



School Improvement Plan

Three Fires Elementary School

Howell Public Schools

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Introduction

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

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?	Abbreviated Goals & Plans Template	Abbreviated Goals and Plans template has been uploaded.	Abbreviated Goals and Plans

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?

In December of 2016, it was decided by the district and the Board of Education to close one of our elementary buildings. In response, Southeast Elementary (SE) will be combining with Three Fires Elementary (TF) beginning in the 17-18 school year. The staff of these two buildings have worked diligently to ensure that all students, staff and parents feel comfortable with the consolidation.

In July of 2017, in finalizing the Title I plan for TF, the district was informed by the MDE that with the merger of TF (Title I school-wide) and SE (At Risk), we will need to take a few additional steps to maintain our Title I school-wide programs and funding. One of our first steps was to have several teacher members and a parent of our School Improvement Team and the new principal (principal from SE) trained in Title I school-wide programs by an education consultant. The selected education consultant was the same consultant who assisted the principal of TF when TF applied to become a Title I schoolwide school several years ago. The education consultant lead a 3-day workshop for us to ensure that we received the proper training to complete the School-wide Diagnostic by August 15th. In working with the consultant, it became clear that this process required a lot of work and reflection. The information and feedback from a parent perspective was valuable. Ultimately, however, we developed a better understanding of our two schools and what we need to do to meet the needs of all of our stakeholders as we transition/merge and begin the 17-18 school year.

The Comprehensive Needs Assessment (CNA) is a dynamic document that is updated and revised on an ongoing/annual basis. The School Improvement (SI) Team/Steering Committee comprised of the Principal, our NCA/SI Chairs, teachers (a teacher rep from each grade level, the Title I teacher, a special education teacher, and a special area teacher are included), a support staff person, 3 parents, a business partner, and our Data Team Leader work throughout the year to collect and analyze the data needed to conduct the Comprehensive Needs Assessment (CNA) and complete the School Data Analysis. The School Data Analysis includes the gathering, analyzing, and summarizing of data related to the school's demographics, the school's process/program, the school's student achievement, and the perception of staff, students, and parents. The results of the CNA, along with input from the entire staff, are used by the SI Team/Steering Committee to determine our SI Goals.

Information/work from this work will be shared with the entire SI Team/Steering Committee at their monthly meeting and with staff at monthly staff meetings and opening day professional development. A link will be on the school website and newsletters, along with hard copies available during Open House and The Annual Title 1 meeting.

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?

In the fall of 2011, Latson Road Elementary became Three Fires Elementary. The staff and students who had been at Latson Road Elementary School moved to a building that had been built as Three Fires Middle School in 2002. The Howell Board of Education made the decision in January of 2011 to move Latson Road students to Three Fires "Middle School" and to move the middle school students that were at Three Fires to the district's vacant high school. The Latson Road staff and students that were affected by this decision moved from a 32 year old building that had been built as an elementary school to a 9 year old building that had been built to house middle school students. The sheer size and layout of the building provided some challenges for staff, students, and parents during the 2011-2012 school year. There will always be logistical issues with this building (size, distance to walk between various locations, location of bathrooms and drinking

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fountains, and the move from a one story building to a two story building). In December of 2016, it was decided by the district and the Board of Education to close one of our elementary buildings. In response, Southeast Elementary (SE) will be combining with Three Fires Elementary (TF) beginning in the 17-18 school year. TF will now be the largest elementary school in the district.

For the 17-18 school year, TF will be a BK (Begindergarten)-5th grade building with 640 students. There is one BK teacher; four Kindergarten teachers; four 1st grade teachers; four 2nd grade teachers; four 3rd grade teachers; four 4th grade teachers; five 5th grade teachers; 4 special education/resource room teachers; 3 special education/cognitive impairment teachers; and one Title I teacher. We also have teachers for art, music, PE, Spanish, and technology, a 1.0 teacher consultant, a .5 elementary guidance counselor, and a combination of full and part time ancillary staff from the Livingston County Educational Service Agency (LESA) (speech therapists, school psychologists, school social worker, occupational therapist, and physical therapist). This year, we will also have a part-time peer-to-peer coach and a two truancy support persons on site. ASD, visually impaired, and hearing impaired consultants are available to us on an as needed basis.

Three Fires Elementary School has been experiencing declining enrollment for the past 4 years and that decline is predicted to continue next year. Our enrollment in 13-14 was 793 students; this year it was 659 students. That is a loss of 134 students over a 4 year period. For the fall, we have 640 students BK-5 on our roster - if no new students were to enroll, that would be a loss of 19 students.

One challenge we face is how enrollment affects staffing. With the continued decline in enrollment for both schools and the district, we have faced losing quality teachers and ancillary staff. Our teacher turnover rate is quite low, except among our least senior teachers. Teachers with multiple years of service tend to stay in our schools due to the welcoming, collaborative environment. When enrollment goes down, teachers with few years of experience in the district often are transferred to other buildings or become laid off.

Over 94% of our students are Caucasian, 38% are economically disadvantaged, 18% of our students qualify for special education services and 0% are ELL students. 24% of our students have missed 10 or more days of school. Our percentage of students living in transitional situation/homeless is 4%.

Our PBIS team monitors discipline data every quarter. This year we have seen an increase in aggressive/disruptive behaviors. Over the last four years, boys and SWD consistently have more discipline incidents at 96.1%. During the 16-17 school year, Out of School Suspensions were utilized with 54 students. 41% were Special Education students. Behavior types that were reported were: 112 disruptive behaviors, 54 incidents of back talk to staff, 55 incidents of grabbing another student, 79 incidents of hitting, 56 incidents of throwing objects, and 108 of insubordination. 5 students had 10 or more incidents reported. When we look at specific discipline referrals, we see a need to address physically aggressive behaviors (hitting, kicking, pushing, and swearing). Our student behavior data indicates low reported incidents of teasing/harassment. TF has worked hard to decrease these types of aggressive behaviors. Our teachers feel that our CI program has helped our students to be more accepting. The majority of our students follow the school rules of being "Safe, Kind, Respectful, and Responsible."

Parent Involvement at Three Fires includes School Improvement Committee which consists of 6 parents. The PTO has a range of 10 to 20 parents per meeting and the Transition Committee to help merge the two schools had 5 parents on it.

We reviewed the following demographic data sources:

attendance (staff and students)

discipline (referrals, suspensions, PBIS)

education levels

enrollment

gender (staff and students)

parent involvement

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staffing levels
staff survey data
subgroups
years of service

Strengths:

2 playgrounds (3-5 playground and K - 2 playground)
Highly Qualified/experienced staff
low teacher turnover
new building
Spanish offered to all students
updated/new playgrounds
updated technology

Challenges:

1 principal
attendance (staff and students)
combining 2 elementary schools (climate/culture)
declining enrollment
number of staff (80+)
number of students (640+ (240+ At Risk and 100+ Special Education))
size of building (built to be a middle school)
students exhibiting aggressive/disruptive behaviors

Program/Process:

On March 17th, we submitted our Ed Yes Report/ASSIST Interim Self Assessment. Two of the Standards had a score of 3.0 or higher out of 4.0. The remaining three Standards were between 2.8 and 2.92 out of 4.0. Our lowest score was in Standard 5 Using Results for Continuous Improvement. It had a score of 2.8 out of 4.0. Standard 2 Governance and Leadership was the highest area with an overall score of 3.33 out of 4.0. Standard 1 Purpose and Direction was the next highest area with an overall score of 3.17 out of 4.0.

As the staff and the SI Team completed the self-assessment, it became evident that the area of focus for us needs to be in the area of data analysis and using the analyzed data to increase student achievement. All of the indicators that received a rating of a Level 2 referenced analyzing data and utilizing the data to increase student achievement. It was also noted that professional development is needed in the area of data analysis and the utilization of data to increase student achievement. We have a basic framework regarding data and its use, but additional structures and processes are needed.

We reviewed the following program/process data sources:

attendance (staff and students)
discipline (referrals, suspensions, PBIS)
parent involvement
Self-Assessment

Strengths:

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We engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.

We engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Challenges:

All staff members do not participate in continuous professional development.

Our professional and support staff are not trained in the interpretation and use of data.

Achievement:

Below is the breakdown of our State assessment data by grade level and content area.

ELA M-STEP Data

3rd Grade

61.93% of all of our students were proficient on ELA M-STEP (2015-2016)

ELA scores are above the state by 15.93%.

Our subgroup of economically disadvantaged students was 5.93% lower than all TFE students.

While we don't have a subgroup of students with disabilities, we will continue to monitor their achievement in ELA.

