion to learn academic and social skills that will help them become productive, world-class citizens.

Mission Statement

It is the mission of Daly Elementary School along with the stakeholders to provide all students with an academically rigorous, safe and nurturing learning environment.

Belief Statement

-All students can learn when provided with a rigorous academic program that recognizes each child's individual academic, emotional, social, and physical needs.

-The school, in partnership with parents and the community, plays a vital role in developing a child's academic achievement.

-Students will rise to meet high expectations and learn best when they are actively involved in learning.

-The curriculum should promote critical thinking and problem solving skills to equip students to become productive members of society.

The mission, vision, and belief statements were all taken into account when developing school improvement goals, scheduling professional development activities, and when developing a school-wide parent involvement policy.

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.

At Daly Elementary we have taken pride in making much needed improvements in:

- Implementation of a Data Team.
- Frequent common local assessments in reading, math and writing (quarterly)
- Frequent analysis and dissemination of data
- Data driven lesson plans and instructional activities
- Additional assistance for low performing students
- Teacher collaboration
- Small gains on MEAP at some grade levels
- Purchasing and scheduling the implementation of the NWEA MAP

The following are areas of improvement for the next three years:

- Manner and frequency of reporting test results to students and parents
- More student participation in goal setting
- More programs to provide parents with assistance to assist their student all academic areas
- Increased improvement on all local and state assessments at all grade levels
- Full implementation of the NWEA MAP

Additional Information

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

At Daly Elementary we believe in educating the whole child. Over the last two years we have worked hard and will continue to work on the following:

-School climate-Implementation of a school-wide morning assembly which includes 15 minutes of silent, sustained reading, academic and social celebrations. End of the day dismissal which includes the encouragement of silent reading and/or practice in memorizing the basic addition, subtraction, multiplication and division facts.

-Improved student attendance-As a means of encouraging students to attend school everyday/on time, to be responsible for their behavior decisions, and to complete all assignments, the Principal's Party has been implemented monthly.

-Improved parent involvement-Monthly parent meetings that we call P.E.A.C.E. Parent Meetings. (Parents Educating All Children Enthusiastically) are scheduled once a month. Parents are encouraged to and rewarded for attending. Parents are also encouraged to volunteer at school through our M.V. P. Program (Most Valuable Parent Program) After 10 times of volunteering at school, parents are invited to attend a luncheon.

-An instrumental music class is offered over lunch to all students interested in learning to play an instrument

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.

Parents are informed of how the School Improvement Plan is developed at the beginning of the year during the Title I Meeting and they also information in the first school newsletter of the year. Parents are encouraged to participate in the school improvement process by allowing them the opportunity to sign up to become a member of the team during all parent meetings. Parents are also encouraged to sign and return the bottom portion of the monthly newsletter, and by dropping their name into the suggestion box located in the front office. Meeting dates and times are mutually agreed upon at the first meeting of the year, and are held twice a month. At the beginning of the 2012-2013 school year, the SIT met every first and third Monday after school for an hour. SIT participation is voluntary, and team members were assigned roles based on their expertise and knowledge base.

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

Our School Improvement team (SIT) is comprised of a diverse group of individuals. The team consists of the principal, all eight of the teaching staff, a parent, and a community stakeholder. Stakeholders evaluated achievement and perception data, assessed the effectiveness of programs based on achievement data, and assisted with the development of goals, objectives, and strategies for school improvement. Our School Improvement team (SIT) is comprised of a diverse group of individuals.

Team members were assigned roles based on their expertise and knowledge base. The SIT meets to discuss and analyze assessment data, monitor implementation of the plan, and organize and disseminate information to all staff. We administer AdvancED parent surveys every fall and spring to solicit their input on ways to improve our school. Parent teacher conferences are held twice a year. We hold Title I Family Nights to involve parents in their student's education. Our Parent Educating All Children Enthusiastically (P.E.A.C.E) group meets monthly as a way to involve parents in schoolwide events/activities and to provide parents with opportunities to get involved with the decision making aspect concerning school processes and programs.

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

Staff was given digital access to the final document. Updates are communicated to staff and their feedback is solicited during bimonthly staff meetings, professional development days, and weekly staff updates. Parents and community partners have access to the plan via the school's website, monthly P.E.A.C.E Meetings, Title I Family Nights, Open Houses, and during other school wide events.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

In the past three years student enrollment trends at Daly Elementary have remained consistent, however enrollment in the district has declined. This decline in enrollment has resulted in teacher layoffs throughout the district, resulting in a high rate of teacher turnover at Daly. The remaining teachers take advantage of the available positions through a district bidding process. Efforts are underway to increase student enrollment.

How do student enrollment trends affect staff recruitment?

Projected increase in student enrollment has allowed Daly to maintain the current number of highly qualified teaching staff at all grade levels.

How do student enrollment trends affect budget?

As student enrollment trends decrease, the budget decreases.

How do student enrollment trends affect resource allocations?

As student enrollment decreases, the budget also decreases. This lack of funds result in a decrease in resource allocations.

How do student enrollment trends affect facility planning and maintenance?

The decline in student enrollment will always dictate less funding for facility planning and maintenance.

How do student enrollment trends affect parent/guardian involvement?

It has been determined that student enrollment trends do not negatively effect parent/guardian involvement because parents are constantly provided with opportunities to be involved in the school.

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

At Daly Elementary professional learning is a top priority. This priority will remain of the utmost importance in spite of current enrollment trends throughout the district. In an effort to ensure enrollment stabilization, and to increase future enrollment, the quality of public relations activities as well as the number of opportunities remain a priority.

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

Student enrollment data implies that students and families are selecting Daly Elementary for their educational needs. However, it is extremely difficult to retain our students from one year/grade to the next. The high mobility rate makes it challenging to increase student success on local and state assessments, and to plan and implement appropriate student interventions when students are struggling academically or socially.

