



# **School Improvement Plan**

**Bessie B. Baker School**

**Wayland Union 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.

# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 with input from teachers, staff, parents and students. The needs assessment took place over the course of the school year and included surveys, formal meetings, open houses and anecdotal data collection. The Comprehensive Needs Assessment included several steps and collection points including: 1) Surveys of parents which asked perceptions on topics such as academic achievement, social and emotional development, classroom climate and school culture. 2) Surveys of staff which asked perceptions regarding school climate, positive behavior support initiatives, support and follow through with academic interventions, shared leadership opportunities and input and suggestions for professional development opportunities. 3) Student Assistance Team meetings at which professional staff discussed student performance, a multi-tiered system of support, and strategic planning for future growth. 4) Professional Learning Communities collaborative meetings lead by teachers at which instructional strategies are discussed and follow through and effectiveness monitored, 5) Completion of the School Process Rubrics (40) facilitated by the Baker School Improvement Chairs with input from school and community stakeholders, and 6) Professional Learning Communities documents.

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

The Comprehensive Needs Assessment for Baker Elementary School is based on several data pools. One of those is the Infinite Campus student database utilized by Wayland Union Schools and Baker Elementary. This database houses information about students such as demographics, mobility, socioeconomic status, ethnicity, language, attendance, programming, interventions and special education. Additional information for the Comprehensive Needs Assessment is based on NorthWest Education Association (NWEA) test results. NWEA is a nationally normed assessment administered to all kindergarten and first grade students at Baker Elementary to determine academic achievement in the areas of reading and math. The Comprehensive Needs Assessment includes information from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment as well. DIBELS is a nationally normed test that measures early literacy skills as well as oral reading fluency and comprehension. This report also uses local report card data to determine achievement for the core academic areas of science and social studies.

What was discovered/concluded:

Demographic conclusions: Located in Allegan County Michigan between Grand Rapids and Kalamazoo, Wayland Union Schools, of which Baker Elementary is a part, is a primarily rural district. Baker Elementary School is an early elementary building with over 400 students that houses an Early Childhood Special Education program; several preschools including Wayland Community Preschool, Head Start, and Great Start Readiness; young fives; kindergarten; and first grades. For the 2016-17 school years, the student population is largely homogeneous from a race/ethnicity standpoint with 89% of students identified as white, 4% multiple ethnicities and the balance of the population Hispanic, Black or Asian. The most statistically significant demographic quality of the school is the students' economic status. Based on students receiving free and reduced cost lunch, 48% of the students were economically disadvantaged during the 2016-17 school year; whereas, 52% of the students were not economically disadvantaged. For the 2016-17 school year, the average attendance rate for all students was 95%. This rate is the same for the subgroups based on gender and economic status. Special education and Native American students deviate by 2 percentage points from this rate with an 93% attendance rate. Regarding mobility, during the school year, there was a 8% transience rate among our student population. Baker Elementary addresses behavioral expectations with a Character Education/Positive Behavior Support  
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approach. Students are rewarded for meeting behavior expectations at both the individual, classroom and school level. Thirty-four percent of our student population had behavior referrals for not meeting behavior rules during the 2016-17 school year. This 34% accounts for a total of 430 incidents school wide. After full implementation of our Character Education/ PBIS system four years ago, there was a 17% drop in discipline incidents on the playground, an area targeted for improvement. In conclusion, based on our data, Baker Elementary's attendance rate is high, with a low mobility rate. Approximately 34% of our students are involved in discipline referrals. Behavior, self-control and emotional regulation are addressed through implementation of our Character Education/Positive Behavior Support program.

Student achievement conclusions: In order to understand and summarize student achievement, the following information was examined for students over the most recent three year s (2015-2017): 1) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) information, 2) NWEA assessment data, 3) survey information from parents, 4) survey information from ancillary and support staff, and 5) survey information from teachers and other staff. This information indicates that reading continues to be the content with the highest achievement. The most recent NWEA Reading tests indicate that 79% of kindergarten students and 75% of 1st grade students are proficient by showing a year's growth from Fall 2016 to Spring 2017. This year's DIBELS assessments as measured by the reading composite scores show that 72% of kindergarten students are proficient on that measure and 81% of 1st grade students are proficient based on end-of-year composite scores. Local assessments also show strength in science achievement. Ninety two percent of first grade students are proficient based on report cards scores. In the area of math, The most recent NWEA data indicates that 77% of 1st grade students are proficient since they achieved a year's growth in math skills; 74% percent of kindergarten students were proficient based on the same measure.

School programs and process conclusions: Parent survey results indicated that more than 97% of parents believed that the instructional programming at Baker Elementary was good, very good or excellent, and 97% of parents indicating that their child's education is appropriately challenging. Parents rated the faculty extremely high (over 95% positive) in terms of quality. Parents also indicated that communication between home and school were frequent, informative and appropriate at all levels (individual, classroom, building and district) though some parents (7%) desired additional information about student academic performance and/or behavior. Teacher indicate (100% positive) that the instructional programming at Baker Elementary is either excellent, very good or good. More specifically, 92% or more of teachers rate highly the MAISA Writing Units curriculum and the Everyday Math curriculum. Staff also believe that the school provides excellent, very good or good (92%) assistance for students who struggle academically, and 92% of teachers taking the survey indicated that the Title I intervention program is good, very good or excellent. Additionally, teachers believe the art, music, and physical education curriculum is positive. Regarding use of data to drive instructional decisions, 86% of teachers report that they believe data is used effectively in this regard. In addition, 50% of teachers describe themselves as good or very good in using data to inform instructional decisions while the remaining 50% describe their use of data as excellent.

Perception conclusions: In terms of school culture, parent responses showed that 82% are familiar with the schools character education/positive behavior support system. They believe that their students are safe but some (9%) are concerned about bullying. Parents feel welcome in the building. Seventy-seven percent of parents attended the Fall Literacy Night, and 21% attended one or more Equipping Parents Workshops. Forty-two percent of current parents attended Early Childhood Night because they have another student who will start some form of school, preschool or grade level. Staff perception data indicates a high level of satisfaction among staff. They believe that there is a collaborative culture where the task of learning is supported by the administrator (93% rate this as very good or excellent). Staff indicate that they would like more time to pursue instructional strategies and student achievement through their professional learning communities model. Ninety-six percent of the staff describe the teamwork within the building as excellent, very good or good.

**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.**

Goals in reading and math are connected to priority needs and the needs assessment in two ways. First, student achievement is addressed through goals that seek to improve both reading and math scores among all students. This was accomplished by implementing the School Wide Title I Plan emphasizing a multi-tiered system of support for students as well as professional development for teachers addressing instructional strategies for implementing the Common Core State Standards. Second, time and monetary resources will be allocated to maximize the implementation of faculty collaborative teams enabling teachers to study student progress data, discuss and implement best practice strategies and focus on engagement strategies that will improve student achievement.