We were above our overall proficiency target which was 64.92%.

4th Grade

54.32% of all of our students were proficient on ELA M-STEP (2015-2016)

ELA scores are above the state by 8.32%.

Our subgroup of economically disadvantaged students was 13.82% lower than all TFE students.

While we don't have a subgroup of students with disabilities, we will continue to monitor their achievement in ELA.

We were above our overall proficiency target which was 64.92%.

5th Grade

59.09% of all of our students were proficient on ELA M-STEP (2015-2016)

ELA scores are above the state by 8.09%.

Our subgroup of economically disadvantaged students was 1.59% lower than all TFE students.

While we don't have a subgroup of students with disabilities, we will continue to monitor their achievement in ELA.

We were above our overall proficiency target which was 64.92%.

3rd - 5th Grade:

We don't have a subgroup of 30 or more students with disabilities at each grade level. When you look at ALL students with disabilities assessed, they do create a subgroup for accountability purposes. The data from the accountability subgroup is not available but we will work on this for next year.

Accountability Proficiency Targets:

As a whole building, all students were below the accountability target by 4%

Our economically disadvantaged subgroup was below the accountability target by 11%

Our bottom 30% were below the accountability target by 42%

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Conclusions:

Strengths:

For all grades, we are above the state average in the ELA M-Step.

Challenges:

Our economically disadvantaged students are below our accountability target. We are aware that a plan needs to be developed and implemented to meet this need. While we do not have a subgroup of 10 SWD at a grade level, we will continue to monitor their progress and need for support.

Gaps:

The bottom 30% of students show a gap from the whole group, There is a gap between the proficiency of the whole group and our economically disadvantaged students. Students with disabilities have been grouped with the students in the bottom 30% and will be treated as such.

MATH M-STEP Data

3rd Grade

61.67% of all of our students were proficient on Math M-STEP (2015-2016)

Math scores are above the state by 17.17%.

Our subgroup of economically disadvantaged students was 12.67% lower than all TFE students.

While we don't have a subgroup of students with disabilities, we will continue to monitor their achievement in Math.

We were above our overall proficiency target which is 63.72%.

4th Grade

68.54% of all of our students were proficient on Math M-STEP (2015-2016)

Math scores are above the state by 24.54%.

Our subgroup of economically disadvantaged students was 9.77% lower than all TFE students.

While we don't have a subgroup of students with disabilities, we will continue to monitor their achievement in Math.

We were above our overall proficiency target which is 63.72%.

5th Grade

59.18% of all of our students were proficient on Math M-STEP (2015-2016)

Math scores are above the state by 25.18%.

Our subgroup of economically disadvantaged students was 6.68% lower than all TFE students.

While we don't have a subgroup of students with disabilities, we will continue to monitor their achievement in Math.

We were above our overall proficiency target which is 63.72%.

3rd - 5th Grade:

We don't have a subgroup of 30 or more students with disabilities at each grade level. When you look at ALL students with disabilities assessed, they do create a subgroup for accountability purposes. The data from the accountability subgroup is not available but we will work on this for next year.

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Accountability Proficiency Targets:

As a whole building, all students were above the accountability target by 2%

Our economically disadvantaged subgroup was below the accountability target by 7%

Our bottom 30% were below the accountability target by 38%

Conclusions:

Strengths:

We are above the state average in the Math M-Step.

Challenges:

Our economically disadvantaged students are below our accountability target. We are aware that a plan needs to be developed and implemented to meet this need. While we do not have a subgroup of 10 SWD at a grade level, we will continue to monitor their progress and need for support.

Gaps:

The bottom 30% of students show a gap from the whole group, There is a gap between the proficiency of the whole group and our economically disadvantaged students. Students with disabilities have been grouped with the students in the bottom 30% and will be treated as such.

SCIENCE M-STEP Data

4th Grade

24.8% of all of our students were proficient on Science M-STEP (2015-2016)

Science scores are above the state by 9.8%.

Our subgroup of economically disadvantaged students was 9.8% lower than all TFE students.

While we don't have a subgroup of students with disabilities, we will continue to monitor their achievement in science.

We were below our overall proficiency target which is 35.53%.

Accountability Proficiency Targets:

As a whole building, all students were below the accountability target by 4%

Our economically disadvantaged subgroup was below the accountability target by 14%

Our bottom 30% were below the accountability target by 29%

Conclusions:

Strengths:

4th grade are above the state average in the Science M-Step.

Challenges:

Our economically disadvantaged students are below our accountability target. We are aware that a plan needs to be developed and implemented to meet this need. While we do not have a subgroup of 10 SWD at a grade level, we will continue to monitor their progress and

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need for support.

Gaps:

The bottom 30% of students show a gap from the whole group, There is a gap between the proficiency of the whole group and our economically disadvantaged students. Students with disabilities have been grouped with the students in the bottom 30% and will be treated as such.

SOCIAL STUDIES M-STEP Data

5th Grade

42.64% of all of our students were proficient on Social Studies M-STEP (2015-2016)

Social Studies scores are above the state by 23.64%.

Our subgroup of economically disadvantaged students was 1.64% lower than all TFE students.

While we don't have a subgroup of students with disabilities, we will continue to monitor their achievement in social studies.

We were above our overall proficiency target which is 47.58%.

Accountability Proficiency Targets:

As a whole building, all students were above the accountability target by 1%

Our economically disadvantaged subgroup was below the accountability target by 1%

Our bottom 30% were below the accountability target by 20%

Conclusions:

Strengths:

5th grade is above the state average in the Social Studies M-Step.

Challenge:

Our economically disadvantaged students are below our accountability target. We are aware that a plan needs to be developed and implemented to meet this need. While we do not have a subgroup of 10 SWD at a grade level, we will continue to monitor their progress and need for support.

Gaps:

The bottom 30% of students show a gap from the whole group, There is a gap between the proficiency of the whole group and our economically disadvantaged students. Students with disabilities have been grouped with the students in the bottom 30% and will be treated as such.

LOCAL ASSESSMENTS:

Reading:

Three Fires Elementary uses DIBELS Next as an indicator for current reading proficiency in Kindergarten.

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Kindergarten

50.5% of Kindergarteners had a Proficient Composite Score on DIBELS.

Three Fires Elementary uses NWEA as an indicator for current reading proficiency in grades 1 - 5 (60% of students meeting growth goal and 68% of students at or above the norm grade level mean RIT).

1st Grade

51% of the 1st graders met their NWEA growth projection.

45% of students at or above the norm grade level mean RIT.

2nd Grade

46.5% of 2nd Graders met their NWEA growth projection.

64% of students at or above the norm grade level mean RIT.

3rd Grade

65.5% of 3rd Graders met their NWEA growth projection.

62% of students at or above the norm grade level mean RIT.

4th Grade

52.5% of 4th Graders met their NWEA growth projection.

60% of students at or above the norm grade level mean RIT.

5th Grade

49.5% of 5th graders met their NWEA growth projection.

61% of students at or above the norm grade level mean RIT.

Conclusions:

Strengths:

We have multiple data sources for reading and regularly track student growth to determine how to best service our students in this area.

Challenges:

Since all grades have a proficiency percentage of 62% or below, increasing this percentage will be a main focus of our School Improvement Plan. The areas of focus will include literature, informational text, foundational skills and vocabulary.

Writing

While Three Fires Elementary uses a variety of writing assessments to track student progress for kindergarten and first grade, it is not current practice to collect and analyze the data for school improvement purposes.

2nd Grade

65% of students at or above the norm grade level mean RIT.

3rd Grade

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58% of students at or above the norm grade level mean RIT.

4th Grade

59% of students at or above the norm grade level mean RIT.

5th Grade

59% of students at or above the norm grade level mean RIT.

Conclusions:

Strengths:

We have data to support instruction in the area of language.

Challenges:

We recognize the challenge of not having an assessment that determines the proficiency of the students' writing process.

Math:

Three Fires Elementary uses NWEA as an indicator for current math proficiency in grades K - 5 (60% of students meeting growth goal and 67% of students at or above the norm grade level mean RIT).

Kindergarten

55.5% of the kindergarteners met their NWEA growth projection.

38% of students at or above the norm grade level mean RIT.

1st Grade

61% of the 1st graders met their NWEA growth projection.

47% of students at or above the norm grade level mean RIT.

2nd Grade

60.5% of 2nd Graders met their NWEA growth projection.

67% of students at or above the norm grade level mean RIT.

3rd Grade

52.5% of 3rd Graders met their NWEA growth projection.

53% of students at or above the norm grade level mean RIT.

4th Grade

71% of 4th Graders met their NWEA growth projection.