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

To address the challenges of student mobility, the staff at Daly Elementary will continue to evaluate all programs offered, and to research to find agencies that offer appropriate assistance to parents to help them to become more stable.

What are the challenges you noticed based on student attendance?

Based on the substantial amount of student tardiness and absenteeism, there is an adverse effect on student achievement.

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

The district has policy in place to address truancy at each level. This policy will be enforced with diligence. Other interventions are in place to increase student attendance. (i.e. Principal's Party, Lunch With the Principal, etc..)

Student Achievement Data for All Students

This area includes data questions.

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

Students show the highest proficiency in Reading as measured by MEAP.

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

Students show growth in both math and writing as indicated by the MEAP.

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

MEAP test scores indicate that our fourth grade students performed above the state targets in both reading and math.

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

The majority of the top 30% consists of students that have been enrolled at our school for the past 3 years. The top students in most areas overlap. The top 30% of students in writing are predominately female.

What factors or causes contributed to improved student achievement?

Curriculum coherency aligned to the state common core standards.

Common/frequent summative and formative assessments.

Individualized learning plans provided for all students.

Extended learning opportunities provided to all students.

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

Summative assessments scores show growth in students achievement in reading, math, and writing.

There is also an increase in student engagement and participation in all academic activities.

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

The lowest levels of student achievement occurred in math and reading at the third grade level, and reading and science at the 5th grade

level.

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

Negative trends were identified in reading at the third and fifth grade levels, math at the third grade level, and science at the fifth grade level.

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

Student achievement is below state targets in reading and math at the third grade level, and science at the fifth grade level.

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

There are no serious, significant trends among the bottom 30% of the students at Daly. All of the students scored poorly, and the students in the bottom 30% didn't score significantly less than the students that were proficient. In addition, there were no significant differences in the scores of the girls as opposed to the scores of the boys. Across the board there are great gains to be made.

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

The factors that contributed to the decline in student achievement were a high student mobility rate and partial implementation of an ineffective school wide RTI model. A large turnover in classroom teachers appear to contributed to a decline in student achievement also.

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

Initial student test data indicated minimal student growth in all content areas with coincides with the student truancy data. Student achievement data indicates that the absence of an effective RTI Model contributed to the disproportionate number of students identified for special needs services

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

Implement RTI with fidelity.

Develop curriculum coherency K-12, all content areas of the curriculum,

Implement local assessments with fidelity.

Implement, with devotion the district's attendance policy.

Implement, with fidelity, our new NWEA.

Subgroup Student Achievement

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

Response:

- African American or Black
- Male
- Female

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

Response:

- African American or Black
- Male
- Female

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

Math, reading, and writing.

How do you know the achievement gap is closing?*

When analyzing the local data, trends show that more than 70% of our students are passing math, reading, and writing assessments. There Our MEAP scores show an increase in 4th grade reading and an increase in 4th and 5th grade math. There is much difference in performance among the boys and girls.

What other data support the findings?

Michigan School Data student testing information and Measured Progress Data supports the findings.

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

Implementation of the 90-90-30 R.T.I. model for time on task.

Additional support for the lowest 5% of students.

Implementation of local assessment data with fidelity

Implementation of a district K-12 curriculum.

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

Michigan School Data student testing information and Measured Progress Data supports the findings.

What actions could be taken to continue this positive trend?

Continue to conduct surveys to solicit parent, student, and community views and support.

Continue to implement with fidelity all R.T.I. activities that support growth.

Continued research to investigate new and innovative activities to enhance student achievement.

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

Response:

- African American or Black
- Male
- Female

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

Response:

- African American or Black
- Multiracial
- Male

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

Math and reading at the 3rd grade level, and science at the 5th grade level.

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

MEAP test scores show that most of the 3rd grade students are not being successful, however the few students that are being successful are boys. In 5th grade science the achievement gap is becoming great for our students and those of the state. With only one of our 5th graders passed the science portion of the MEAP, scoring at the advanced level.

What other data support the findings?*

Local assessment data shows average gains for students across the school, but MEAP assessment show a need or more support at all levels, in all content areas.

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

Student attendance continue to effect student learning and retention. Teacher turnover rate has been high in our building for the last few years. Students have difficulty comprehending informational text and completing multi-step math word problems.

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

Attendance issues will always effect student success; if students are not at school it's difficult for that student to learn grade level objectives. Our records show that many of our students have challenges when it comes to attendance. Due to the fact that many of our students take advantage of enrolling in our school by way of the school of choice option, many are not able to take advantage of after school tutoring.

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

We will follow the district's attendance policy with fidelity. We will also work on scheduling tutoring during the morning or lunch hour. We will also work on monitoring the students' success on assessments so that IEPs will be utilized for students that are not succeeding. Assign or reassign students to reading and math classes as appropriate

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

The subgroup has less than 10 students. Our ELL students achieved scores of 36%, 7.6% and 19.6%,

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

Students with disabilities are assigned to general educations classes to accommodate their least restrictive environment. These students are given all rights to all programs offered to the rest of the student population.

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

Students are identified for support services using multiple measures of data including; demographic, perception, academic achievement and programatic data.

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

Implementation of the 90-90-30 R.T.I. model for time on task.

All students receive instruction in reading and math at grade level, and at ability level.

Additional support is provided for the lowest 5% of the population

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Tutoring is provided to all students needing additional assistance in any of the content areas.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	100.0

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

Invitation

Monthly newsletter

School and district website

During daily school announcements

Monthly P.E.A.C.E parent meetings

Label	Question	Value
	What is the total FTE count of teachers in your school?	7.0

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

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

Label	Question	Value
	How many teachers have been teaching 9-15 years?	6.0

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

What impact might this data have on student achievement?