The goals portray a clear and detailed analysis of multiple types of data including perception information, demographic data, achievement data and program and process data. The goals are based on several data sources as well as on an analysis of groups, subgroups and trends. Data was disaggregated and comparisons were made using North West Educational Association data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment scores, local assessment data, perception/survey data, demographic information and School Process Rubric data. Analysis was accomplished with MI School Data, The Golden Package (NWEA data analysis using demographic parameters), NWEA and DIBELS reports of individual, group and sub group reports.

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

The goals address the needs of the whole school population in that they recognize and expect growth for all students with incremental improvement in scores to achieve reading and math proficiency based on current rates and future targets. The goals also support achievement of students who are disadvantaged through: 1) implementation of a School Wide Title I plan, 2) professional development for teachers that includes information about economically at-risk populations, gender-specific considerations, and classroom instructional strategies to address this need, 3) parent education opportunities for parents of all children including those that are at-risk with supports that will encourage parent attendance, participation, and follow-through, and 4) implementation of home-based learning opportunities for all students including low risk, at risk and special needs populations.

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

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

Baker Elementary School's reform model is based on a multi-tiered system of support that ensures that all students' needs are being met and that all students progress in the curriculum. To monitor each student's achievement in the curriculum, all students are assessed in a variety of ways including using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next assessment which assesses literacy as well as the Northwest Educational Assessments (NWEA) which assesses math, reading and language. These data are analyzed so as to support each student's needs through our multi-tiered system of support. All students may receive acceleration, on-level instruction, additional support, or special education through this system of differentiation. These supports are in the form of individual support, or small group support both in and out of the classroom. Our support also includes a session of summer programs. In our multi-tiered system of support, our students receive opportunities and instruction at their level of learning.

Tier 1 interventions are six weeks in length and take place in the classroom as part of the Common Core curriculum and are implemented by the classroom teacher. Materials, strategies and flexible groupings are used to achieve this level of differentiation. Teachers utilize the MAISA reading units of instruction for reading and the Everyday Math program for math instruction. As part of these instructional programs, teachers differentiate through activities that include whole group, small group and individualized instruction. Baker Elementary also uses a reading workshop model as part of the core instruction for literacy. All teachers have been trained to implement this reading system enabling them to target instruction toward students with specific reading needs as the class works independently on reading, word work and writing tasks. Writing instruction is closely tied to reading instruction and is implemented using a writing workshop model and the MAISA writing units.

Tier 2 interventions are enacted through supplemental services or with preventative interventions. Based on the results of DIBELS NEXT and NWEA information, students are identified as needing additional instruction. The student receives additional help through extra adult time and support provided by a mentor or general aide. Some Tier 2 interventions are accomplished through Title I staff as well. This includes students leaving the classroom for specialized work on skills in which they are deficient. Both the Title I teacher and Title I paraprofessionals are available to assist with determining appropriate materials and with deciding the best intervention strategies. All groupings throughout the tiered system are flexible and students move within the tiers as they build skills.

Tier 3 is more targeted instruction and includes specialized programs such as Leveled Literacy or Reflex Math and is provided by either Title I staff or, in some cases, by the Special Education Teacher.

All parents receive communication about their child through newsletters, Friday Folders, parent reports and conferences. In addition, parents are offered many ways to learn the best practices to engage their children to be better readers through Literacy Nights, Early Childhood Night, and Equipping Parent Workshops.

All teachers are receiving training in literacy instruction including Core Curriculum Reading and Writing Units workshops, district flexible professional development requirements and building level conference opportunities. Teachers impacted this training through the school improvement process during which they lead book study topics and gave input into the professional development calendar of events. They also influence the training through professional learning community meetings and school improvement work. This will enable all teachers to assist all students in their academic needs.

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Baker Elementary has now fully implemented a School Wide Title I program. In 2013-14, Baker Elementary transitioned from a Targeted Assistance School to a school wide program through a multi-step process. School Improvement Chairs were involved in the initial decision and in subsequent meetings to understand the process and determine the path of Baker Elementary. At Title I parent meetings, the transition to a School wide program was presented and parents asked for their input. In addition, parents were involved in the parent involvement policy and in the parent compact revision. Their input was solicited and the policies modified. After the first and subsequent full years of implementation of the School Wide Title I program, staff and parents have been provided annual opportunities to give feedback that influenced future action.

Teachers are monitoring student progress more systematically and have a better knowledge of the standards that all students must meet enabling them to focus instruction on areas of need. Parents are more aware of the curriculum and are better equipped to help students. Students are gaining skills and showing academic improvement.

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

The goal of the multi-tiered system of support is to monitor student achievement and to provide timely individualized support for students. After time, if students do not progress, they may be moved to special education services for their academic support. Students who are high achieving are given opportunities to achieve during projects and activities within the classroom. Baker Elementary School also provides enrichment within the daily program in art (Distinguished Artists) and through the Character Education program. Now that the school has fully implemented a system of School Wide Title I services, we continue to build capacity and help all students achieve by having Title I programs/resources encompass our general education classrooms. This has benefited those students that still show academic risks and are not able to be reached through Title I staff members. Currently, Title I staff are servicing our lowest achieving students as well as our benchmark population and our high achieving students. A School wide Title I program means that our highly qualified staff are working with all of our students including those who are most in need.

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

The research-based reform strategies in the school wide plan that align with the findings in the needs assessment are: 1) implementing a multi-tiered system of support for all students including those who are at risk and those that will benefit from opportunities for enrichment, 2) providing adult learning opportunities for teachers that will provide a better understanding of the needs of all students, those at risk and those who are in the average or high achieving range, 3) providing teachers with professional development opportunities during which they can learn instructional strategies that will enable all students, including those at risk, to improve reading and math achievement, 4) providing teachers collaborative time on an ongoing and regularly scheduled basis to analyze data related to student achievement and instructional strategies, 5) providing teachers a structure in which they can collaborate and plan instruction strategies and units of instruction that will lead to greater student achievement and improved assessment scores in reading and math.

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

The Baker Elementary School staff is committed to meeting the needs of all students in the classroom by providing interventions for students

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who need the most institutional support; at Baker Elementary School the sub groups that participate in the school wide system are those related to gender and to socioeconomic status. Students who are not mastering the State's academic standards are provided many opportunities to succeed using a differentiated instructional model. Teachers' lesson plans are based on the Common Core Curriculum. Classroom teachers work cooperatively with our support services (Title I and Special Education) staff to improve student achievement. All teachers use Tier I interventions (see below) in the classroom. Differentiated instruction is utilized in all core areas. Instruction is based on student need. Students may be placed in an intervention program at their level of performance, or, they may receive instruction based on the same materials, but with different instructional strategies. Students may show their mastery in a variety of ways. In addition, students who need additional support beyond the typical school year, may attend summer programming and receive instruction in math, literacy, writing and science.