71% of students at or above the norm grade level mean RIT.

5th Grade

45.5% of 5th graders met their NWEA growth projection.

64% of students at or above the norm grade level mean RIT.

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Conclusions:

Strengths:

The area of math has the highest proficiency scores of the content areas assessed.

Challenges:

The data collected by the NWEA assessment for kindergarten and first grade may be lower based on the newness of the online testing format. Another challenge we note is the lack of 5th grade students meeting their growth projection for the year.

Science (Unit Tests)

While Three Fires Elementary uses a variety of science assessments to track student progress, it is not current practice to collect and analyze the data for school improvement purposes.

Conclusions:

Strengths:

We use a variety of science assessments to track student progress.

Challenge:

We recognize the need to secure a process to collect and analyze data by grade level for the 2017-2018 school year.

Social Studies (Unit Tests)

While Three Fires Elementary uses a variety of social studies assessments to track student progress, it is not current practice to collect and analyze the data for school improvement purposes.

Conclusions:

Strengths:

We use a variety of social studies assessments to track student progress.

Challenges:

We recognize the need to secure a process to collect and analyze data by grade level for the 2017-2018 school year.

Perceptions:

The perception data is analyzed by our building leadership team and shared out with all staff and parents through written communication including newsletters, online/social media, and monthly staff and parent meetings. Upon reviewing the data, staff determines the biggest area for improvement. We incorporate new strategies into our school improvement plan to address the identified challenges.

We reviewed the following perception data sources:

staff, parent, and student perception surveys

SE/TF Transition Team surveys and documents.

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Conclusions:

According to the survey results the following information was determined.

School Improvement Perception Surveys:

Parents:

We had 125 responses (19%). The parents felt that a strong area for our school was that students are treated with respect. Challenges the parents noted were that class sizes were not appropriate for effective learning and teachers do not have formal opportunities to influence what happens at the school.

Data from previous parent perception surveys:

Strengths:

- collaborative staff
- communication on school activities/events
- equitable curriculum that meets students' needs
- qualified staff
- safe environment
- staff advocates for students
- up-to-date facility
- utilize a variety of teaching strategies

Challenges:

- building not adjusted for elementary students
- class sizes
- confusion with how to support the math curriculum
- dirt road
- lack of extra curricular opportunities
- need gifted and talented programs (more opportunities for advanced learners)
- not enough time to eat lunch
- school board/district leadership
- student support services (counselor)
- technology
- use of financial resources

Staff:

44 staff members responded to the survey (55%). Staff members feel the strengths of our school include that successful students learn best when actively engaged in the learning process and link new information with existing knowledge in meaningful ways. Staff members feel the challenges of our school include that they don't ask students to explain their thinking and teachers don't go over homework problems that students weren't able to solve on their own.

Data from previous staff perception surveys:

Strengths:

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beautiful school
collaborative staff
great place to learn
parent volunteers
strong/fair leadership - strong working relationship
strong sense of community
supportive parents
supportive PTO
welcoming/caring/organized office staff

Challenges:

additional staff needed to monitor students at the end of the day
distance to bathrooms
heating and cooling does not support an environment conducive to learning
lack of bathrooms in lower el classrooms
more community resources for struggling families
need for data training
noisy cafeteria
process to identify students who receive special education supports
report cards do not reflect student learning
technology
too much testing

Students:

Our district chose not to administer students survey for the 2016-17 school year.

Data from previous student perception surveys:

Strengths:

friendly school
nice gym and playground
safe environment

Challenges:

bathrooms are too far from classrooms
cafeteria (aides are "not nice," noisy, not enough time to eat, food selection)
dirty school
more extra-curricular opportunities
students and staff are not treated with respect
technology

SE/TF Transition Team Surveys/Documents:

Strengths:

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collaboration with new staff (grade level teams of 4 teachers)
large new building being utilized by more students
more ancillary support staff in the building (addition of a peer-to-peer coach)
opportunity for students to meet new friends

Challenges:

building shortfalls - distance to bathrooms, sinks in classrooms, lack of storage, lack of carpeting
loss of community feel and school traditions
loss of independence for CI students (large building/cannot travel independently)
loss of staff from the consolidation
loss of time for Specials teachers to assist with level 2 and 3 MTSS supports
new leadership for the existing TF staff
not enough support for challenging students (loss of staff and principal's time spread thin)
parent drop off/pick up
resentment and negativity that was generated from the closing of SE
size of building (too large)

What are the Causes for the GAPS?

Causes for Gaps Due to Demographic Data:

aggressive/disruptive student behaviors
attendance
consolidated building
lack of appropriate assessments in all core areas
number of students (640+ (240+ At Risk and 100+ Special Education))
students exhibiting aggressive/disruptive behaviors
sub groups of ED, SWD, bottom 30%
supervision time spread thin

Areas of Demographic Priority:

develop PBIS supports for students with aggressive/disruptive behaviors
improve curriculum (ELA (district initiative), Science, Social Studies)
improve staff attendance
improve student attendance - monitor/support; utilize in-school truancy personnel
investigate appropriate assessments (Writing, Science, Social Studies)
monitor supervision/leadership needs
receive professional development for teachers and support staff
receive time for collaboration
receive training in the collection and analysis of data to support student learning

Causes of Gaps Due to Academic Data:

lack of differentiated instruction during tier 1 instruction
lack of understanding MTSS
sub groups ED, SWD, bottom 30%

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Areas of Academic Priority:

continue to group students based on the five foundation skills of literacy and place them in tiered intervention support groups

engage in ELA curriculum work (district initiative)

engage in professional development in effective teaching strategies

ensure opportunities are embedded into the curriculum to analyze all writing genres and determine instructional needs

focus on our SWD, ED, and bottom 30% subgroups in the areas of reading, writing, math, science, and social studies

investigate and create a diagnostic assessment to support instructional needs of all students in science and social studies

investigate writing, science and social studies assessments

monitor progress and adjust instruction based on needs

use the multi-tiered model of support to address the needs of each subgroup and provide differentiated instruction in all core areas

utilize PLC/Grade Level meetings on a regular basis

Causes of Gaps Due to Process Data:

inconsistent in analyzing data

inconsistent in our use of the results to increase student achievement

lack of focused attention to using data analysis to differentiate instruction

consolidated building

students who are disruptive to the learning environment

lack of participate in continuous professional development

qualified professional and support staff are not sufficient in numbers to fulfill the roles and responsibilities necessary to support the school's

purpose, direction and educational program

Areas of Process Priority:

consistent implementation and monitoring of the PBIS plan

data analysis focused on differentiation

monitor supervision/leadership needs

need for a climate/culture goal that will support a strong environment that encourages learning and behavior

Causes for Gaps Due to Perception Data:

consolidated building

inconsistent in analyzing data

inconsistent in our use of the results to increase student achievement

lack of community resources for struggling families

lack of focused attention to using data analysis to differentiate instruction

lack of social/emotional supports for students

need for data training

parents confused on how to support the EDM math curriculum

playground/cafeteria supervisors lack PBIS training

process to identify students who receive special education supports

report cards do not reflect student learning

students who are disruptive to the learning environment

Areas of Perception Priority:

consistent implementation and monitoring of the PBIS plan

data analysis focused on differentiation

data training

need for a climate/culture goal that will support a strong environment that encourages learning and behavior
PBIS training for playground/cafeeteria supervisors

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

The goals for our school-wide plan are listed below:

Reading: All students will be proficient in Reading across all content areas

In analyzing the M-STEP (grades 3-5), we are above the state average in ELA for all grades, but we did not meet our accountability target by 10.67%. We don't have a subgroup of 30 or more students with disabilities at each grade level. When you look at ALL students with disabilities assessed, they do create a subgroup for accountability purposes. The data from the accountability subgroup is not available but we will work on this for next year. Our economically disadvantaged subgroup was below the accountability target by 11%. Our bottom 30% were below the accountability target by 42%. We are aware that a plan needs to be developed and implemented to meet this need. We will continue to monitor our subgroups progress and need for support. In analyzing district assessments (DIBELS and NWEA (Reading)) all grades have a proficiency percentage of 58%. Increasing this percentage will be a main focus of our School Improvement Plan. The areas of focus will include literature, foundational skills, vocabulary instruction, nonfiction leveled readers, differentiated instruction, technology resources, STEAM activities, and PBL.