Teacher experience has not been proven to impact student achievement, however teacher mastery of content, classroom management, understanding of child development, and individual instructional practices have a direct impact on student achievement.

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Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	11.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	92.0

What impact might this data have on student achievement?

Classroom instruction was sacrificed when a guest teacher was responsible for a large portion of instruction, therefore student achievement was adversely impacted.

Perception Data - Students

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

The area that indicates the highest overall level of satisfaction among students was student safety.

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

There is a positive trend in student satisfaction in the area of peer relations.

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

The areas of overall lowest satisfaction among the students are the required curriculum is not delivered at a challenging level, therefore, the students' interest level is low.

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

There is a decreasing trend among student satisfaction in the area of after school activities.

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

Staff turnover rates, budget deficit, and the curriculum being in place for less than 1 year are possible causes for the patterns identified in perception data.

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

More teacher professional development in the areas of differentiated instruction, teaching with rigor, and project based instruction.

Perception Data – Parents/Guardians

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

The perception data shows the highest level of parent/guardian satisfaction in the area of School and Community Relations.

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

There is evidence to show an increase in parent/guardian satisfaction in the area of Personal and Professional Learning; specifically the area of "Teachers create an environment conducive to learning."

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

There is evidence to show that our parents/guardians felt somewhat dissatisfied in the area of student safety, specifically bus safety.

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

All areas of the parent survey indicate an increase in the number of parents that are satisfied with all areas of the survey. However parents would like more variety in the schedule for P.E.A.C.E. parent meetings.

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

Parents' concern for bus safety is possibly caused by the wide range in the age/grade of the students riding one each bus. Parents that are working during the school day want more opportunities to attend meetings in the late evening.

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

Buses with a high percentage of student behavior referrals will have a bus aide assigned to it. The schedule for P.E.A.C.E. parent meetings will be adjusted to offer late evening meetings a few times a year.

Perception Data – Teachers/Staff

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

The area that received the overall highest level of satisfaction with their opportunities to get involved in decision making at the school.

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

There is an increasing trend among teachers/staff satisfaction in the area of sufficient support and guidance to be a more effective teacher.

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

Teachers and staff indicate the lowest overall level of satisfaction in the areas of students coming to school fully prepared to learn at their grade level and the high percentage of students with behavior problems.

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

There is a trend toward decreasing teacher/staff satisfaction in areas of the curriculum and professional development activities.

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

Newly developed curriculum which is beginning to provide coherency K-12 in all subject areas. Professional development aligned to the new curriculum.

Other

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

N/A

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

Decisions are made through the use of the District Curriculum Council, which meets monthly. Professional Learning Communities are allowed to give input, and questions about curriculum are included in parent, student, and teacher surveys.

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

Curriculum Maps, Curriculum Guides, Pacing Charts, Written Lesson Plans, and Common and Summative assessments are some of the strategies that are in place to indicate that the State Common Core Standards are being implemented.

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	Local student achievement data is gathered for math, reading and writing, using quarterly assessments, Diagnostic Reading Assessments (DRA), Michigan Literacy Progress Profile, (MLPP) K-2nd grades, and local writing assessments using rubrics based on Lucy Calkins' 6 traits of writing. Perception data was also collected and analyzed from student, parent and teacher surveys. Grades K-2 use MLPP, and grades 3-5 use MEAP. In the 2013-2014 school year, all students will utilize NWEA MAP.	

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	www.westwood.des.schooldesk.net	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school serves grades K-6.	

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

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		Westwood 8000 Students

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Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Sue Carnell, Superintendent 3335 South Beech Daly Road Dearborn Heights, MI 48125 313-565-1901	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Title I School - Wide Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Westwood Community School District Parent-Student Handbook Pages 29 & 31	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		Teacher Professional Development 2013- 2014

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), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by the entire instructional staff during the first semester of the 2012-13 school year and again in March. Each staff member joined one of the four MEAP committees (Math, Reading, Writing and Science) to review and analyze the data for 3rd-5th grade students. Additionally, local student achievement data was gathered for math, reading and writing, using quarterly math assessments, Diagnostic Reading Assessments (DRA), Michigan Literacy Progress Profile, (MLPP) K-2nd grades, and local writing assessments using rubrics based on Lucy Calkins' 6 traits of writing. Perception data was also collected and analyzed from student, parent and teacher surveys. For the past three years, 2009/2010, 2010/2011, 2011/2012, Daly Elementary School made AYP in both reading and math. In the 2012/2013 Daly Elementary School received an overall score of yellow.

What were the results of the comprehensive needs assessment?

The most recent MEAP results show:

MEAP Fall 2012	Math	Reading	Writing	Science
3rd	7%	25%		
4th	30%	51%	32%	
5th	22%	38%		3%

The results obtained from the comprehensive needs assessment show that there is a need to continue to monitor and adjust strategies in reading, writing, math, and science. All areas continue to be of great concern, with math and reading at the 3rd grade level and Science at the 5th grade level being given high priority. Goals and objectives will be written for reading, math, and writing. The reading goal will include strategies to address deficits in science and social studies. Perception data show satisfaction increasing in all areas, however activities will be put in place to address student safety on the bus.

What conclusions were drawn from the results?

The results obtained from the comprehensive needs assessment show that there is a need to continue to monitor and adjust strategies in reading, writing, math, and science. All areas continue to be of great concern, with math and reading at the 3rd grade level and Science at the 5th grade level being given high priority. Goals and objectives will be written for reading, math, and writing. The reading goal will include strategies to address deficits in science and social studies. We will continue to implement the 90-90-30 Response to Intervention Model that was implemented last school year. Gains were made in Math, Reading, and Writing at the 4th grade level, in math at the 5th grade level, and 5th grade reading dropped very slightly. We will continue to implement our plan with vigor in an attempt to make significant gains in the following years. In an attempt to improve instruction at the second grade level, an adjustment has been made in the teacher assignment for the 2013-2014 school year.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

After analyzing perception data, we conclude that our parents, students and teachers are overall satisfied with our services and programs offered. The implementation of our district's K-12 curriculum will guide instruction at all grade levels in our building, ensuring that the Common Core State Standards are addressed. Teachers will implement the curriculum with vigor, differentiating instruction and implementing project based instruction as appropriate. Local and summative assessments show that students at all grade levels are making growth.

