



School Improvement Plan

Anderson Elementary School

Bronson Community School District

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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 through administrative, staff, grade level, and parent advisory meetings. In the meetings, data was shared and discussed and then suggested action plans were implemented.

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?

We experienced successes in areas of Reading, Math, and Writing. We have concerns with the lower third in achievement in Reading.

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.

We analyzed our data and determined what our priorities and areas of focus were.

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?

We have identified our greatest weakness as a building and as a district and are working to address these deficits school/district wide. We are able to identify those children with at-risk factors and cater to their needs as well.

Component 2: Schoolwide Reform Strategies

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

The MTSS process that we are utilizing, ensures that we are meeting and helping all students reach the State's standards. Strong tier 1 instruction is used to support all students and we support tier 1 instruction with intense, small group instruction, as well as, interventions and extensions based off of student need.

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).

Research based curriculum, standards based report cards, NWEA assessment, as well as, our MTSS process increase the quality and quantity of instruction. We know that small group instruction, based upon student needs, lends itself to greater growth for children. These small intense groups focus specifically on students needs and allow students to fill in the gaps they are missing, in order to continue to progress through the curriculum.

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

As we look at our data and our subgroups, we are able to identify our neediest areas. In looking at the needs of our students, we find that we need to continue to work on building a strong literacy program. We are reflecting on current practice and investigating ways to improve what we are doing. We believe that incorporating non-fiction literature, looking closely at vocabulary, and continuing to build intervention/extension supports, it will lead us to helping our students find success. Using curriculum that aligns K-12 is also an area of focus for us.

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.

In Tier 1 students that need the most instructional support has a higher frequency of meetings with a teacher in guided reading groups and guided math groups. In Tier 2/3 students needs are met by identifying deficit areas and then giving additional direct instruction so they may master the concepts or skills they are lacking.

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

We utilize ongoing progress monitoring to guide intense instruction. Progress monitoring informs our intervention groups and helps keep them fluid and ever changing, as students show progress or show signs of struggle, they are moved appropriately.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

We did not have any staff turn over this year.

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

The 57% of our staff has taught for 15 years or more. 43% of our staff has taught 10 years or less.

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

We first post internally for the changing of new positions and then post outside our district extensively to many colleges. We have a well developed process for identifying the attributes / characteristics of educator position that we are seeking. We do take in consideration the certifications and we look for dual certified educators. We have developed a mentoring process and we attempt to create a "family" atmosphere among all of our staff members. We also work to develop professional development relative to their specific job assignments. We collaboratively set annual goals with them to continue their career development. We also promote our school and district accomplishments on the internet and in a quarterly publication.

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

We first post internally for the changing of new positions and then post outside our district extensively to many colleges. We have a well developed process for identifying the attributes / characteristics of educator position that we are seeking. We do take in consideration the certifications and we look for dual certified educators. We have developed a mentoring process and we attempt to create a "family" atmosphere among all of our staff members. We also work to develop professional development relative to their specific job assignments. We collaboratively set annual goals with them to continue their career development. We also promote our school and district accomplishments on the internet and in a quarterly publication.

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

We do not feel that we have a high turnover rate.

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.

Professional development has consisted of Professional Learning Communities, MTSS Process, Smeken's 6+1 Traits Writing, Making Meaning for Comprehension, Daily 5/CAFE, Everyday Math 2012, Rocket Math, Data Conferencing, and DnA Illuminate training.

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

We continue to be reflective of our classroom practice. We allow peer observations to take place. Through our professional learning communities we discuss our efforts and monitor our progress towards our SMART goals. We also have district wide professional development days to revisit and assess our growth in our areas of need.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Throughout the year we will be focusing our efforts on PLC/MTSS work. Several of our professional development days have been set aside for this work. We will be using our bi-weekly staff meetings and intervention meetings to sharpen our skills on best practice reading strategies and intervention/extension efforts to make sure all students are moving forward at a steady pace. All these efforts work interdependently and I believe will make a huge amount of progress for our students.	

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved throughout the process as they attend meetings and discussion about our curriculum. Parents have voice and review the final plan.

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

They are engaged in discussion at meetings and final approval of the plan. We also offer surveys to gain parent input.