Reading Kindergarten, and 1st:

Tier 1: MAISA Reading Units of Instruction Program/Reader's Workshop - taught whole group in the classroom by the classroom teacher; Words Their Way - taught individually or in small groups as intervention; Oral Reading Fluency - taught individually or in small groups as intervention; Saxon Phonics and Spelling - taught whole group in the classroom by the classroom teacher.

Tier 2 & 3: Road to the Code, Rewards, Leveled Literacy - Taught by Title I staff in small group setting. Six week Summer Programming sessions in math, literacy, writing and science.

Writing Kindergarten and 1st:

Tier 1: MAISA Writing Units of Instruction (Common Core based) - taught whole group in the regular education classroom by the classroom teacher.

Tier 2 & 3: Taught through differentiated instruction model by classroom teacher; taught by special education teacher for at risk/special education students. Six week Summer Programming sessions in math, literacy, writing and science.

Math Kindergarten and 1st :

Tier 1: Everyday Math Curriculum - taught whole group by the classroom teacher in the classroom

Tier 2 & 3: Taught through differentiated instruction model by the classroom teacher; Math interventions - taught by Title I and special education teacher for at risk population in small groups. Six week Summer Programming sessions in math, literacy, writing and science.

Science Kindergarten and 1st:

Tier 1: Grade Level Content Expectations for Science - taught whole group by the regular education teacher in the classroom using MacMillan/McGraw Hill Science program.

Tier 2 & 3: Taught using supplemental reading support and materials such as leveled readers for informational text, small group instruction (centers), and individual student help by classroom teacher. The neediest students who are most at risk because of reading deficiencies are identified based on DIBELS and NWEA scores, as well as teacher recommendation, and are given additional instruction by Title I staff.

Social Studies Kindergarten and 1st:

Tier 1: Grade Level Content Expectations for Social Studies - taught whole group by the regular education teacher in the classroom using MacMillan/McGraw Hill Social Studies program.

Tier 2 & 3: Taught using supplemental reading support and materials such as leveled readers for informational text, small group instruction (centers), and individual student help by classroom teacher. The neediest students who are most at risk because of reading deficiencies are identified based on DIBELS and NWEA scores, as well as teacher recommendation, and are given additional instruction by Title I staff.

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

The staff at Baker Elementary determine if the needs of the students are being met through analysis of performance data. This analysis is done by individual teachers, Title I staff and special education staff as well as by Student Assistance Team personnel. The information is analyzed and students frequently change programming as their performance evolves. In addition, student performance is analyzed and a determination made about the needs of students among groups of teachers as they share information and strategies in collaborative groups.



**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	Yes, Baker Elementary School assures that all instructional paraprofessionals meet the requirements of ESEA and are highly qualified.	

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

## Component 4: Strategies to Attract Highly Qualified Teachers

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

The teacher turnover rate for Baker Elementary is low. During the 2015-16 school year, no teachers were on a leave of absence. One teacher was hired to fill a vacancy; she was employed prior to the first day of school and completed the entire year. For the 2015-16 school year, the teacher turnover rate was 0%. The school maintained a highly qualified staff and have an exceptional process in place to induct new teachers to ensure a high quality of instruction for students.

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

2 teachers (10%) have 1-3 years of experience; 8 teachers (40%) have 4-8 years of teaching experience; 5 teachers (25%) have 8-15 years of teaching experience; 5 teachers (25%) have over 15 years of experience.

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

Baker Elementary School implements an extensive mentor/mentee program, provides professional development and staff training, promotes and supports professional development and utilizes resources to provide collaborative time for faculty. In addition, the school offers a competitive salary and ensures that each teacher has updated technology including an IPAD for every teacher. All teachers receive extensive training on the IPAD so that the most effective technology could be used for student instruction. In addition, Baker Elementary offers a culture of teamwork and mutual support. Teachers are supported by their colleagues and by the school leadership. Teachers are given many opportunities to pursue professional goals.

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

Wayland Union Schools implements an extensive mentor/mentee program, provides professional development and staff training, promotes and supports professional development and utilizes resources to provide collaborative time for faculty. In addition, the district offers a competitive salary and ensures that each teacher has updated technology including an IPAD for every teacher. All teachers receive extensive training on the IPAD so that the most effective technology could be used for student instruction. Teachers are also provided many resources to support student engagement. Teachers are provided many opportunities to influence those resources.

### 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?

N/A



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## 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.

Staff receive the following professional development that is aligned with the comprehensive needs assessment and the goals of the school improvement plan: 1) Flexible professional development that is offered by the district. Topics, chosen by the teachers, reflect their own professional learning needs and include sessions in technology for better instructional delivery and student engagement, reading instruction, Every Day math instruction, and engagement strategies. 2) Professional development to support implementation of the CCSS reading and writing units. 3) Professional development to understand and implement positive behavior support strategies/character education. 4) Book studies on topics related to reading instruction best practices. 5) Professional Learning Communities coaching for skill improvement in data disaggregation and instructional modification. During the 2017-18 school year, teachers will receive professional development that is aligned with the Comprehensive Needs Assessment conclusions and will include: 1) Additional training in the MAISA Reading and Writing units of instruction, 2) Strategies to address the needs of both males and females in the area of literacy, 3) Professional development to better understand response to intervention strategies, 4) Attendance for Early Childhood staff at the Michigan Association for the Education of Young Children and 5) Training in the Saxon Phonics and Spelling program, 6) Training in Handwriting Without Tears.

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

Professional development is sustained on ongoing because it occurs throughout the year as well as over a longer time span, and is job embedded. The Baker Elementary school improvement plan reflects student achievement trends over short and long term intervals so that professional development takes in to account strengths and weaknesses derived from longitudinal information as well as daily, weekly and monthly progress monitoring. Implementation of a reader's and writer's workshop model and MAISA reading and writing units was planned over months and spanned several school years, recognizing that teacher skill and student performance increases would be reflected within a cohort of students over time. In contrast, progress monitoring for reading and math achievement occurs daily. Collaborative time is important on a regular, frequent basis and thus was planned throughout the year so that teachers could monitor student progress and adjust instruction through timely group meetings.

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

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## Component 6: Strategies to Increase Parental Involvement

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

Parents will be involved in the design of the school wide plan in the following ways. First, parent input will be sought regarding their child's education through parent teacher conferences, through survey, and through meetings with teachers and school leaders. All of these events ask for parent input regarding their child's educational experience. This information will be reviewed and analyzed in order to seek ways to design a school wide plan that meets parents' needs, Second, parents express their needs and views by their participation in the educational programming of their children. The attendance rates at parent teacher conferences, literacy nights, parent workshops and other events indicate whether these supports are meeting parents' needs. The school wide plan will be modified based on parent participation. Third, input from parents will be sought from the Wayland Elementary Parent Association regarding the links between the school and families with regard to homework, literacy supports, events, resources and communication.