How are the school goals connected to priority needs and the needs assessment?

The results obtained from the comprehensive needs assessment show that there is a need to continue to monitor and adjust strategies in reading, writing, math, and science. All areas continue to be of great concern, with math and reading at the 3rd grade level and Science at the 5th grade level being given high priority. Goals and objectives will be written for reading, math, and writing. The reading goal will include strategies to address deficits in science and social studies. The 90-90-30 Response to Intervention model will continue to be use at all grade levels for all students. In addition, after school tutoring will be offered for those students with the highest need in math and reading.

How do the goals portray a clear and detailed analysis of multiple types of data?

Student improvement goals include reading, writing, and math strategies for improvement. Local assessments in all three areas are implemented with fidelity. DRA, MLPP, Quarterly Writing Prompts, and math tests are implemented and used to guide future instruction. MEAP data is also analyzed and used to guide instruction as well as to assess and implement programs and activities that support SIP goals.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

All students are included in all activities for improvement. All students are provided 90 minutes of instruction in reading and math at grade level, and another 90 minutes of instruction at their individual ability level for both subjects. In addition, the lowest 5% of our students receive 30 additional minutes of instruction in reading and math.

Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State's standards?

All students are included in all activities for improvement. All students are provided 90 minutes of instruction in reading and math at grade level, and another 90 minutes of instruction at their individual ability level for both subjects. In addition, the lowest 5% of our students receive 30 additional minutes of instruction in reading and math. Reading will include informational text for both science and social studies. Writing across the curriculum and the pen pal activities will increase students' ability to improve their written communication skills. Administering and analyzing quarterly assessments in all areas help to guide future instruction, which will assist in students reaching or surpassing state targets.

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

- The 90-90-30 Response to Intervention Model for reading and math
- Summarizing reading selections
- I.D.P's for students not mastering objectives
-

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

- The 90-90-30 Response to Intervention Model for reading and math
- Summarizing reading selections
- I.D.P's for students not mastering objectives
- Pen Pal writing strategy
- Monthly Writing Prompts
- Grade level/cross grade level meetings

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

90-90-30 School-Wide Response to Intervention reading and math strategy.

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

In addition to the 90 minute grade level reading and math instruction, students take advantage of an additional 90 minutes of instruction at their ability level in reading and math. Students identified as one of the lowest 5% of the class will be given 30 minutes of additional

instruction in both academic areas.

Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

The staff at Daly Elementary School is committed to education. We have a staff of 8 classroom teachers, all of whom are highly qualified, and all 8 teachers hold a Masters degree. As a Title I school with test scores that rank in the "Low Achievement" category, and the high percentage of students scoring in the level I and II categories in math and reading, intervention is necessary. Daly Elementary employs 1 Research Teacher who work directly with teachers and students to address the academic needs of students. Daly has one Social Worker and a Speech Pathologist that serves our students three days a week. Other support staff includes three specials teachers. (STEM, P.E., and Music) An ESL teacher is provided through Wayne RESA ISD.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All of the teaching staff meet the NCLB requirements for being highly qualified.

Component 4: Strategies to Attract Highly Qualified Teachers

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

The teacher turnover rate for the coming school year is 50%. The district deficit plan dictated a reduction in the teaching staff, resulting in teacher layoffs in my building and other educator in the district bidding into vacant positions.

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

Seven of the eight teachers in my building have 15 or more years of experience, and all eight have earned their Masters Degree. 1 teacher has 25 years of experience, 1 has 22 years of experience, 1 has 18 years of experience, 1 has 17 years of experience, 1 with 16 years of experience, 2 teachers have 15 years of experience, and 1 teacher has 8 years of experience.

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Staff members in the Westwood Community School District who are non-tenured are assigned a mentor to assist them in every aspect of the teaching and learning process. Newly hired staff participates in a new staff training session at the beginning of the school year which is sponsored by the district. Staff members are encouraged to and financially rewarded for seeking master's degrees and additional certifications.

The district recognizes and is committed to attracting and keeping high-quality teachers by:

- Offering high quality professional development.
- Providing a pay incentive for graduate hours past 15.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Staff members in the Westwood Community School District who are non-tenured are assigned a mentor to assist them in every aspect of the teaching and learning process. Newly hired staff participates in a new staff training session at the beginning of the school year which is sponsored by the district. Staff members are encouraged to and financially rewarded for seeking master's degrees and additional certifications.

The district recognizes and is committed to attracting and keeping high-quality teachers by:

- Offering high quality professional development.
- Providing a pay incentive for graduate hours past 15.

If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The teacher-turnover rate is high, however, due to the restrictions listed in our deficit elimination plan turnover will continue to be high until the district comes out of deficit spending. This turnover is due to the district layoffs, and the remaining teachers taking advantage of the remaining available positions. Following the strategies laid out in the teacher contract, teachers are able to fill positions through a bidding process.

Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

Staff development consists of:

- Guided Reading
- Center based learning
- Individualized Learning Plans
- Everyday Math
- Writers Workshop
- Data Team Training
- Writing Rubrics
- Grade Level Collaboration
- Smart Board Training
- Marzano's Instructional Strategy (Summarizing)

Describe how this professional development is “sustained and ongoing.”