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

We administer parent surveys to determine parent satisfaction with our schoolwide plan.

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 Plan

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

We organize meetings and conferences that explain standards and grade cards that contain "kid and parent" friendly CCSS statements. We offer parent access to our parent connection via Skyward. We provide parent workshops through the year that educates parents on the curriculum we use, strategies we use, offer supports for them to implement at home, as well as, inform them of our assessments and how we use the assessments to drive our instruction and decision making. Anderson sends home weekly newsletters with reading, math, and science activities for parents to do with their children at home. We also hold several parent involvement activities for our parents throughout the year such as, Muffins with Mom (with a focus on reading), Donuts with Dad (with a focus on math), Literacy Night, and Math Night. Teachers send home bi-weekly newsletters.

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

We use parent surveys in addition to our Parent Involvement Committee's reflection on each event. The committee meets once a month to plan, prepare, and organize the events.

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

The results from the evaluation will be used to make necessary improvements to our schoolwide program. We will seek to hear parent voice and accommodate their desires.

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

Our current parent compact was created by a Parent Advisory Committee, Teachers, and Administrators.

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

It is referred to and used as a tool to build mutual support and understanding between parent and teachers on how to support the unique learning needs of all children.

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-Only our elementary buildings are Title 1, however a copy of the compact is given to the Jr/Sr High school principal.

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

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

The standards based report card is written in parent/student friendly language. The NWEA uses line graphs which are easy to understand once explained by the teachers in conferences. These reports are sent home three times a year. When a different language is spoken, we use translators and we translate many documents to Spanish.

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?

Anderson holds a Learning Fair each year, and we invite preschool age students into our building. During their time, they rotate through 7 different stations where they learn various activities they can do at home (parents are in the room watching) to prepare them for kindergarten. This event is in addition to the day they attend our school and visit a kindergarten classroom.

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

Our kindergarten teachers meet with the preschool teachers each year to discuss "end results" that we would like the preschool students to be able to do before entering kindergarten. We also host a Learning Fair each year where our kindergarten teachers (and other staff members) teach and discuss, with parents, different activities they can do with their children at home to support their preparation for kindergarten.

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?

They are designed by the grade level teams in regards to the SBRC. They are trained in understanding the data from any national or state assessment. We hold data conferences throughout the year and we discuss different components of the assessments, analyzing it's effectiveness to give us the information we desire.

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

Teachers are involved in student achievement data analysis on a regular basis. At Anderson we have grade level PLC's in which teachers discuss assessment data. We hold grade level data conferences in which we analyze student achievement data. Teachers are also part of our Title 1 Intervention process in which we are looking to identify the most needy and this is done through student achievement data analysis.

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.

We use a triangulation of assessment data to determine which students are experiencing difficulty. We use NWEA, DRA, and STAR Reading or STAR Math, as well as classroom assessment data.

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?

In our instructional model, we use targeted skill reteaching in Tier 1 and also in Tier 2 and Tier 3. We will operate using data from our standards based report cards (CCSS) and our Skyward system. We have report cards every 5-6 weeks. Intervention/reteaching for mastery is in constant action. Students that are below average meet with their teachers at a higher frequency in guided reading/math groups.

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

Teachers use different frequency of meeting in guided reading and/or guided math groups. Assignments modified for different types of learners. The CAI Odyssey sets different learning paths for each student.

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.

Through Professional Learning Communities/Grade Level Team meetings, discussions and principal evaluations/supervision and the RtI team (Child Study Team), as well as the School Improvement Team. This year we will monitor with AdvancED using the notes that are in the goal areas. The state fund allowance operates the general fund with no additional millage from our community. Title 1 money is used in the schoolwide program as it supports Title 1 Reading and Math teachers that target the lower 30% of learners in those respective subjects. Additionally, certified paraprofessionals operate additional small learning groups directed and supervised by a classroom teacher. Grade levels/ classroom teachers operate Tier 1 and Tier 2. Identified ELL students receive Title III support from a certified and trained paraprofessional. 31a money is also used to support identified at-risk students with social/emotional curriculum, delivered by a certified paraprofessional, direct and supervised by classroom teachers and building administrator. Title II money supports professional development for all these positions. Title VI money is being used to bring in wireless devices that will extend our 24/7 online learning.