Writing: All students will be proficient in Writing across all content areas

In analyzing the M-STEP (grades 3-5), we are above the state average in ELA for all grades, but we did not meet our accountability target by 10.67%. We don't have a subgroup of 30 or more students with disabilities at each grade level. When you look at ALL students with disabilities assessed, they do create a subgroup for accountability purposes. The data from the accountability subgroup is not available but we will work on this for next year. Our economically disadvantaged subgroup was below the accountability target by 11%. Our bottom 30% were below the accountability target by 42%. We are aware that a plan needs to be developed and implemented to meet this need. We will continue to monitor our subgroups progress and need for support. In analyzing district assessments (NWEA (Language Usage)) all grades have a proficiency percentage of 60%. Increasing this percentage will be a main focus of our School Improvement Plan. In writing, we recognize the challenge of not having an assessment that determines the proficiency of the students' writing process. We will work to identify a writing assessment to determine and monitor proficiency of the students' writing process. The areas of focus will high-interest writing, daily independent writing, technology based resources, differentiated instruction, STEAM activities, PBL, and nonfiction/informational writing.

Math: All students will be proficient in Math

In analyzing the M-STEP (grades 3-5), we are above the state average in math for all grades, and we did meet our accountability target by 10.52%. We don't have a subgroup of 30 or more students with disabilities at each grade level. When you look at ALL students with disabilities assessed, they do create a subgroup for accountability purposes. The data from the accountability subgroup is not available but we will work on this for next year. Our economically disadvantaged subgroup was below the accountability target by 7%. Our bottom 30% were below the accountability target by 38%. We are aware that a plan needs to be developed and implemented to meet this need. We will

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continue to monitor our subgroups progress and need for support. In analyzing district assessments (NWEA) all grades have a proficiency percentage of 57%. Increasing this percentage will be a main focus of our School Improvement Plan. The areas of focus will include EDM games, vocabulary instruction, differentiated instruction, technology resources, STEAM activities, and PBL.

Science will be addressed via our Reading, Writing, and Math goals.

In analyzing the M-STEP (grade 4), we are above the state average in science, but we did not meet our accountability target by 13.46%. We don't have a subgroup of 30 or more students with disabilities at each grade level. When you look at ALL students with disabilities assessed, they do create a subgroup for accountability purposes. The data from the accountability subgroup is not available but we will work on this for next year. Our economically disadvantaged subgroup was below the accountability target by 14%. Our bottom 30% were below the accountability target by 29%. We are aware that a plan needs to be developed and implemented to meet this need. We will continue to monitor our subgroups progress and need for support. While Three Fires Elementary uses a variety of science assessments to track student progress, it is not current practice to collect and analyze the data for school improvement purposes. We recognize the need to secure a process to collect and analyze data by grade level for the 2017-2018 school year. The areas of focus will include non-fiction leveled readers, vocabulary instruction, differentiated instruction, technology resources, STEAM activities, PBL, and nonfiction/informational writing.

Social Studies will be addressed via our Reading and Writing goals.

In analyzing the M-STEP (grade 5), we are above the state average in social studies, and we did meet our accountability target by 1.23%. We don't have a subgroup of 30 or more students with disabilities at each grade level. When you look at ALL students with disabilities assessed, they do create a subgroup for accountability purposes. The data from the accountability subgroup is not available but we will work on this for next year. Our economically disadvantaged subgroup was below the accountability target by 1%. Our bottom 30% were below the accountability target by 20%. We are aware that a plan needs to be developed and implemented to meet this need. We will continue to monitor our subgroups progress and need for support. While Three Fires Elementary uses a variety of social studies assessments to track student progress, it is not current practice to collect and analyze the data for school improvement purposes. We recognize the need to secure a process to collect and analyze data by grade level for the 2017-2018 school year. The areas of focus will include non-fiction leveled readers, vocabulary instruction, differentiated instruction, technology resources, PBL, and nonfiction/informational writing.

Subgroups

Subgroups were identified above. We will continue to closely monitor our subgroups and students who are performing below benchmark. We will continue to differentiate instruction in all core areas and provide timely and effective interventions as needed based on the data.

Climate/Culture: The Three Fires Elementary community will work together to build a nurturing environment that will foster both academic and behavioral growth.

In analyzing our climate/culture and PBIS data we are aware that consolidating two schools brings unique climate/culture needs. Our data shows that we have a small group of students that display aggressive/disruptive behaviors on a regular basis. These behaviors often negatively impact the learning environment for all students. We will continue to monitor our PBIS data to meet the social/emotional needs of our students. The areas of focus will include staff participation in the Capturing Kids' Hearts training, providing Reaching Higher to select 5th grade students, updating and teaching our behavior expectations and consequence rubric, and supporting SWD via START training and our Peer-to-Peer coach.

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?

In order to address the needs of the whole school population, Three Fires teachers and staff will focus on a variety of activities that emphasize best practices for our goals in the areas of reading, writing, math, and climate/culture. This will include training on specific instructional strategies for teachers to ensure that the needs of all students are being met, including students who are disadvantaged.

The 4 goals are:

Reading: All students will be proficient in Reading across all content areas

Writing: All students will be proficient in Writing across all content areas

Math: All students will be proficient in Math

Climate/Culture: The Three Fires Elementary community will work together to build a nurturing environment that will foster both academic and behavioral growth.

The 3 main strategies utilized in order to meet the goals and objectives of the school improvement plan are:

STRATEGY 1: Implement an inquiry-based instructional improvement process (5D+). This strategy provides a comprehensive framework that sets the purpose and direction for teaching and learning, focuses on student achievement, provides research-based guidance, ensures support and accountability, and engages all stakeholders in a growth process.

STRATEGY 2: Students will receive the key components of an effective Multi-Tiered System of Supports (MTSS) program: high-quality, research-based classroom instruction, ongoing student assessment through universal screening and progress monitoring, and tiered instruction at school.

STRATEGY 3: Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations.

The activities to effectively implement the strategies listed above include:

Capturing Kids' Hearts

Data Analysis to inform instructional practices

Differentiated Instruction

Instructional Coach

PBL

PLCs

Reaching Higher

Readers Workshop

Small Group Instruction

START

STEAM Activities

Student Goal Setting

Teaching Behavior Expectations and Consequences Rubric

Technology Resources

Title I Literacy Night

Title I Math Night

Vocabulary Instruction

Writers Workshop

Writing Rubrics

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 following research based strategies have been selected because they can impact all students in the five content areas (reading, writing, math, science, and social studies) and support students' social/emotional needs, based on the findings of our Comprehensive Needs Assessment. These strategies will help all students reach the State's standards.

STRATEGY 1: Implement an inquiry-based instructional improvement process (5D+). This strategy provides a comprehensive framework that sets the purpose and direction for teaching and learning, focuses on student achievement, provides research-based guidance, ensures support and accountability, and engages all stakeholders in a growth process.

At TFES teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework, focused on Classroom Environment and Culture, Student Engagement, and Assessment for Student Learning to provide students with real world experiences, multiple methods to learn and demonstrate learning, and to help teachers improve instructional practice.

Activities and programs may include the following academic supports: Reader's Workshop, Writer's Workshop, Assessment Literacy, Next Generation Science Exemplar, vocabulary instruction, differentiated instruction, technology integration, student goal setting, parent involvement, and STEAM activities. Structures will include: instructional coaching, workshops and conferences, PLCs, staff meetings, book studies, release time, PD, and teacher evaluation.

STRATEGY 2: Students will receive the key components of an effective Multi-Tiered System of Supports (MTSS) program: high-quality, research-based classroom instruction, ongoing student assessment through universal screening and progress monitoring, and tiered instruction.

At TFES teachers, principals, and instructional aides will continue to learn how to analyze multiple sources of data to inform instruction and support students' academic and social/emotional needs. Data sources will include: classroom assessments and observations, interim assessments, and summative assessments, and PBIS data.

Activities and programs may include the following academic and behavior supports:

Positive Behavioral Interventions and Supports, Capturing Kids' Hearts, START, parent involvement, and Reaching Higher. Structures will include: workshops and conferences, PLCs, staff meetings, release time, PD, teacher evaluation, Critical Friends Group (PLC protocols), staff meetings, and coached/facilitated data analysis at both the district and building levels.

STRATEGY 3: Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations.

At TFES, professional development will be provided to support continuous improvement methods and structures to support student learning in all classrooms.

Activities and programs may include the following professional development: generating and analyzing data in all core areas to ensure differentiated instruction for all students, Reader's Workshop, Writer's Workshop, PBL, scoring student writing via a rubric. Structures will

include: workshops and conferences, PLCs, staff meetings, release time, Critical Friends Group, staff meetings, and access to an instructional coach.

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 evidence-based methods and strategies in the schoolwide plan which increase the quality and quantity of instruction (which accelerates and enriches the curriculum for our neediest students are the following:

Implementation of 5D+ Instructional Framework

Staff will develop parent-school partnerships via Literacy and Math nights. During these events, staff will provide families with information on how to support their child with specific content. In addition, parent communication will be established weekly.