Professional development is ongoing and sustained by providing follow-up training, providing teachers with the right to observe the skill being implemented in other classrooms, principal observation of the skills being implemented in the classroom, teacher collaboration during school improvement meetings. and demonstration lessons by team members.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

Parents are encouraged to get involved in the policy making and educational decisions of their child by participating in our monthly P.E.A.C.E meetings. Meeting times are varied to ensure a high level of parent participation. Parents receive frequent invitations to join our School Improvement Team . Invitations are posted on our school web site, in monthly newsletters and during all monthly PEACE Parent Meetings. Two of our parents agreed to join our S.I.T. and actively participated in the design of the plan. Meetings are planned throughout the year to inform parents of all the components of the plan and to solicit suggestions. Parents are also encouraged to put suggestions in the parent suggestion box located in the office.

How were parents involved in the implementation of the schoolwide plan?

Parents get involved in the implementation of the schoolwide plan by participating in our monthly P.E.A.C.E meetings. Meeting times are varied to ensure a high level of parent participation. Title I Parent meetings are scheduled to inform parents of all the components of the schoolwide plan and the Title I budget to carry out the plan. Many meetings are scheduled throughout the school year (Donuts with Dad and Muffins with Mom) to inform parents of programs/plans and to solicit suggestions. Parents were encouraged to volunteer at school during the day to help with the implementation of the plan. Parents are also invited to attend programs that are a part of our schoolwide plan (Honor's assemblies, Reading Night, Our school is working in partnership with the Family and Human Services Department of Inkster to provide the F.I.A. clearance needed for parents to volunteer at the school or on field trips.

How were parents involved in the evaluation of the schoolwide plan?

Parents are involved in the monitoring and evaluation of Daly's school improvement plan through a series of school improvement meetings that take place throughout the year. A suggestion box is available in the office to give suggestions for school improvement. Parents are given opportunities to provide suggestions for improvement during Title I meetings, and P.E.A.C.E meetings. Parents are also invited to take part in surveys to evaluate the effectiveness of programs or activities included in the schoolwide plan.

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 the school and district have a Title I Parent Involvement Policy. The policy is available in the school office for parents to view.

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

School Improvement Plan

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Strategies to encourage parent involvement

- The Westwood Community School Board encourages and makes an attempt to encourage parent involvement through the use of the Parent, Student, Teacher Compact. At the beginning of each school year, all three parties read and sign the policy in agreement to their responsibility in the education of the child.
- Parents are encouraged to get involved in the policy making and educational decisions of their child by participating in our monthly P.E.A.C.E meetings. Meeting times are varied to ensure a high level of parent participation.
- A Title I Parent meeting is scheduled to inform parents of all the components of the Title I program.
- Meetings are scheduled throughout the school year (Donuts with Dad and Muffins with Mom) to inform parents of programs/plans and to solicit suggestions.
- Parents are encouraged to put suggestions in the parent suggestion box located in the office.
- Honors assemblies are conducted once a semester to award student achievement and to inform parents of student achievement. Progress reports are sent home every three weeks, and a quarterly report card is sent home to inform parents of the students' progress. Parent teacher conferences are also held twice a year to allow parents an opportunity to discuss their child's progress.
- Parents are given the opportunity to participate in a parent survey to give opinions and suggestions for improvement on the current programs/plans.
- A monthly school newsletter is sent home to inform parents of programs and activities that are available at the school.
- An annual Reading Night is held for students to give each an opportunity of get information on how to assist their student with reading strategies, and to receive free books and other activities to help the student become more proficient.
- A Very Important Parent (V.I.P.) volunteer program is in place to encourage parents to volunteer at the school. Those that volunteer is awarded at the end of the semester.
- The school is working in partnership with Family and Human Services Department of Inkster to provide the F.I.A. clearance need for parents to volunteer at the school or on field trips.

How will the parent involvement component of the schoolwide plan be evaluated?

The parent involvement components of the school wide plan will be evaluated through data collection; Agendas and sign-in sheets at all parent involvement activities. Data collected from the use of VIP Cards and participation at parent reward activities. Parents who participate in the PEACE Parent Group, the school improvement team, and/or through school surveys have an opportunity to evaluate the School Improvement Plan here at Daly Elementary School.

How will the results of the evaluation be used to improve the schoolwide program?

Evaluation data will be used to dictate program/activity offerings. Survey results and suggestions from the box will be used to improve upon what programs and/or activities are presently offered.

How was the school-parent compact developed?

The School-Parent Compact is discussed at Parent/Teacher Conference in the fall and again at the Title I parent meeting at the beginning of

the year. Parents are encouraged at both times to make suggestions for changes, and are also encouraged to use the suggestion box located in the office.

How is the parent compact used at elementary-level parent teacher conferences?

The parent compact is reviewed during all parent/teacher conferences, and the parent and teacher are offered an opportunity to make suggestions or voice concerns about all aspects.

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

Parent Compacts are distributed during the first week of the school year, and new students will receive a copy as they arrive. A copy of the compact is available in the office and parents from the middle or high school are welcome to a copy upon request.

How does the school provide individual student academic assessment results in a language the parents can understand?

Daly Elementary provides individual student academic assessment results to parents through the MEAP Parent Report and on student report cards. Those parents who require interpretation of those results in a language other than English will be provided with an interpreter from the district.

Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

Administration and staff at Daly Elementary School recognize the necessity to orientate the Pre-Kindergarten students and parents into our Kindergarten program. As a way of doing so, we offer the following:

- Kindergarten round-up twice a year.
- All Pre-Kindergarten students are offered computer class in our computer lab once a week.
- Pre-Kindergarten students eat in the cafeteria several times during the last month of school.
- Pre-Kindergarten students are invited to our morning assembly during the last month of school.
- Pre-Kindergarten students participate in all emergency drills.
- Upper grade students work with Pre-Kindergarten students in the classroom during the school year.
- All Pre-School staff are invited to all professional development throughout the year.
- All Pre-Kindergarten students participate in all of our holiday celebrations.
- All Pre-Kindergarten students participate in all of our learning beyond the classroom assemblies when appropriate.