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.

The comprehensive needs assessment is completed with support from general fund and Title II PD to understand data. In Title II PD schoolwide reform strategies are observed and studied to bring in best and most effective strategies and models. Further discussion in school reform are supported by general fund meetings that occur weekly in common planning times and at staff meetings. Title II money is used to train teachers and staff to be highly qualified. When hiring new staff members and keeping staff members, professional development opportunities are afforded to them to meet their unique needs. During professional development sessions we survey attendees to gather information about the quality and next steps in building high-quality ongoing professional development. We use Title I funds to help support parental involvement nights throughout the year, general fund money is also used in the endeavor. Parents are invited to parenting fairs, attended also by principals. Title II money is used to help make decisions about assessments along with general fund money. Title I and General Fund money is used to support our MTSS program, along with Title II money to train educators of strategies for success of all students. The coordination of all services comes about by meetings at all levels that then lead the BCS administration to making final decisions in developing the consolidated application for the schoolwide program.

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.

Grade level teams and the principal work together to achieve schoolwide goals. The principal attends district, regional, and state training as applicable to the building setting and needs. The principal debriefs the staff appropriately to varied topics. The school uses PBSi with training for appropriate behavior including anti-bullying. The school collaborates at grade levels and schoolwide Fuel Up to Play 60 activities and events. The school promotes parents using the free/reduced lunch program and also participates in Universal Free Breakfast for all students. The At-Risk person and with cooperation with the secretary, teachers, and principal identifies homeless and make application for families to the McKinney-Vento support system in the county. The principal attends meetings and is debriefed on Head Start, Adult Ed.

vocational, and Technical Education.

Evaluation:

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

Through surveys and stakeholder meetings and discussions. The teacher and principal Performance Evaluation System (PES) also gives evidence to success of the schoolwide program. The school participates in audits of review of the schoolwide program. The School Improvement Team is also completing the Program Evaluation Tool to measure growth in our efforts, throughout the year.

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.

Results from the State's annual assessments and other indicators are analyzed by the principal, teaching staff, and administrative team. Presentations are made to parents and other stakeholders as necessary to help inform them of how and why decisions are being made as they are.

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.

The lower 30% are now being tracked in all core subject areas. The MTSS process is consistently used throughout the building. Our Math and Reading interventionists are being used as supports to our bottom 30%.

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?

We follow a cycle that is found through Calhoun ISD as refined by Beth Brophy. Basic process is found at this website, http://www.calhounisd.org/downloads/dcia/cg_si_pp_dec_11_07.pdf. Through our monthly school improvement meetings, we are referencing the school improvement plan to make sure we are on track what we have said we will focus on and implement to insure student growth.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted through administrative, staff, grade level, and parent advisory meetings. In the meetings, data was shared and discussed and then suggested action plans were implemented.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

We use a triangulation of data to assess students knowledge and progress towards mastery of core curriculum standards. Grade level teachers analyze grade level results with the support of our Title 1 teacher and the building administrator.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Professional Learning Communities meet weekly, by grade level, to review common assessment data and identify students that are not meeting benchmark. All students are assessed three times a year using DRA 2 (Fall, Winter, Spring) and student results are reviewed to identify children who are failing or most at risk of failing to meet state core curriculum standards, and we also utilize our NWEA data in the same way (three times a year).

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

N/A

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Three diagnostic assessments are given each year. Students are identified as being above, on or below grade level from this assessment. We then drill down to skills that need to be strengthened for each student. After this is analyzed, appropriate action plans are created and put into place for our students. All students use small group instruction and reteaching to support students to mastery of skills. Ongoing progress monitoring is used to ensure that students are on track towards end of the year goals. Great effort is put into involving parent support, as well.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Program planning for eligible students is incorporated into the the existing school improvement planning process because our goals state that we want to ensure all students are proficient in their academics and moving students forward. Our activities are all about data analysis an differentiated instruction.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Instructional strategies in the plan that focus on helping eligible students reach State's standards are our processes we have in place to identify underperforming students, our blocks of tier one instructional time, our block of tier two instructional time, as well as our tier three instructional time. (MTSS). We also have high functioning PLCs in place to review and discuss data and teaching strategies. We also feel that the consistency between grade levels in the curriculum tools that are being used, helps in this area, as well.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