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

Parents will be involved in the implementation of the school wide plan in several ways. First parents will be invited to act a volunteers in classrooms and work with children in the areas of reading and math. Under the direction of teachers and Title I staff, these parent volunteers will assist in implementing various strategies including reader's workshop, Everyday Math, reading fluency strategies and behavior protocols, all of which support the school wide plan. Second, parents serve on a variety of committees such as the school improvement team, the character education/positive behavior support committee and the Title I parent committee. Third, all parents will be surveyed regarding their perceptions of the school curriculum, instruction, culture and leadership (both multiple choice and open-ended format questions) and in doing so will be given a voice in the future of the school wide plan. Fourth, parents will also be involved through their participation with the Wayland Elementary Parent Association and through their involvement with school outreach and activities such as Literacy Night, Reading Month activities, parent workshops, and Character Education/PBIS activities.

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

Parents will be involved in the evaluation of the school wide plan in the following ways: 1) Surveys will be administered at Title I meetings, school improvement meetings, Equipping Parents workshops and to all parents of young 5's, kindergarten and 1st grade students. Those surveys will ask for input on home/school strategy effectiveness, student achievement and parent education opportunities. 2) Parents will be members of school improvement committees and teams. 3) Parent suggestions will be incorporated into future plans, events, and strategies.

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

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

#### 1118 (e) (1) Building Capacity for Involvement

Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators

To ensure that parents are informed about academic standards and assessments, Baker Elementary School will provide the following:

- Parent Conferences (October, March, additional conferences available upon request)
- WIDA results for ELL students sent to parents
- Assessment information (DIBELS, NWEA, district common assessments) shared with parents at conferences
- Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need.

Information will be shared with parents when appropriate.

- Literacy Specialist available at conferences to provide information and answer questions about assessments
- Literacy Nights: Staff provides all parents with examples of at home activities and materials to help their child reach their highest potential.

#### 1118 (e) (2) Provide materials and training for parents

Baker Elementary School offers training and materials to parents through the following events and activities:

- Literacy Nights: Staff provides all parents with examples of at home activities and materials to help their child reach their highest potential.
- Parent Workshops (childcare provided)
- Reading Eggs web site (log in and training) and early reading materials given to parents at Kindergarten Registration
- Provide information about community resources to individual parents and assist in accessing these resources, as needed
- Summer School Program
- Summer reading bags
- Weekly school newsletters/Classroom newsletters/District publications
- "District Website Parent Tab" - provides parents with materials and resources to help their child achieve success

#### 1118 (e) (3) Training for school staff

- Baker Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.

- The Baker School Improvement Team will in-service teachers on how to effectively communicate with parents and provide training in strategies that will encourage parents to work with their children at home on literacy improvement.

#### 1118 (e) (4) Coordinate with parent involvement in other programs

Baker Elementary School will work to coordinate programs to ensure success for all:

- Early Childhood Night- Parent awareness evening and coordination with before and after school care and preschools to educate all involved about kindergarten expectations and curriculum (childcare provided)
- Welcoming Schools (birth to age 5): Program includes home-visits and structured play dates at local school buildings

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- GSRP-Great Start Readiness Program: Preschool program located in our school that prepares students for Kindergarten expectations
- Wayland Elementary Parent Association (WEPA)
- Head Start: Preschool program located in our school that prepares students for Kindergarten expectations
- Hand2Hand Project, a program in which children are provided backpacks of healthy snacks and food for the weekend

1118 (e) (5) Provide information in a format that is understandable to parents

To ensure that all parents are informed in a timely and user-friendly manner, Baker Elementary will provide:

- Weekly Take Home Folders
- Bilingual interpreter as needed
- Report cards
- Progress reports, written in parent friendly language for ease of understanding
- Newsletters
- School
- Classroom (curriculum updates)
- Title I
- District

1118 (e) (14) Provide other reasonable support as requested

Baker Elementary School will make every effort to support our parents and make sure their needs are met:

- Accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement; these include: transportation, childcare, communication in the form requested and as frequently as requested

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children

Baker Elementary School will provide:

- Flexible meeting times
- Handicapped Accessible Facilities
- Phone Conferences (Bilingual interpreter, as needed)
- Newsletters
- School
- Classroom (curriculum updates)
- Title I
- District
- Collaboration with community agencies; i.e., Community Mental Health
- Transportation Assistance
- Communication in a language easily understood by both migrant parents or those parents who use English as a second language
- Assistance, on an as needed basis, to parents with disabilities, and/or with migrant children and/or those who communicate with English as their second language

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

Baker Elementary School will invite and support parent involvement and evaluation of the parent involvement component by speaking with parents one-to-one at parent teacher conferences, during literacy nights and other special events, and as requested by parents. In addition, the school will continue to survey parents with a variety of instruments including: 1) through a survey of all kindergarten parents that is currently in its ninth year, 2) through Title I parent surveys, and 3) through district surveys of parents of all buildings including Baker Elementary School, 4) through Equipping Parents Workshop surveys.

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

Results of the school wide parent involvement evaluation will be analyzed during school-level professional learning community meetings and results will be presented to all staff at staff meetings. In addition, building leaders and school improvement chairs will review the results and use the information to revise the school improvement plan, as well as to modify and improve parent involvement opportunities.

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

The school-parent compact was developed with input from building leaders, teachers, parents and community members. The school-parent compact outlines the benefits of an education that unites the effort of the school and family because a child who is supported in his/her education in a way that joins schools and families has a greater opportunity to grow academically and learn skills that will lead to career and college success. The school-parent compact, therefore, was developed with input via survey of all Baker Elementary parents, teachers and support staff. Parents of students receiving Title I services were also surveyed using a second instrument that asked for caregivers' perceptions of home-school communication and literacy support. Additionally, members of the Wayland Elementary Parent Association were invited to review the document and provide their input on content, syntax and format. All of these various forms of input -- from parents, building leaders, community and staff -- were considered, and the document revised prior to publication.

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

The school-parent compact is distributed prior to parent teacher conferences at the beginning of each school year, and then reviewed at parent teachers conferences. Each family is afforded a 15 minute conference with their child's classroom teacher and time is devoted to reviewing and discussing the document, addressing questions that parents may ask, and if not signed prior to the conference, parents are asked to sign during the conference. Parents are requested to refer to ideas in the document throughout the year and contact the teacher or principal if they need additional information about curriculum, instruction, school-home supports, homework, behavior or other topics on which the school and parents cooperate.