Staff will review and update curriculum and pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students.

Staff will use the PLC model (staff meetings and grade level meetings) to plan common units of study with corresponding assessments. Our CNA revealed that this is needed in Writing, Science, and Social Studies.

Staff will utilize and receive PD on the following instructional strategies: Reader's Workshop, Writer's Workshop, vocabulary instruction, STEAM activities, differentiated instruction, technology integration, and student goal setting.

Staff will utilize technology based resources. Students will have access to a variety of online resources daily.

MTSS

For students with the greatest level of need, our MTSS team will meet and determine the type/duration of intervention. The MTSS team will assist the teacher with implementing and monitoring the intervention with fidelity.

Staff will participate in START training (strategies/accommodations/modifications that assist students with accessing content).

Staff will promote positive relationships to create a supportive learning environment through the implementation of positive behavior intervention supports on a daily basis. All staff have access to Capturing Kids' Hearts training to ensure engaging/relationship based classrooms. Staff will teach students our behavior expectations.

Staff will utilize differentiation, small group instruction, and reteaching when necessary.

Staff will utilize formative assessments, summative assessments, universal screening, and progress monitoring to determine if students have mastered the learning targets or if additional support is needed.

Staff will utilize research based interventions during times of supplemental instruction.

Staff will utilize the PLC model (staff meetings and grade level meetings) to review and analyze data. This will assist staff with delivering instruction that meets students' specific needs.

Staff will utilize tiered instruction.

Professional Development

Staff will engage in continuous improvement methods and structures through participation in programs and training.

Staff will have access to an at-risk instructional coach.

Staff will participate in PD aligned to the following instructional strategies: Reader's Workshop, Writer's Workshop, vocabulary instruction, STEAM activities, differentiated instruction, technology integration, PBL, student goal setting, student engagement and relationships (Capturing Kids' Hearts and Reaching Higher).

Staff will participate in START training.

Staff will update our Behavior Expectations and Consequences Rubric.

Staff will utilize the PLC model (staff meetings and grade level meetings) to learn how to generate and analyze data and learn how to strengthen relationships with parents.

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

As a building that has 40% of the student population who is economically disadvantaged, it is important for staff to recognize and understand how to instruct and properly support students to be successful learners.

Based on our comprehensive needs assessment, TFES students performed above the state average, however, we are still not meeting our proficiency targets in all core areas for all of our subgroups. Teachers and staff will incorporate the multi-tiered system of support strategies to differentiate instruction in all core content areas. Using our professional learning communities model, staff will meet regularly to analyze data and research best practice instruction to increase student learning. Within the multi-tiered system of supports, all students, including our bottom 30% and student with disabilities, are provided core, strategic, and intensive support based on identified needs. Explicit intervention programs to support these students are implemented daily and monitored on a bi-weekly basis over a 6-8 week period of time.

Instruction is also differentiated by the use of technology. Students are provided access to computer assisted programs that reinforce foundation skills and further enhance learning through daily practice. Staff uses technology to increase student learning. The programs are interactive, which supports student engagement and they provide data for staff, which informs instruction and provides timely feedback.

Parents and students within our school will be provided opportunities to learn strategies and receive resources to support academic growth and acceleration outside the school day.

With the consolidation of two small elementaries into an elementary of 640+ students, we recognize the need to create a culture that supports social and academic growth. We believe that if the culture of the school is both positive and productive, students will be successful both academically and behaviorally. Through the implementation of our behavioral strategies, students, staff, and parents will work together to build a nurturing learning environment that supports social and academic growth.

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 strategies and programs listed below provide explicit interventions for students needing the most instructional support (ED, bottom 30% and SWD.)

K-5 Overview (All Core Content Areas)

General education teachers provide tier 1 instruction at each grade level within a dedicated time frame for the specific content areas.

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Differentiated instruction in the general education classroom includes, guided reading, reader's and writer's workshop, extension lessons in Everyday Math, reteaching as needed, and small group instruction in all of the core content areas. Supplemental support in science and social studies is provided during reading instruction by focusing on comprehension and content specific vocabulary within non-fiction text.

Teachers provide families with information on how to support their child in all content areas, including academics and behavior supports through the implementation of parent information nights, open house, and parent-teacher conferences. In addition parent communication is also established using classroom communication, social media, webpages, and school and district-wide messaging applications. Staff will participate in professional development training on how to strengthen relationships with parents on how to create a partnership between home and school.

Classroom teachers provide summer resources for all students. These resources support important foundational skills in all content areas. In addition, parents are encouraged to have their child access academic websites that are available throughout the summer for skill practice.

Reading and Math (K - 5)

Students who need the most instructional support receive timely, effective, additional assistance from the classroom teacher, the Title I staff, and/or other staff during a daily 45-minute Enrichment time (each grade level has its own specific 45 minute block of time). Students identified for additional assistance receive supplemental reading and math support. When necessary, students who need additional time beyond the differentiated instruction/reteaching in the general education classroom and the scheduled daily-45 minute Enrichment time are pulled by Title I staff or special education teachers/staff for additional specialized instruction (in some situations there are students receiving up to 3 sessions of reading and math instruction each day). Classroom teachers are responsible for planning specific goals for supporting students during Enrichment. Classroom teachers and special education teachers/staff will collaborate when planning specific goals/accommodations for supporting students. Classroom teachers will team up with their grade level colleagues and support staff, special education staff, and special area teachers to deliver supports and interventions to all students needing the most instructional support according to the goals set by the classroom teacher during Enrichment. The classroom teachers, special education teachers/staff, and the Title 1 staff work with the most at-risk students. When available, special area teachers work with those students who are not at-risk. The MTSS Team helps teachers to identify areas of concern and help provide differentiated instructional strategies for at-risk students. Classroom teachers request assistance of the MTSS Team when they have a professional need for support and/or when student achievement is not meeting expectations. The MTSS Team and the teacher engage in a systematic problem-solving process in which decisions are determined by the collection of specific student data. The MTSS Team will assist the teacher with selecting, implementing and monitoring the needed interventions with fidelity. The interventions are implemented 4-5 days per week and range from 10 minutes to 30 minutes depending on the program requirements. Students are monitoring using progress monitoring on a bi-weekly basis and are moved through the interventions based on the data results.

This year, our Title I staff and teachers are trying a new structure for supporting kindergarten students identified as needing more support. After initial screening, kindergarten students will be grouped, based on need, in multiple areas which includes phonemic awareness, phonics and concepts of print. Title 1 Instructional Aides provide pull-out services four days per week focusing on specific strategies (such as rhyming, blending, segmenting, letter recognition, etc.) in each Tier 2 and Tier 3 group. Students will be monitored weekly to determine growth and proficiency. Two data points at or above grade level expectations on the specific intervention skill will determine each student's readiness for exiting his/her particular group. Students are pulled out of class for 15 minutes per day, four days per week.

This year, our Title I paraprofessionals will provide pull-out services and utilize the Leveled Literacy Intervention program for our 1st and 2nd grade students. They also work with students needing early literacy assistance (sight words, sounds, etc.) Students are pulled out of class 30-45 minutes per day, four days per week for the LLI program.

Social/Emotional Supports

TFES also supports a Positive Behavioral Intervention and Supports (PBIS) model to support students who need the most instructional support. Again, the MTSS Team and the teacher engage in a systematic problem-solving process in which decisions are determined by the

collection of specific student data. The MTSS Team will assist the teacher with selecting, implementing and monitoring the needed interventions with fidelity. Students not meeting the school/classroom expectations for behavior often receive support through individually created behavior plans. These plans are teacher created, teacher-parent created, or teacher-parent-support staff created. The behavior plan is very individualized and resources and strategies given to students are determined through close observation, documentation and review.

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

The teachers at TFES are involved in the identification and monitoring of students who need the most instructional support in all four core content areas using a multi-tiered system of supports (MTSS). This system of supports ensures whether or not we are meeting the needs of individual learners.

In the fall, after initial benchmarking assessments have been conducted, the grade-level data teams, which include the building principal, teachers, and Title I Intervention Teacher, analyze students' achievement through the use of unit assessments in all core areas and benchmarking screeners, including DRA's, DIBELS, and NWEA for reading and math. In addition, we use local assessments to support identification for students in the area of writing, science, and social studies. An academic intervention plan is created based on initial assessment results. This data is used for direct instruction as well as creating groups for interventions and identifying students who qualify for Title I services. Third through fifth grade teachers also meet to analyze state assessment scores to provide effective whole-group and small-group instruction and reach students who have not met achievement goals.