The use of MTSS, PLC work, differentiated instruction, diagnostic assessments and progress monitoring.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Our MTSS offers opportunities for students that are above grade level to receive instruction that will move them forward, beyond grade level benchmark.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Anderson has worked hard to created a WIN Break (MTSS) that offers 45 minutes of Tier 2 instruction for all students at each grade level. During that block of time, any supports students are needing are administered at that time. This is to protect Tier one time. We also partner with parents to teach parents skills they need to support their child at home. Anderson uses various computer programs to create unique and individualized learning opportunities and these programs can also be accessed from home.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Classroom teachers, paraprofessionals, and Title teachers all coordinate efforts together to ensure the learning path for each child is intentional and moving the student forward. Students with limited English are included in this plan. Anderson utilizes the WIDA scores and creates a plan of action for those students as well.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Our transition plan for preschool to kindergarten is the opportunity to participate in family events that we offer to families, visits from the kindergarten teacher to the preschool program to inform parents on what to expect and prepare for, preschool staff and kindergarten teachers meet to discuss students and appropriate student placements.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All paraprofessionals meet the highly qualified mandate.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers are meet the highly qualified mandates.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Staff use PLCs to discuss teaching strategies, were educated on the 10 essential practices for literacy and will be receiving literacy coaching support in the future.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Anderson offers family events in which teachers take the time to talk about grade level academic expectations, offer instruction on how to support their child at home, and have ongoing communication throughout the year to inform and answer questions.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		2017-18 Anderson PD Outline

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are invited to participate in many different parts of our school but especially with our school improvement planning and identification of goals.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are invited to participate in all family events that are held to educate themselves on how to support their child at home, they are invited to volunteer in the classrooms to support students, and they are also involved in communicating stakeholder survey information to our school board.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents that serve on the school improvement team have direct influence on evaluating the targeted assistance program plan. We also gather survey data to gather information about how parents feel about our efforts.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

These activities are held before school or after school, are intentionally planned to support areas that we have found are our weakest and then a team of staff members organizes and delivers the event.

5. Describe how the parent involvement activities are evaluated.

Our parent involvement activities are evaluated on attendance, opportunity, and survey data.

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

The school-parent compact is developed by staff, parents, and administration.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Title 1 Parent Compact

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

Often times reports are available to print in the language that parents can understand. If they are not, the school tries to get the information translated or have a translator present to deliver the assessment results.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent Involvement Plan

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Parents, students, teachers and administrators sign the parent compact at open house before school starts. At parent teacher conferences, the compact is referenced.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

We coordinate our programming to ensure that the needs of the students are being met through a needs assessment and design support through state and federal guidelines.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

At our grade levels at Anderson, we are looking mostly at at-risk and title supports. We do bring in free programming on Head Start, nutrition, and violence prevention.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

We administer the STAR assessment monthly, administer common assessments weekly/bi-weekly, and progress monitor. Our MTSS team meets every four weeks to determine progress of all students.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Our efforts are constantly being analyzed through grade level meetings, intervention meetings, data analysis, stakeholder surveys, and reflection on processes and systems in place.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Staff have been trained with best practice teaching strategies. They have been trained in differentiated instruction and progress monitoring. Staff have been trained in PLC work and data analysis.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Our school uses the Program Evaluation Tool from MDE each year to evaluate the implementation of our program.

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

Anderson uses the data from the state assessment three times a year to measure progress towards our goals, especially the end of the year data to determine impact. We also use STAR assessments monthly, to monitor progress.

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

We look at the students learning path throughout the year and monitor the impact of our efforts. Ultimately, we look at the beginning, middle, and end of the year assessments to also determine impact of our programming.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The process that is used to revise our plan is the use of data, stakeholder surveys, money, and staffing. We try to do as much as we can with what we have in an efficient and effective manner. We try to get the "biggest bang for our buck " and we are constantly monitoring our efforts.