### **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



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

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

To ensure that all parents are informed in a timely and user-friendly manner, Baker Elementary provides: 1) Weekly Take Home Folders, 2) a Bilingual interpreter, as needed, 3) Report cards in plain, user-friendly language, 4) Progress reports, written in parent friendly language for ease of understanding, 5) Newsletters in all of these forms: School, Classroom (curriculum updates, Title I, District).

## **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?**

Baker Elementary houses several preschool programs including Early On, Head Start, a Great School Readiness Program, and a tuition based preschool program. The Welcoming Schools Coordinator identifies potential students early and provides to parents information, resources, and strategies to assist their children with pre-reading and early literacy skills. The Welcoming Schools Coordinator also seeks out and responds to individual referrals or requests for help with parenting strategies and in-home literacy needs. In addition, Baker kindergarten staff coordinates with the Head Start Program, Great Start Readiness Program and community preschool program to ensure that reading programming is consistent in content and strategies to aid in the transition from one program to the other. Staff for the tuition based preschool program and Great School Readiness Program have aligned their curriculum content and expectations to mesh with kindergarten expectations. The Head Start, Great Start Readiness Program and Community Preschool Program all hold family activities and development sessions at Baker Elementary so that parents become comfortable in the school. Baker Elementary School invites children and families of all of these programs to participate in special programming such as "Equipping Parents" workshops and family Literacy Nights. Teachers in the preschool programs attend all Baker Elementary staff meetings and other relevant programs, professional development and events so that common strategies are used throughout the building. In addition, all preschool staff, aides and teachers, attend the Michigan Association for the Education of Young Children (MiAEYC) conference annually. Parents are invited to many development and training activities throughout the year including: Parent Nights sponsored by Head Start and Great Start Readiness Program, Baker Elementary School's Early Childhood Night, and Equipping Parents Workshops that focus on early literacy skills (held six times yearly). All families, including preschool parents, are invited to Literacy Nights. Parents volunteer in the school weekly as classroom helpers and mentors.

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

Preschool teachers receive professional development in several ways. First, preschool teachers are invited to attend all collaborative meetings, staff meetings and professional development activities provided for the Baker Elementary staff including book studies and character education/positive behavior support strategies. Second, preschool staff earn a minimum of 16 hours of professional development each year by attending the Michigan Association for the Education of Young Children (MiAEYC) State Conference which provides workshops on curriculum, development, classroom management best, practice, licensing and content area studies. Preschool parents are invited to volunteer in their children's classroom to assist with activities and gain knowledge regarding the academic, social and behavioral facets of young children. In addition, preschool parents are invited to attend all Baker Elementary School Literacy Nights and are encouraged to attend six, yearly Equipping Parents workshops which provide books, information and presentations on early literacy skills and child development.

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

Teachers provide input into the decisions regarding the use of school-based academic assessments in the following ways. First, they participate in cross district committees whose charge is to examine current assessment practices and decide on modifications. Examples of these decisions are the use of North West Education Assessments for all kindergarten and 1st grade students in the areas of reading and math as well as assessing pre-reading and reading skills using Dynamic Indicators of Basic Early Literacy Skills for all kindergarten and 1st grade students. In addition, teachers develop and use the kindergarten screening tool that is used when students enroll at Baker Elementary School. Second, teachers also act as members of cross district content area committees in order to effectively implement the Common Core State Standards for all content areas. These CCSS units of instruction provide aligned unit level assessments for content area testing. Third, teachers analyze and discuss assessments as part of building level professional learning communities (PLC's). Through these PLC's they make recommendations for changes and improvements in assessment tools.

### **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 for the purpose of improving the academic achievement of all students at many levels. Due to high quality professional development and implementation of common assessments in recent years, teachers are adept at analyzing certain data such as DIBELS and local assessments independently of their peers and leaders. Baker Elementary teachers clearly understand how to interpret this information for their own students and, in turn, modify their instruction and progress monitor results for ongoing academic gains. Teachers are also involved in data analysis of certain data such as DIBELS, and NWEA at the group and individual level. Using their own expertise as well as the knowledge of their peers, building leadership, reading teacher and the school technology coach, they analyze information and make modifications in their instruction. Teachers are also involved in reviewing and interpreting data related to behavior as part of the character education/positive behavior support system in order to impact positive behavior and create a culture that promotes learning. Teachers also are involved in the placement of students based on kindergarten entry data. In addition, through a response-to-intervention model, teachers use student assessment data regularly to group students and provide reading instruction at their level of need.

## **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.**

All students take common nationally normed and local assessments. These include: NWEA (kindergarten and 1st grades), DIBELS (kindergarten and 1st grades) . In addition, all students are assessed using local assessments in the areas of reading, math, writing, social studies and science. Baker Elementary utilizes a Student Assistance Team process for all students. Teachers who have data from assessments, along with behavioral and anecdotal information that leads them to conclude that students are not progressing in any of the curriculum content areas, make a referral to the Student Assistance Team. The Student Assistance Team consists of the: teacher, parent, principal, social worker/counselor, school psychologist, occupational therapist, speech pathologist and special education teacher. The selection for Title I services has several components: 1) Students are determined to need assistance in literacy and math based on parent input at parent-teacher conferences and during other parent/teacher meetings, 2) Students are screened and determined to need assistance in literacy based on a data analysis and referral process which requires DIBELS, and NWEA scores as well as local assessment data. 3) Based on classroom observation and assessment, as well as local assessments for math, students are determined to need additional assistance. After examining information and data related to the student's academic progress, and sharing this information with parents, the team determines appropriate tier 1 interventions. Student progress is monitored and tier 2 or tier 3 interventions may be added depending on a student's progress. If tier 3 interventions do not yield results, a student may be referred for special education evaluation. The following criteria is used for each content area to determine the need for timely and additional assistance: Reading: NWEA results below the 10th percentile; DIBELS results indicating "Strategic" or "Intensive" status based on the Composite score; teacher running records; teacher checklists, teacher anecdotal notes from one-to-one conferences. Writing: Teacher assessments of writing units assignments; teacher notes from student-teacher conferring sessions that are part of Writer's Workshop. Math: NWEA results below the 10th percentile; curriculum unit assessment results below the 10th percentile. Science: Because students are in the early stages of reading, additional assistance in science is determined based on NWEA reading results below the 10th percentile and DIBELS results indicating "Strategic" or "Intensive" status based on the Composite score. Social Studies: Because students are in the early stages of reading, additional assistance in social studies is determined based on NWEA reading results below the 10th percentile and DIBELS results indicating "Strategic" or "Intensive" status based on the Composite score.