Teachers and Title I Instructional Aides use progress monitoring tools on a bi-weekly basis in the areas of ELA and math to check for growth and adjust instruction and intervention grouping as needed.

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		

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		

Component 4: Strategies to Attract Highly Qualified Teachers

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

Traditionally, SE and TFE as separate buildings have had very low turnover rates. With the District decision to consolidate SE and TFE, TFE will have 41 instructional staff members, 28 support personnel, and 8 Intermediate School District ancillary staff members. With retirements, we are hiring three new highly qualified teachers this year. 83% of our 41 teachers have been at the school for 10+ years.

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

There are 41 teaching staff at TFES equating to 40.5 FTE for the 2017-2018 school year (40 full-time FTE and 1 - .05 FTE counselor).

With a teaching staff of 41 teachers, 15% or 6 teachers have 0-5 years experience and 85% or 35 teachers have > 10 years experience. The principal has 9 years of administrative experience.

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

The specific initiatives that TFES implemented to attract and retain high quality teachers are Professional Learning Communities (collegial and supportive staff) and a high level of parental involvement to support student success. TFES is a district-accredited NCA school and demonstrates a high level of achievement on assessments.

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

The specific initiatives that the Howell School District has implemented to attract and retain highly qualified teachers are a competitive salary and benefit package, open enrollment for employee's children, updated facilities and technology (technology bond passed in November of 2015), focused professional development related to the district School Improvement Plan, and high levels of academic achievement. The district is in a continuous process of improvement to maintain district accreditation through NCA.

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?

There is not a high turnover rate at TFES, so this question is not applicable to our situation.

Component 5: High Quality and Ongoing Professional Development

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

The staff will receive professional development that will assist in the implementation of the school improvement plan and that is aligned with the challenges addressed in the comprehensive needs assessment (CNA). Strategies for professional learning that support the needs of our staff and students, especially our student subgroups (bottom 30%, economically disadvantaged, and our students with disabilities) will be conducted throughout the school year. The professional learning includes the following opportunities:

Best Practice aligned with 5D Evaluation Framework: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning, and Classroom Environment and Culture.

Best Practice in Literacy Instruction: Core instruction and intervention strategies used in all core areas. Topics include Research Based Targeted Literacy Instruction: GELN Essentials instructional practices in Early Literacy SOEL Essential, Reading Workshop, Writing Workshop, vocabulary instruction, Reading Apprenticeship, and Assessment Literacy.

Coaching: An At-Risk Instructional Coach to support teachers in best practices in all content areas. The coach will continue to support teachers in implementing Project Based Learning (PBL) units.

Curriculum Training: Provides staff with up-to-date knowledge and support in curriculum and assessment.

Home/Teacher Partnership: Strengthening and creating a collaborative relationships with parents. Teachers will be trained in additional strategies that they can use to assist parents in supporting their students academically at home.

Multi Tiered System of Support (MTSS): A systematic approach to identify and provide intervention and support for all learning. Utilizing Data Driven Dialogues to increase student achievement and analyze, discuss, and use data.

Positive Behavioral Interventions and Supports (PBIS): Training on topics that help support the positive culture and climate within the building (i.e. bullying prevention, updating and teaching the behavior rubric and behavior expectations, Statewide Autism Resources and Training (START) (strategies can be applied to any students who are experiencing issues with behavior), Peer to Peer coaching (training and support for teachers on special education inclusion strategies), and Capturing Kids' Hearts training).

Student Goal Setting: Staff will assist students with utilizing their data to create and internalize individual goals in reading and math.

Technology Based Resources: Google Classroom/productivity tools, online formative assessment tools, and websites and apps to promote learning in the core areas and increase engagement (Accelerated Reader, Reading A-Z, RAZ Kids, Science A-Z, EDM online resources/games).

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

To illustrate this, describe the p.d. that will be continued from one year to the next and the p.d. that will cycle.

Describe the P.D. that is carried on over the course of the year on a given initiative.

The point is that "one shot workshops" is not considered "sustained and ongoing".

Don't overlook coaching and other forms of embedded P.D.

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Professional Development is embedded within our School Improvement Plan, in our building staff meeting/PLC schedule, and in our five district PD days. District and school PD initiatives are spread throughout the year and when necessary across more than one year. The district supports a PLC model of professional development. All staff received PLC training several years ago; however, new staff members will be provided a refresher on the core concepts of a PLC model. PLC meetings take place before/after school and during a prep periods. Teachers meet in PLCs 2-4 times per month to collaborate and receive necessary training identified in our School Improvement Plan.

The district administrative team (all principals and some central office staff) and several Three Fires teachers were trained in the 5D Evaluation Framework. This team will continue to train all staff on this instructional framework/strategies. Through the utilization of principal walkthroughs and teacher observations, fidelity of implementation of these strategies can be monitored. During PLCs, the principal can help assist teachers in the determination of which strategies are the most appropriate throughout the year.

The district continues to employ an instructional technology coach who is available to work individually with teachers to develop capacity in the effective use of technology. He also will model the use of technology in the classroom for teachers to observe and learn how to implement. In addition he conducts various workshops through the summer and school year.

With the combining of two schools, it will be important to provide professional development on our MTSS model and implementation throughout the school year. Because past practice in each building will vary, professional development will ensure that all students will receive appropriate intervention and support. It will be imperative for student success to set clear expectations and procedures for servicing students. Our MTSS Team will develop this professional development and monitor this process. Last year, the district created an MTSS Workgroup to help all schools improve their MTSS supports and procedures. Members of our MTSS Team are members of this MTSS Workgroup. This workgroup will meet 4-5 times this year. The district has also created an Elementary Administrative Support Coordinator position to support all elementary schools with their MTSS model and implementation.

This year, a teacher will serve on an ELA curriculum committee. The Executive Director of Instructional Services will meet with this committee to provide information on standards and curriculum alignment. The committee members then take this information back to the grade-level and PLC teams to share out the information.

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

Component 6: Strategies to Increase Parental Involvement

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

The Three Fires Elementary Parent Involvement Plan was created by our School-wide Planning Team. This Team consists of teachers, support staff, parents, business partners, and the principal. Parents on our School-wide Planning Team play a key role in the development, monitoring, and updating of this plan.

This spring, in finalizing our Title I plan for Three Fires, the district was informed by an MDE consultant for state/federal grants that with the merger of Three Fires and Southeast, we needed to take a few additional steps to maintain our Title I school-wide programs and funding. One of our first steps was to have several members of our School-wide Planning Team (5 teachers, 1 parent, and the principal) trained in Title I school-wide programs this summer. The district met with an educational consultant to develop a plan for the training. The educational consultant was the same consultant who assisted when Three Fires applied to become a School-wide Title I School several years ago. The educational consultant lead a 3-day workshop to ensure that we received the proper training and assisted us with completing our Title I/School Improvement reports including the Parent Involvement Plan and the Parent Compact. During this summer training, a parent was present and provided meaningful input on our Parent Involvement Plan and our Parent Compact.

Now that these documents have been completed, we will be sharing them with parents via newsletters, the school website, Open House, conferences, PTO meetings, and at our Annual Title I Parent Meeting. During our Annual Title I Parent Meeting, parents will be invited to provide feedback on our School-wide Parent Involvement Plan and Compact. Our School-wide Planning Team will continue to review and determine when and how school-wide topics and documents will be shared with parents. Parents and business partners participate in these meetings and will continue to provide us with their suggestions to update and improve our School-wide Title I Program. We will continue to update our School-wide Plan with the feedback we receive from our parents. This feedback will be generated from parent meetings, informal feedback (i.e.: building suggestion box), and formal feedback (i.e.: school improvement surveys).

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

Parents will be involved in the implementation of the schoolwide plan in a variety of ways.

Parts of the CNA, such as the item analysis M-STEP data, are completed by the SI Team at their monthly meetings. Parents will work with teachers to analyze the M-STEP data.

Schoolwide reform strategies that are being implemented will be shared with parents and parents will be given ideas for supporting their children with these strategies.

Parents are notified in the building's annual report that all staff (teaching and support staff) is highly-qualified according to No Child Left Behind legislation.

Parents are notified when staff will be participating in district-wide professional development days.

Feedback is solicited from parents via paper and electronic surveys, PTO meetings, availability of a suggestion box, School Improvement Team Meetings (3-4 parent members), and various meetings that take place during the school year (Open House, conferences, Annual Title I Parent Meeting).

Weekly communication is sent home which parents aware of events that they can become involved in or opportunities that are available to support their child in the classroom or at school. TFES has a very active PTO and there are many opportunities to volunteer at the school.