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

Preschool teacher are given a copy of the kindergarten curriculum and are invited to all training that is offered, but the majority of the training that the preschool staff receive is provided by Starfish. Starfish is the agency that is officially responsible for the managing, planning, and the implementation of activities for the preschool program.

Component 8: Teacher Participation in Making Assessment Decisions

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

The Westwood Community School District has a Curriculum Committee in place to align and evaluate the curriculum for the district. This group is responsible for the alignment, pacing and assessments for each content area. Teachers participate in decision-making regarding the use of school-based academic assessments by making suggestions to the committee. Curriculum days are provided throughout the school year, and teachers are given the time to provide input on the design, development and selection of assessments during that time. Teachers also discuss the frequency of the assessments during those meetings.

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

Teachers participate in student achievement data analysis to improve the academic achievement of all students during curriculum days where they bring assessment data from their individual classrooms/grade levels and they discuss with their colleagues those instructional strategies that had a positive impact on achievement. Teachers are also involved with MEAP data analysis and are given the opportunity to help plan goals, strategies, and activities for the coming year.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who score at a level 3 or 4 on the MEAP are identified for placement in after-school tutoring and/or tutoring services provided by education/reading students from the University of Michigan Dearborn. In addition, this year these, and all students, will participate in ability level classes that will give them additional instruction in math and reading skills and concepts not previously mastered. All students, building wide, will take advantage of a two hour, uninterrupted ELA block. During that block, students will receive instruction at grade and at ability level. The first 60 minutes of instruction will be delivered by the classroom teacher at grade level. Common assessments will be used to assign each student to a teacher to instruct the students for 60 additional minutes at their ability level. In addition, tutors will be used to provide small group instruction to help close the achievement gaps for students still at-risk. Teachers will take advantage of the use of quarterly common assessments to guide instruction. All students, K-6th grades, will be instructed using the Guided Reading strategy to improve their understanding and retention of all reading skills and concepts. Students will be required to use the summarizing strategy to complete, and display in the hallway, a book report once a month. Deficits in Science and Social Studies will be addressed by using leveled books, to incorporate science and social studies informative text. Teachers are also expected to include interactive activities ELA that also involve activities in social studies and science.

As a way of increasing students' understanding of math and science objectives, a 90 minute math block will be implemented. During the first 45 minutes of instruction, all students will receive instruction at grade level. During the second 45 minutes, students will possibly be instructed by another teacher at the student's ability level. As a means of delivering math objectives in a more interactive manner, and ensuring that the students get a chance to revisit skills that were not previously mastered, the "Everyday Math" program will be implemented grades K-6th. In addition to the Calendar Math program that's already in place, "Drops in the Bucket," which is a research based supplementary material that provides reinforced math practice to mastery. This program will be used at all grade levels. All teachers will be expected to construct a math word wall, use the Understand, Plan, Solve (U.P.S) strategy to solve problems, set up math center activities to reinforce learned objectives, and use a journal to write an Informative Narrative to explain steps in how to complete a problem.

Lucy Calkins writing will be extended to include the writing workshop approach every day. One hour will be designated to the writing workshop process writing, and students are expected to bring at least one piece to publication each month. Teachers are expected to display one writing per month in the hallway.

After all interventions are in place, those students that are still at risk in any area will be referred to the School's Child Study Team. An additional Individual Plan of Assistance will be developed, including intervention activities.

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?

After all interventions are in place, those students that are still at risk in any area will be provided after school tutoring. Those still requiring additional assistance will be referred to the School's Child Study Team. An additional Individual Plan of Assistance will be developed, including intervention activities.

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

While there are no additional subgroups, besides African American boys and girls, students will be monitored individually for growth. Students, 3rd - 6th grades, experiencing difficulty mastering the state's academic achievement standards at an advanced or proficient level are identified by their MEAP Scores. In addition, all students grades K-6th grades identified, through formative and summative classroom assessments, as needing additional support will receive it. Once identified, students will be given additional homework practice, after school tutoring, additional classroom assistance, will receive peer tutoring, and will receive instruction at ability level for at least 45 minutes each day.

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

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

All subjects are taught using the block schedule with students being taught using the 90-90-30 Response to Intervention Model for reading and math. Science and social studies will be integrated into the reading blocks by providing the students with extended opportunities to engage in informational text containing content from each area. Lucy Calkins writing will be extended to include the writing workshop approach every day. One hour will be designated to the writing workshop process writing, and students are expected to bring at least one piece to publication each month. Teachers are expected to display one writing per month in the hallway. Teachers use the adopted curriculum to collaborate to plan lessons, with activities that are meaningful, interesting, and require participation at high levels.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Include state and federal agencies:

- *31A services/programs
- *Wayne County RESA
- *U of M Dearborn Tutors
- *U of M Dearborn IMPACT Reading Program
- *Starfish Family Services
- *Title 1
- *Inkster Department of Human Services

Describe how programs are coordinated:

The Federal, State and local programs and resources are coordinated through the district's federal, state and local programs director and the school's Principal to support the school wide programs and initiatives in the SIP.

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

Include state and federal agencies:

- *31A services/programs
- *Wayne County RESA
- *U of M Dearborn Tutors
- *U of M Dearborn IMPACT Reading Program
- *Starfish Family Services
- *Title 1

*Inkster Department of Human Services

The Federal, State and local programs and resources are coordinated through the district's federal, state and local programs director and the school's Principal to support the school wide programs and initiatives in the SIP.

How does the school coordinate and integrate the following Federal, State and local 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.