### **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?**

The Baker Elementary School staff is committed to meeting the needs of all students in the classroom by providing interventions for students who need the most institutional support; at Baker Elementary School the sub groups that participate in the school wide system are those related to gender and to socioeconomic status. Students who are not mastering the State's academic standards are provided many opportunities to succeed using a differentiated instructional model. Teachers' lesson plans are based on the Common Core Curriculum. Classroom teachers work cooperatively with our support services (Title I and Special Education) staff to improve student achievement. All teachers use Tier I interventions (see below) in the classroom. Differentiated instruction is utilized in all core areas. Instruction is based on student need. Students may be placed in an intervention program at their level of performance, or, they may receive instruction based on the same materials, but with different instructional strategies. Students may show their mastery in a variety of ways. In addition, students who

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need additional support beyond the typical school year, may attend summer school and receive instruction in math, literacy, writing and science.

Reading Kindergarten, and 1st:

Tier 1: MAISA Reading Units of Instruction Program/Reader's Workshop - taught whole group in the classroom by the classroom teacher; Words Their Way - taught individually or in small groups as intervention; Oral Reading Fluency strategies - taught individually or in small groups as intervention; Saxon Phonics and Spelling -- taught whole group in the classroom by the classroom teacher.

Tier 2 & 3: Road to the Code, Rewards, Leveled Literacy - Taught by Title I staff in small group setting. Six week Summer Programming sessions in math, literacy, writing and science.

Writing Kindergarten and 1st:

Tier 1: MAISA Writing Units (Common Core based) - taught whole group in the regular education classroom by the classroom teacher; Saxon Phonics and Spelling taught whole group in the classroom by the classroom teacher.

Tier 2 & 3: Taught through differentiated instruction model by classroom teacher; taught by special education teacher for at risk/special education students. Six week Summer Programming sessions in math, literacy, writing and science.

Math Kindergarten and 1st :

Tier 1: Everyday Math Curriculum - taught whole group by the classroom teacher in the classroom

Tier 2 & 3: Taught through differentiated instruction model by the classroom teacher; Basic math concepts and facts - taught by Title I and special education teacher for at risk population in small groups. Six week Summer Programming sessions in math, literacy, writing and science.

Science Kindergarten and 1st:

Tier 1: Grade Level Content Expectations for Science - taught whole group by the regular education teacher in the classroom using MacMillan/McGraw Hill Science program.

Tier 2 & 3: Taught using supplemental reading support and materials such as leveled readers for informational text, small group instruction (centers), and individual student help by classroom teacher. The neediest students who are most at risk because of reading deficiencies are identified based on DIBELS and NWEA scores, as well as teacher recommendation, and are given additional instruction by Title I staff.

Social Studies Kindergarten and 1st:

Tier 1: Grade Level Content Expectations for Social Studies - taught whole group by the regular education teacher in the classroom using MacMillan/McGraw Hill Social Studies program.

Tier 2 & 3: Taught using supplemental reading support and materials such as leveled readers for informational text, small group instruction (centers), and individual student help by classroom teacher. The neediest students who are most at risk because of reading deficiencies are

identified based on DIBELS and NWEA scores, as well as teacher recommendation, and are given additional instruction by Title I staff.

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

Students' individual needs are addressed through differentiated instruction in the classroom. All students are provided reading instruction at their level of competency. Teachers meet regularly with individuals and small groups to provide instruction in all aspects of reading acquisition including letter identification and letter sound correspondence, letter fluency, phoneme segmentation, word recognition, oral reading fluency and comprehension. Students get instruction in both reading and writing through one-to-one conferencing with their teacher. Students also receive homework that is targeted to their skill deficits. In addition, Title I staff and special education staff provide individual support in the classroom context for students who are both below and above grade level.

## **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.**

School wide goals are targeted for the general population and extended to all students. A multi-tiered system of support that includes both remediation, benchmark and extended opportunities within the classroom and throughout the building shows coordination of effort at all levels including general instruction, special education and Title I services.

### **FEDERAL RESOURCES, PROGRAMS & GRANTS:**

Title I, Part A - Provides Tier 3 Core Academics, Professional Development, Highly Qualified Instructors, Parent Involvement, Consultants, Assessments, Comprehensive Needs Assessment Data (supplies, materials, software), Summer School, Highly Qualified Paraprofessionals. Components Supported: 1,2,3,5,6,8,9

IDEA/Special Education - Provides Tier 3 Core Academics, School Social Worker, Speech/Language Personnel, Occupational Therapist. Components Supported: 2,3,6,7,8,9

Title II, Part A - Provides Professional Development, School Improvement Resources (CNA), Professional Learning Communities Meeting Time, School Reform Strategies, Assessment Analysis, Curriculum Development, Instructional Strategies. Components Supported: 1,2,5,8

Head Start - Provides Preschool Services to Qualifying Students. Components Supported: 6,7,9,10

### **STATE RESOURCES, PROGRAMS & GRANTS:**

Great Start Readiness Program - Provides Preschool Services to Qualifying Students. Components Supported: 6,7,9,10

Section 31a At Risk - Provides Class Size Reduction. Components Supported: 9

### **LOCAL RESOURCES, PROGRAMS & GRANTS:**

Nutrition Programs: Free & Reduced Breakfast ; Free and Reduced Lunch; Healthy Snacks. Components Supported: 10

Health/Dental/Vision and General Student Welfare: School Nurse; Mobile Dentist; School Social worker/Counselor. Components Supported:10

Local Foundations: Innovation Grants; National Conference Attendance. Components Supported: 2,5,9

General Fund: School wide Reform Strategies, Title I Director; Assessment Coordinator; Highly Qualified Teachers; Assessments;Instructional Technology; Parent Communication; Curriculum Supports; New Teacher Program; Professional Development; Kindergarten Readiness and Screenings; Early Childhood Night. Components Supported: 1,2,3,4,5,6,7,8,10

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Community/Parent Groups-Wayland Elementary Parent Association, Wayland Union Education Foundation and Hand2Hand: Provides Resources for School wide Behavior Supports, Materials for Parent Development. Components Supported: 2,6