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Parents of preschool children are given opportunities to become involved in their child's transition to kindergarten. In August, the fifth grade students and parents tour the middle school they will be attending. This visit includes a tour of the building, meeting key staff members, and an overview of a "typical" day in the life of a middle school student at the school. In merging Three Fires with Southeast, parents had opportunities to provide feedback and participate in transitional events to ensure the consolidation met students' and parents' needs. For example, there were numerous opportunities for students and parents to tour the building and meet staff. A school event (a minor league baseball game) was organized to join the two buildings outside of the school day. Parents, students and staff of both buildings were encouraged to attend. Before school begins this fall, TFES will hold an open house where students and parents can meet their new teachers, tour the building and reconnect with familiar faces from both building populations.

Parents can help to carry out the schoolwide plan by attending SI meetings, parent night meetings, PTO meetings, and parent-teacher conferences/other meetings regarding their child's progress. They can volunteer in the classroom or with events outside of the classroom, both during the school day and outside of the school day. Parents can also support the implementation of the schoolwide plan or assist in carrying it out by familiarizing themselves with what their children are learning and then supporting their children as learners at home.

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

Three Fires Elementary School will ensure the involvement of parents in evaluating the School-wide Title I program by:

Reviewing and providing feedback on the School-wide Parent Involvement Plan at the Title I Annual Meeting

Making copies of the School-wide Parent Involvement Plan available for parents and seeking their feedback on the School-wide Parent Involvement Plan

Encouraging parents to make suggestions re: the Parent Involvement Plan; share suggestions with the School Improvement Team

Distributing and reviewing Teacher-Parent-Students Compact at November Parent-Teacher conferences

Surveying all parents to gather perception data

Reviewing and revising the School-wide Program to incorporate suggestions based on the Parent Survey results

Placing a suggestion box in the front lobby for continued communication between parents and school all year. Reviewing suggestions and comments at monthly School Improvement Team Meetings and/or at PTO Meetings. Acting on these suggestions made by stakeholders as appropriate.

Holding Title conferences in the fall and the spring and seeking face-to-face feedback.

Expanding all avenues of print and electronic communication with parents to increase parent and family engagement.

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	TFES has a Title I Parent Involvement Policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f), and the policy has been attached in the ADDITIONAL REQUIREMENTS section of the ASSIST	Parent Involvement Policy

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

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

1118 (e) (1)

Parent-Teacher Conferences - fall and spring; also scheduled on a request basis by either teacher or parent.

Documents given to parents at Open House

The state assessment will be administered in the spring, and the results will be shared via Parent Reports being sent home to parents in the fall, at School Improvement Team Meetings, and through the school newsletters as soon as the state allows results to be shared.

WIDA results for ELL students will be sent to parents. Individual parents will be given an opportunity to have an ELL tutor share/explain the results with them.

Local common district assessment information (NWEA, DIBELS, Kdg. district writing prompts, DRA2) shared with parents at conferences and on report cards (per district guidelines). Students in K-2 are given the DIBELS and other literacy assessments at least three times per year.

Students in grades 1-5 are given the NWEA exam at least three times per year in the areas of Reading and Math (students in grades 2-5 also take the Language Assessment). Kdg. takes NWEA reading in the spring; math in the fall and spring. Parents will receive a report of their child's progress after each of these assessments or when appropriate.

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.

Title I Teacher available at conferences to provide information and answer questions about assessments.

Three Fires Elementary School offers training and materials to parents through the following events and activities: 1118 (e) (2)

Title I Annual Meeting

Open House

Community Information/Resources re: Parent Workshops focusing on academic support will be made available to parents throughout the year

Title I Family Literacy Night and Title I Family Math Night

Take Home Book Reading Program in grades K-2; monthly Reading Logs in grades 3-5

Provide lists of community resources to individual parents and provide assistance in accessing these resources, as needed

Websites and tech resources that parents can utilize at home are shared by our tech teacher and other staff

Summer Reading Program offered through the District Community Library

Bi-weekly School E-Newsletter - Timberwolf Times/Weekly Wednesday Packets/Classroom newsletters/District publications and newsletters

Tabs on the District Website (Schools/Services/Enroll/Students/Academics/Athletics/ Arts & Music/Parents/Community/Highlander Pride - provide parents with materials and resources to help their child achieve success and materials and resources to be informed parents in the district

Educate teachers, Title I staff, and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

Three Fires Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and 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. Teachers will be encouraged to utilize technology when appropriate to communicate with parents.

Three Fires Staff will follow the district's "Standards of Customer Service".

Three Fires Elementary School will work to coordinate programs to ensure success for all: 1118 (e) (4)

Transition to Kindergarten: activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations

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Transition to Middle School: activities to educate 5th grade students and parents about the Middle School program in Howell during the spring of 5th grade and during the summer

GSRP (Great Start Readiness Program): Preschool program located in our school that prepares students for Kindergarten expectations

Head Start

Classroom Parent Volunteers

PTO coordinated activities

Scouting Programs

Music Programs

Community Library Programs

To ensure that all parents are informed in a timely manner and user-friendly manner, Three Fires Elementary School will provide: 1118 (e) (5)

Take Home Folders (grades K-2); Planners (grades 3-5)

Bi-Weekly School E-Newsletter/Weekly Wednesday Packets/Classroom Newsletters/District Newsletters written in a language parents can understand

Bilingual interpreter, as needed, throughout the district for all parent contacts

When necessary, accommodations are available for parents with special needs (deaf, blind, etc.)

Three Fires Elementary School will make every effort to support our parents and make sure their needs are met: 1118 (e) (14)

Make every effort to accommodate parent requests to ensure that student's and parent's individual needs are met in order to foster more positive parent involvement

Parent request for assistance will be immediately addressed by the classroom teacher and coordinated with the Title I Teacher, and with administration and other staff if appropriate.

Three Fires Staff will continue to focus on the best ways to strengthen positive relationships between home and school.

Three Fires Elementary School will provide: 1118 (f)

Flexible meeting times

Handicapped Accessible Facilities

Phone Conferences (Bilingual interpreter, as needed, throughout the district for all parent contacts)

Bi-Weekly School E-Newsletters/Weekly Wednesday Packets/Classroom Newsletters/District Newsletters written in a language parents can understand

When necessary, accommodations are available for parents with special needs (deaf, blind, etc.)

Collaboration with community agencies; i.e., Community Mental Health, United Way, LACASA, Big Brothers-Big Sisters, Kiwanis, Lunch Buddy Program, Shop with a Cop, Empty Stocking Fund, etc. These programs/agencies are coordinated through the administrator, counselor, and Title I Teacher.

Transportation Assistance (L.E.T.S. Bus)

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

Three Fires Elementary School will ensure the parent involvement component of the schoolwide plan is evaluated by: 1118 (c) 3

Reviewing the School-wide Parent Involvement Plan at the Title I Annual Meeting

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Making copies of the School-wide Parent Involvement Plan available for parents

Encouraging parents to make suggestions re: the Parent Involvement Plan; share suggestions with the School Improvement Team and make appropriate changes

Distributing and reviewing Teacher-Parent-Students Compact at November Parent-Teacher conferences and share with staff

Documenting and reviewing parent participation at the Title I Annual Meeting, Open House, conferences, PTO meetings, and at School Improvement meetings.

Surveying all parents to gather perception data and review during school improvement meetings

Reviewing and revising the School-wide Program to incorporate suggestions based on the Parent Survey results

Placing a suggestion box in the front lobby for continued communication between parents and school all year. Reviewing suggestions and comments at monthly School Improvement Team Meetings and/or at PTO Meetings. Acting on these suggestions made by stakeholders as appropriate.

Holding Title conferences in the fall and the spring

Expanding all avenues of print and electronic communication with parents to increase parent and family engagement.

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

The results of the evaluation will be used to improve the schoolwide program throughout the year and for the following year. Written suggestions regarding the parent involvement plan, survey results, and written suggestions received in the front lobby suggestion will all be used by the SI Team, that includes parents, to improve the schoolwide program and decisions will be made as appropriate.

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

Develop jointly with parents and teachers a School/Parent/Student Compact. The Compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The Compact will be reviewed and discussed during fall parent-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

Three Fires Elementary School will develop/review the Teacher-Student-Parent Compact:

The Teacher-Parent- Student Compact was developed jointly by staff/parents/community member who sit on the building School Improvement Team. Revisions were made according to suggestions by the staff at a staff meeting. The Teacher-Student-Parent Compact is reviewed annually so that revisions can be made.