Students at all grade levels K-6 are supported by a grant which provides free breakfast and lunch for all students everyday. We have received the 21st Century Grant through the Starfish Program; funds are earmarked to provide after school tutoring. We also take advantage of the Foster Grandparent program which provides grandparent volunteers for tutoring Monday thru Thursday, 5 hours each day. All other programs are supported by community based organizations.

Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

Schoolwide programs are evaluated through data collection; Agendas and sign-in sheets at all activities(academic and social events). Data collected from the use of parent, student, and teacher surveys, data from local and state assessments, data from VIP Cards (volunteer cards).

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Individual and grade level student test data is collected, analyzed, and used to direct which programs and/or activities will be offered here at Daly. MEAP, DRA, monthly Writing Prompts, End of Chapter tests, Mi Access, and MLPP are a few of the assessments from which data is considered.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Data is collected and analyzed using State Proficiency Targets, achievement goals previously set for reading, math, and writing, chapter test for all content areas, and report card grades.

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?

To ensure continuous improvement, local student achievement data is gathered for math, reading and writing, using quarterly math assessments, Diagnostic Reading Assessments (DRA), Michigan Literacy Progress Profile, (MLPP) K-2nd grades, and local writing assessments using rubrics based on Lucy Calkins' 6 traits of writing. Perception data is also collected and analyzed from student, parent and teacher surveys. Student placement is dictated based on the results of the data.

Daly School Improvement Plan

Overview

Plan Name

Daly School Improvement Plan

Plan Description

All Academic Goals

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Daly Elementary K-6th grades will improve their problem solving skills in all areas of math, on all assessments listed.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
2	All students will improve their ability to express themselves through written text.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$3900

Goal 1: All students at Daly Elementary K-6th grades will improve their problem solving skills in all areas of math, on all assessments listed.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 20% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 20% will improve their math proficiency level on the MEAP. 85% will show mastery of problem solving skills on common assessments. 85% of students will achieve a C or better on classroom assessments. in Mathematics by 06/06/2014 as measured by MEAP tests, grade level common assessments, and local school assessments..

Strategy 1:

Grade level/Cross Grade level meetings - Teachers will meet with each other once a month to collaborate on student achievement in all academic areas. Teachers will discuss objectives taught, assessments given, and brainstorm for ideas on how to improve the quality of instruction across the school, to ensure the students' mastery of skills and concepts taught. Teachers will also discuss ideas about how to provide additional time for students that are not mastering skills and concepts at grade level.

Research Cited: A Prospective, Quasi-Experimental Study of Title I Schools, American Educational Research Journal, December 2009.

Strategy Tier:

Activity - Grade Level/Cross Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a month, during school improvement meetings, teachers will participate in grade level and cross grade level meetings to discuss student achievement in math and to brainstorm ideas to improve instruction for all students.	Direct Instruction			09/03/2013	06/06/2014	\$0	No Funding Required	All teaching staff will be responsible for implementing this activity.

Strategy 2:

Individual Student Plans - Teachers will complete Individual Student Plans of Aciton for each student that did not show proficiency on common assessments or MEAP Math Assessment.

Research Cited: Math Anxiety: What can teachers do to help their students over come the feeling? Danielle Swanson Alliance Nebraska, July 2006.

Strategy Tier:

Activity - Individual Student Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Using a template, teachers will complete an Individualized Plan of Assistance for each student that did not show proficiency on common assessments or MEAP.	Academic Support Program			09/03/2013	06/06/2014	\$0	No Funding Required	All teaching staff and building resource teacher.
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Strategy 3:

Intervention Blocks for Math - Math instruction will be delivered in two blocks. For the first 45 minutes of math instruction, teachers will instruct students using objectives at grade level. Following that, an additional 45 minute block will be used to instruct students at the student's ability level. In addition to the two 45 minute sessions, the lowest 5% of students at each grade level will receive an additional 4 hours of tutoring which will be offered on Tuesday and Thursday, 2 hours each day. All students will be instructed using the 45-45-30 minute model every day. Each student will be given a pre test at the beginning of the first quarter and placed accordingly. At the end of each quarter, students will be given a post test over covered objectives and placed in the appropriate ability level group based on the test results.

Research Cited: Responsiveness to Intervention (RTI) Reading and Math Standardized Tier 2 Research Center on Learning Disabilities (RCLD). A collaboration of Vanderbilt University and the University of Kansas, 2007.

Strategy Tier:

Activity - Intervention Blocks for Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention blocks for Math. 45 minutes of instruction at grade level, 45 minutes of instruction at ability level, and 30 minutes of additional instruction will be offered for students in the lowest 5%. Additional instruction will be offered after school.	Academic Support Program			09/03/2013	06/06/2014	\$0	No Funding Required	All teaching staff, STEM teacher and the building Century 21 tutors.

Goal 2: All students will improve their ability to express themselves through written text.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency. All students will increase their skills in the area of writing to make connections to global themes, construct personal narratives, and critique the writing of others. in English Language Arts by 06/04/2014 as measured by The percentage of 4th graders proficient on the MEAP Writing will increase by 15%, from 23% to 38% by the end of the 2013/1014 school year. .

Strategy 1:

Building Pen Pals - Students will be instructed in the objective of writing a friendly letter and use the computer or written text to write to a student in another class. Pen Pal class assignments will be prearranged, and students must exchange letters at least once a week. All students must follow the school rules and expectations for letter exchange.

School Improvement Plan

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Research Cited: Benifits of Having a Pen Pal, Jill Burk, A Beneficial Partnership, 1989.

Strategy Tier:

Activity - Building Pen Pals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be instructed in the objective of writing a friendly letter and use the computer or written text to write to a student in another class. Pen Pal class assignments will be prearranged, and students must exchange letters at least once a week. All students must follow the school rules and expectations for letter exchange.	Academic Support Program			09/04/2012	06/07/2013	\$200	Title I Schoolwide	All teachers, Reading Specialist, and Principal.