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

1. Comprehensive Needs Assessment: General Fund - District operating expenses, testing materials, surveys
2. School Wide Reform Strategies: General Fund - Materials, District operating expenses; Title I, Part A - Staffing, instructional materials; Title II, Part A - Professional development, Professional Learning Communities meeting time; Local Foundations - Innovation Grants; National Conference Attendance; Wayland Elementary Parent Association - Materials for Parent Development
3. Highly Qualified Staff: General Fund - District operating expenses, Mentor/mentee program; Title II A - Professional Development for staff; Title I A - Staff salaries, benefits
4. Attract and Retain Highly Qualified Staff: General Fund - School wide Reform Strategies, Title I Director, Assessment Coordinator, Highly Qualified Teachers, Assessments, Instructional Technology, Parent Communication, Curriculum Supports, New Teacher Program, Professional Development, Kindergarten Readiness and Screenings, Early Childhood Night
5. Professional Development: General Fund - Staffing, materials; Title II A and Title I A - Stipends, facilitators
6. Parental Involvement: General Fund - Title I Director, Parent Communication, Early Childhood Night, printing; Title I A: Parent Night supplies, staffing; Wayland Elementary Parent Association - resources for school wide behavior supports, materials for parent development
7. Preschool Transition: IDEA/Special Education - Early Childhood Special Education (ECSE) programming, School Social Worker, Speech/Language personnel, Occupational Therapist; Head Start - Preschool Services to Qualifying Students; Great Start Readiness Program - Preschool Services to Qualifying Students; General Fund - Parent communication, Kindergarten readiness and screenings, Early Childhood Night
8. Assessment Decisions: Title I, Part A - Staffing; IDEA/Special Education - School Social Worker, Speech/Language Personnel, Occupational Therapist; General Fund -Title I Director; Assessment Coordinator; Highly Qualified Teachers, Assessments, Instructional Technology, Parent Communication; Curriculum Supports, Professional Development, Professional Learning Community meeting times
9. Timely & Additional Assistance: Title I, Part A - Provides Tier 3 Core Academics, Professional Development, Highly Qualified Instructors, Parent Involvement, Consultants, Summer School, Highly Qualified Paraprofessionals; IDEA/Special Education - Early Childhood Special Education (ESCE), School Social Worker, Speech/Language Personnel, Occupational Therapist; Head Start - Preschool services to qualifying students; Section 31a At Risk - Class size reduction; Great Start Readiness Program - Preschool services to qualifying students
10. Coordination & Integration of Federal, State & Local Resources: Head Start - Preschool services to qualifying students; Great Start Readiness Program - Preschool services to qualifying students; Nutrition Programs: Free and reduced breakfast, Free and reduced lunch, healthy snacks; Health/Dental/Vision and General Student Welfare: School nurse, Mobile dentist, School social worker/counselor; General Fund: School wide reform strategies, Title I Director, Assessment Coordinator, Highly Qualified Teachers, Assessments, Instructional Technology, Parent Communication, Curriculum Supports, New Teacher Program, Professional Development, Kindergarten Readiness and



Screenings, Early Childhood Night

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

The school coordinates and integrates the food and nutrition programs at Baker Elementary by providing breakfast and lunch programs for all students and by providing free and reduced rate lunches for qualifying students. The school also coordinates and integrates the Head Start and Great Start Readiness preschool programs by providing resources, facilities, clerical support, referral and transitions strategies to the staff and students of these programs. In addition, the school coordinates and integrates resources and funds from the Gun Lake Casino to provide services such as reduced preschool tuition rates for resident families. Finally, the school coordinates vision and hearing screenings, mobile dentist services and social work/counseling services in conjunction with other county and regional organizations.

## Evaluation:

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

Evaluation of the school wide program is done at multiple points during the year including at grade level meetings, at Professional Learning Community meetings, with the whole staff, with parents and the community and with the Baker School Improvement Chairs in conjunction with the school principal. The plan is reviewed by staff at grade level meetings to ensure clarity of goals and implementation of strategies. Staff discuss the strategies implemented, analyze assessment data and draw conclusions regarding student achievement. Strategies are modified based on student achievement results. Evaluation of academic progress is done at staff meetings, at Title I staff meetings, at Student Assistance Team meetings, and IEP's and at grade level meetings. In addition, parents are surveyed at least once annually so as to understand the degree to which the school wide plan is assisting students and families. Additional evaluation is sought from community members such as the director of the Hand2Hand project and Wayland Elementary Parent Association officers. These organizations provide services for social and nutritional needs of the children. Modification of strategies and interventions is done periodically throughout the year based on student achievement data analysis as well as on feedback from evaluations performed by the principal for all teaching staff. Lesson plans are also reviewed for the purpose of ensuring that school improvement strategies are implemented with fidelity. Meetings and interviews of parents and community members provide additional information. After reviewing multiple data and information sources, the plan is revised by the School Improvement Chairs, who are the decision makers for the goals, strategies and professional development for the upcoming year. Additional decisions regarding the plan rely on input from community members, staff and school leaders.

### **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.**

The school evaluates results of the school wide program at professional learning community meetings, at staff meetings at Student Assistance Team meetings and at special education meetings as staff examine data sources. Staff draw conclusions regarding student achievement based on multi-year trends as well as on growth for each student in each content area at multiple times during the school year. Instruction is modified and interventions provided depending on student achievement growth and results.

### **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.**

Data is examined for each student as well as for groups of students. Effectiveness of the school program is determined to be positive only if short and long term targets for proficiency are being met for all students. Every student is expected to progress and make at least one year's growth in each subject area. In addition to examining individual student growth, achievement is monitored for subgroups. The subgroup that is the furthest from achieving the standards for reading is the economically disadvantaged. Further, males who are economically disadvantaged make up the largest part of students struggling in the area of reading. The school examines the assessments for this subgroup and plans interventions and professional development to target this weakness. Parents are surveyed for information regarding the efficacy of the school wide program as another means of evaluation. The results of the parent survey are used to provide resources, education and home/school literacy strategies in order to meet the school wide goals.

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

The plan is evaluated based on stakeholder input from staff, parents, teachers and the Baker Elementary School Improvement Team. The goals are examined and an evaluation of progress is made for each goal statement. Information is analyzed to further determine if the gaps are closing for each group and subgroup. Each year, as a result of multiple data meetings, both incremental and yearly growth is determined for each student as well. Teachers report their students' results to the building leaders at professional learning community meetings and at their mid-year, professional growth plan meetings with the administrator. Staff are also surveyed on this topic. Based on these results, teachers make recommendations regarding implementation and modification of the plan. Feedback is provided to school leaders regarding goals, strategies, interventions and timelines. The plan is also revised based on parent and community input. Parents are surveyed regarding their child's progress and as a means to gather input regarding home/school literacy strategies. These results, as well as results of parent and community organization meetings, serve to guide the continuous improvement of the program. If the goals have been met or exceeded, the plan is modified based on student achievement data, but strategies and activities may remain similar. If the goals have not been met, then the plan is modified to revise strategies and activities for the upcoming year.

# **Baker Goal Plan 2017-18**

## Overview

### Plan Name

Baker Goal Plan 2017-18

### Plan Description

Baker Goal Plan 2017-18

## 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 Baker Elementary School will become proficient readers and writers.	Objectives: 3 Strategies: 4 Activities: 7	Academic	\$30040

## Goal 1: All students at Baker Elementary School will become proficient readers and writers.

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/01/2018 as measured by the North West Education Association (NWEA) reading assessment.

### Strategy 1:

Reader's Workshop Implementation - Students will participate in a Reader's Workshop approach to reading in order to improve their reading skills; they will participate in a multi-tiered system of support to address their individual needs.

Category: English/Language Arts

Research Cited: Victoria Bernhardt and Connie Hebert, RTI and CSI, 2011

Gail Boushey and Joan Moser: The Daily Five, 2006

Gail Boushey and Joan Moser: The CAFE Book: Engaging All Student in Daily Literacy Assessments and Instruction, 2009

PLC At Work Institute, Mattos, DuFour, Eaker, 2014

Tier: Tier 1

Activity - Multi Tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with Title I staff will implement a Multi Tiered System of Support in their classrooms that provide intervention supports as part of the Reader's Workshop approach to reading instruction for high risk, benchmark and accelerated students.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/01/2018	\$2500	General Fund	Teachers Title I Staff Principal
Activity - Readers Workshop Approach to Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a workshop approach to reading and writing using The Daily Five protocols and MAISA reading and writing units curriculum to address academic achievement differences among all students including the difference between males and females.	Direct Instruction		Implement	07/01/2017	06/01/2018	\$0	Title II Part A	Teachers Principal Title I Teacher
Activity - Tier 2/3 Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Title I Funds will be used to hire an interventionist for Tier 2/3 assistance for students who need are at risk in reading and math.	Policy and Process, Academic Support Program, Direct Instruction	Tier 2	Evaluate	09/05/2017	06/01/2018	\$16000	Title I Part A	Principal Curriculum Director Title I Staff Teaching Staff
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Activity - Phonics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on the Saxon Phonics and Spelling program with monitoring during the 2017-18 school year.	Direct Instruction	Tier 1	Monitor	07/01/2017	06/01/2018	\$5000	General Fund	Curriculum Director Professional Learning Communities Leaders Principal Teachers

### Strategy 2:

Parent Involvement/Parent Education Outreach - Parents of all students in all programs-all preschool (Great Start Readiness Program, Head Start, Community Preschool), young 5's, kindergarten, 1st grade-will be invited to participate in a series of Equipping Parents Workshops. These workshops will provide information and resources for parents to practice literacy and social/emotional/behavioral skills at home and will provide information and resources on parenting skills and school success.

Category: Other - Parent Involvement/Parent Learning

Research Cited: School, Family, and Community Partnerships: Your Handbook for Action-Epstein and Associates

Beyond Remote-Controlled Childhood: Teaching Young Children in the Media Age-Levin

Tier: Tier 1

Activity - Equipping Parents Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Equipping Parents series of workshops (6) will engage parents by offering information and resources to parents to enhance literacy skills and home and link home and school to improve reading performance by students.	Parent Involvement, Community Engagement, Materials	Tier 1	Evaluate	09/05/2017	04/13/2018	\$1040	Title I Schoolwide	Principal Curriculum Director Guest Speakers

### Measurable Objective 2:

70% of Economically Disadvantaged students will demonstrate a proficiency in comprehension in Reading by 06/01/2018 as measured by as measured by NWEA and DIBELS scores..



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### Strategy 1:

Informational Text - Students will utilize informational texts during independent reading practice and during intervention groups.

Category: English/Language Arts

Research Cited: Ruby K. Payne-A Framework for Understanding Poverty: A Cognitive Approach, 2013

Peter H. Johnston-Opening Minds: Using Language to Change Lives

Richard L. Allington-What Really Matters for Struggling Readers: Designing Research-Based Programs

Tier: Tier 2

Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use informational texts that are aligned with and support instruction using the MAISA grade level reading units so that students will learn using materials that are appropriate for their reading level.	Direct Instruction	Tier 2	Implement	07/01/2017	06/08/2018	\$2500	General Fund	Teachers Principal Title I Staff

### Measurable Objective 3:

70% of Kindergarten and First grade students will demonstrate a proficiency in sentence writing fluency in English Language Arts by 06/08/2018 as measured by report card scores.

### Strategy 1:

MAISA Writing Units of Instruction - Teachers will implement MAISA Writing Units of Instruction

Category: English/Language Arts

Research Cited: Gail Boushey & Joan Moser, The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction

MAISA Writing Units of Instruction

Tier: Tier 1

Activity - MAISA Reading and Writing Units Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and 1st grade teachers will implement the MAISA Reading and Writing Units of Instruction. Teachers who attended MiELA workshops during 2014-15 through 2016-17 school years will monitor implementation and integrate and refine the units through their Professional Learning Communities meetings.	Teacher Collaboration, Direct Instruction	Tier 1	Monitor	07/01/2017	06/08/2018	\$3000	General Fund	Principal School Improvement Chairs Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Readers Workshop Approach to Instruction	Teachers will implement a workshop approach to reading and writing using The Daily Five protocols and MAISA reading and writing units curriculum to address academic achievement differences among all students including the difference between males and females.	Direct Instruction		Implement	07/01/2017	06/01/2018	\$0	Teachers Principal Title I Teacher

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2/3 Interventionist	Title I Funds will be used to hire an interventionist for Tier 2/3 assistance for students who need are at risk in reading and math.	Policy and Process, Academic Support Program, Direct Instruction	Tier 2	Evaluate	09/05/2017	06/01/2018	\$16000	Principal Curriculum Director Title I Staff Teaching Staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Phonics Instruction	Teachers will be trained on the Saxon Phonics and Spelling program with monitoring during the 2017-18 school year.	Direct Instruction	Tier 1	Monitor	07/01/2017	06/01/2018	\$5000	Curriculum Director Professional Learning Communities Leaders Principal Teachers

## School Improvement Plan

Bessie B. Baker School

Multi Tiered System of Support	Teachers with Title I staff will implement a Multi Tiered System of Support in their classrooms that provide intervention supports as part of the Reader's Workshop approach to reading instruction for high risk, benchmark and accelerated students.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/01/2018	\$2500	Teachers Title I Staff Principal
MAISA Reading and Writing Units Implementation	Kindergarten and 1st grade teachers will implement the MAISA Reading and Writing Units of Instruction. Teachers who attended MiELA workshops during 2014-15 through 2016-17 school years will monitor implementation and integrate and refine the units through their Professional Learning Communities meetings.	Teacher Collaboration, Direct Instruction	Tier 1	Monitor	07/01/2017	06/08/2018	\$3000	Principal School Improvement Chairs Teachers
Informational Text	Teachers will use informational texts that are aligned with and support instruction using the MAISA grade level reading units so that students will learn using materials that are appropriate for their reading level.	Direct Instruction	Tier 2	Implement	07/01/2017	06/08/2018	\$2500	Teachers Principal Title I Staff

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Equipping Parents Workshops	The Equipping Parents series of workshops (6) will engage parents by offering information and resources to parents to enhance literacy skills and home and link home and school to improve reading performance by students.	Parent Involvement, Community Engagement, Materials	Tier 1	Evaluate	09/05/2017	04/13/2018	\$1040	Principal Curriculum Director Guest Speakers