Strategy 2:

Monthly Writing Prompt - All students, grades 1st-5th, will use a rubric to write to a given prompt once a marking period. Teachers will grade papers and discuss the data during School Improvement Meetings.

Research Cited: Lucy Calkins "Units of Study for Primary Writing", "Units of Study for Teaching Writing Grades 3-5."

Strategy Tier:

Activity - Monthly Writing Prompt	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students, grades 1st-5th, will use a rubric to write to a given prompt once a marking period. Teachers will grade papers and discuss the data during School Improvement Meetings.	Academic Support Program			09/04/2012	06/07/2013	\$1200	Title I Schoolwide	All classroom teachers and Reading and Math Specialist.

Strategy 3:

Writer's Workshop - All teachers will implement Writer's Workshop to increase students' skills in the areas of writing to make connections to global themes, construct personal narratives, and critique the writings of others.

Research Cited: Lucy Calkins: "Units of Study for Primary Writing", "Units of Study for Teaching Writing Grades 3-5".

Strategy Tier:

Activity - Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Daly School

All teachers will implement Writer's Workshop to increase students' skills in the areas of writing to make connections to global themes, construct personal narratives, and critique the writings of others.	Academic Support Program			09/04/2012	06/07/2013	\$2500	Title I School Improvement (ISI)	All Teachers, including P.E. Music, and STEM teachers, Reading Specialist , and Principal.
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Writing Prompt	All students, grades 1st-5th, will use a rubric to write to a given prompt once a marking period. Teachers will grade papers and discuss the data during School Improvement Meetings.	Academic Support Program			09/04/2012	06/07/2013	\$1200	All classroom teachers and Reading and Math Specialist.
Building Pen Pals	Students will be instructed in the objective of writing a friendly letter and use the computer or written text to write to a student in another class. Pen Pal class assignments will be prearranged, and students must exchange letters at least once a week. All students must follow the school rules and expectations for letter exchange.	Academic Support Program			09/04/2012	06/07/2013	\$200	All teachers, Reading Specialist, and Principal.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Blocks for Math	Intervention blocks for Math. 45 minutes of instruction at grade level, 45 minutes of instruction at ability level, and 30 minutes of additional instruction will be offered for students in the lowest 5%. Additional instruction will be offered after school.	Academic Support Program			09/03/2013	06/06/2014	\$0	All teaching staff, STEM teacher and the building Century 21 tutors.
Grade Level/Cross Grade Level Meetings	Once a month, during school improvement meetings, teachers will participate in grade level and cross grade level meetings to discuss student achievement in math and to brainstorm ideas to improve instruction for all students.	Direct Instruction			09/03/2013	06/06/2014	\$0	All teaching staff will be responsible for implementing this activity.

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Individual Student Plans	Using a templete, teachers will complete an Individualized Plan of Assistance for each student that did not show proficiency on common assessments or MEAP.	Academic Support Program			09/03/2013	06/06/2014	\$0	All teaching staff and building resource teacher.
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Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writer's Workshop	All teachers will implement Writer's Workshop to increase students' skills in the areas of writing to make connections to global themes, construct personal narratives, and critique the writings of others.	Academic Support Program			09/04/2012	06/07/2013	\$2500	All Teachers, including P.E. Music, and STEM teachers, Reading Specialist , and Principal.

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	All students at Daly Elementary K-6th grades will improve their problem solving skills in all areas of math, on all assessments listed.		Met goal	March 30, 2013	Mrs. Vickie Patterson
Objective	A 20% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 20% will improve their math proficiency level on the MEAP. 85% will show mastery of problem solving skills on common assessments. 85% of students will achieve a C or better on classroom assessments. in Mathematics by 06/06/2014 as measured by MEAP tests, grade level common assessments, and local school assessments..	Met		March 30, 2013	Mrs. Vickie Patterson
Strategy	Intervention Blocks for Math		In progress	March 30, 2013	Mrs. Vickie Patterson
Strategy	Grade level/Cross Grade level meetings		Met goal	March 30, 2013	Mrs. Vickie Patterson
Strategy	Individual Student Plans		Met	March 30, 2013	Mrs. Vickie Patterson
Activity	Grade Level/Cross Grade Level Meetings	In Progress		March 30, 2013	Mrs. Vickie Patterson

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Activity	Individual Student Plans	In Progress		March 30, 2013	Mrs. Vickie Patterson
Activity	Intervention Blocks for Math	In Progress		March 30, 2013	Mrs. Vickie Patterson
Goal	All students will improve their ability to express themselves through written text.		Completed	March 30, 2013	Mrs. Vickie Patterson
Objective	A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency All students will increase their skills in the area of writing to make connections to global themes, construct personal narratives, and critique the writing of others. in English Language Arts by 06/04/2014 as measured by The percentage of 4th graders proficient on the MEAP Writing will increase by 15%, from 23% to 38% by the end of the 2013/1014 school year. .	Met		March 30, 2013	Mrs. Vickie Patterson
Strategy	Building Pen Pals		Completed	March 30, 2013	Mrs. Vickie Patterson
Strategy	Monthly Writing Prompt		Completed	March 30, 2013	Mrs. Vickie Patterson
Strategy	Writer's Workshop		completed	March 30, 2013	Mrs. Vickie Patterson
Strategy	Writer's Workshop		completed	March 30, 2013	Mrs. Vickie Patterson
Activity	Building Pen Pals	Completed		March 30, 2013	Mrs. Vickie Patterson
Activity	Monthly Writing Prompt	Completed		March 30, 2013	Mrs. Vickie Patterson

School Improvement Plan

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Activity	Writer's Workshop	Completed		March 30, 2013	Mrs. Vickie Patterson
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