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

Develop jointly with parents and teachers a School/Parent/Student Compact. The Compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The Compact will be reviewed and discussed during fall parent-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

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Three Fires Elementary School will review the Teacher-Student-Parent Compact:

The Compact is signed in September and is shared again with all parents at the November Parent-Teacher Conferences. Teachers discuss how the Compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.

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

TFES is an elementary school, and we share the parent compact at Parent-Teacher Conferences in November/the fall.

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.

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

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

Daily Take Home Folders (grades K-2); Planners (grades 3-5)

Bi-Weekly School E-Newsletter/Weekly Wednesday Packets/Classroom Newsletters/District Newsletters written in a language parents can understand

Bilingual interpreter, as needed, throughout the district for all parent contacts

When necessary, accommodations are available for parents with special needs (deaf, blind, etc.)

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?

Kindergarten:

TFES connects with preschool age children and their families in a variety of ways as they transition to kindergarten.

The district coordinates the transition of preschool age children into the district's kindergarten programs through Livingston Educational Service Agency (LESA) and Great Start initiatives in the county. Great Start Livingston and the county school districts meet regularly during the school year to address preschool transition and strategies that will be utilized. "Kindergarten Summits" are held during the school year. These "summits" provide an opportunity for preschool agencies and school district staff to collaborate re: transition to kindergarten. Strategies related to "kindergarten readiness", curriculum, and ways that preschools and elementary schools can partner to support families are discussed and implemented. In late winter, Great Start Livingston creates a document that lists all of the kindergarten registration information for the county school districts. During the 14-15 school year, kindergarten transition documents were created at the county level for use by the local districts (an activity calendar, parent information handouts; etc.) These documents are provided to parents in the spring and summer.

In the spring of each year, local preschool, Head Start, ECP, Great Start, and daycare programs have an opportunity to complete a "county-wide" developed readiness and transitional information form/survey on each student who will be transitioning to a kindergarten program in the county. The purpose of the form/survey is to give preschool teachers an opportunity to provide information to the next year's kindergarten teacher regarding individual students and their level of readiness for kindergarten. These forms/surveys are distributed to the students' kindergarten teachers in the fall before school starts. Kindergarten teachers use the information to get some initial "data" regarding the students who will be in their classroom. The information is for teacher use only; an opportunity for the preschool teacher to share information with the kindergarten teacher. Parents have an opportunity to complete a district form regarding information about their child and the readiness skills that they are bringing to kindergarten. Kindergarten teachers compare the information received from preschool teachers and from parents with their initial assessment results from the first couple of weeks of school.

In September (administered for the first time in September of 2012 - kindergarten teachers received training before school started on how to administer the county assessment), kindergarten teachers administer a readiness assessment that is consistent county-wide. The kindergarten teachers are able to utilize the assessment results of the individual students in their classroom immediately to plan instruction for these students. The county assessment is administered in conjunction with district assessments that are administered during the first couple of weeks of school. Results are tabulated at the county level and then shared with each district via e-mail and at a Kindergarten Summit. The county-wide results are used to assess the readiness level of preschoolers who entered kindergarten in the fall. These results are also shared with preschool teachers in the county so they can focus on the skills that the majority of students may be lacking as they enter kindergarten.

Howell Public Schools offers many childcare and preschool opportunities for parents within our district facilities. TFES has a 3 & 4 year old preschool program and a Beginkergarten program on-site for the 2017-2018 school year. The children enrolled in these programs are typically children who will attend kindergarten at TFES, or are children who already have siblings enrolled in the school. The children and the families who are enrolled in this program come into kindergarten with a connection to the school. They have a familiarity with the facility and with the school's culture. These children already see TFES as "their school" as they transition to kindergarten.

During March, Howell Public Schools holds a district registration for incoming kindergartners and their families. To put a more personal touch on the registration process, each elementary school holds its own local registration for students attending the school in the fall. The dates and locations were advertised for several weeks through building marquees, newsletters, the district and building websites, on the local radio station and in local newspapers, and in various locations around the community. The Kindergarten Registration at TFES was held in the
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multi-purpose room which has an entrance off the front of the building. This provided easy access to the building. There were sessions from 9:30 a.m. to 2:30 p.m. and from 4:00 p.m.-6:30 p.m. Parents were able to complete and submit required paperwork, register for on-site before and after school child care, and complete an application for free and reduced lunch/breakfast. Both building principals (SE and TFE), Kindergarten teachers from both schools, clerks from both schools, and parent representatives from the PTO were on hand throughout the sessions to answer questions and provide a tour of the school. During a set period of the day, a school bus driver and a bus were on site for parents and children to ride. There were refreshments for everyone and an activity table for the children. All of the children received a stuffed animal which had their graduation year on the front.

A Kindergarten Packet provides parents with resources to assist them as they make the transition to kindergarten with their child. The various kindergarten options (all-day every day kindergarten and full day and ½ day beginning kindergarten are described in the packet. They receive an overview of the Kindergarten Curriculum, a copy of a daily kindergarten schedule, and suggestions for how to prepare their child for kindergarten. Additional resources are available to help parents develop the pre-academic, speech, social, physical, and emotional skills that are beneficial to school success.

Parents who contact the school after the scheduled registration day are offered a time to meet with the principal so that questions can be addressed and a tour of the school can be provided.

When necessary, staffings are held at the school each spring for Head Start, Great Start Readiness Program (GSRP), and ECP (Early Childhood Program) students who are entering kindergarten. Pre-school students who are receiving support services through Child Find (usually includes IEPs) are invited to attend a transition IEP at TFES. The ECP preschool and CI special education teams work together to determine needs of incoming Kindergarten students. Staff visit students and classrooms to determine best placements for the upcoming school year. CI staff work with ECP staff to write IEPs that will transition students into Kindergarten and align with Essential Elements. These staffings or transitional IEPs provide an opportunity to assist these families in their transition to kindergarten and provide school staff with an opportunity to gather information that will be helpful in meeting the student's needs in the fall.

A Kindergarten Open House is held in the evening the week before school starts. The principal, the kindergarten teachers, and other available staff such as the Title I Teacher and the Counselor are available to welcome our youngest students and their families to our school. This event allows each student to meet their teacher, see their classroom, find their locker, and tour the entire building prior to the first day of school. While parents get to do the same, they can also ask questions, finalize transportation, finish the registration process, and share any final concerns with the teacher. Classroom teachers send personalized invitations to all registered incoming kindergarten families. The PTO also holds its school-wide Ice Cream Social on this evening, providing our kindergarten families with another way to feel that they are a part of the school from the very start.

During the school year, students who attend preschool programs housed at TFES are invited to participate in appropriate assemblies and other events (PTO family nights, the spring walking club, theme days, etc.).

Middle School:

TFES connects with our students and their families in a variety of ways as they transition to middle school.

In order to prepare students for the transition from elementary to middle school, in the spring, the middle school band and choir directors come to the elementary school to showcase the work of their students and invite our existing fifth grade students to enroll in their classes. Also, in the spring, the middle school principals and guidance counselors come to our school and meet the 5th grade students and they give students an overview of middle school. The main focus during this meeting is the 6th grade schedule and course offerings.

In August, the fifth grade students tour the middle school they will be attending. This visit includes a tour of the building, meeting key staff members (principal, support staff), and an overview of a "typical" day in the life of a middle school student at the school.

Students with disabilities, both with resource room support or in the CI program, have IEPs with either the teacher consultant or teacher from the middle school participate in the IEP to facilitate the transition to middle school for all students with disabilities.

In August, middle school students receive their schedules and have their pictures taken for their student identification cards at an orientation, held prior to the start of the school year. Students receive their locker assignments and are able to "walk" their class schedule and practice using their first "real" lockers and moving throughout their middle school day.

Consolidation of two elementary buildings:

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It has been decided by the district to close one of our elementary buildings. In response, Southeast Elementary will be combining with Three Fires Elementary beginning in the 17-18 school year. The staff of these two buildings has worked diligently to ensure that all students, staff and parents feel comfortable with the consolidation.

When the decision was made to close Southeast, a transition team, consisting of the principals from each building, staff members from each building, parents from each building and central office staff, was developed to aid in the emotional and facility concerns brought to us by stakeholders. During these meetings, the team worked collaboratively to develop a transition plan.

To relieve some of the stress of joining an already established community, all of the SE students took time during one school day to visit the school, meet grade level peers, take a tour of the building and meet some staff members. A school event (a minor league baseball game) was organized to join the two buildings outside of the school day. Parents, students and staff of both buildings were encouraged to attend. Before school begins this fall, TFES will hold an open house where students and parents can meet their new teachers, tour the building and reconnect with familiar faces from both building populations.

In an effort to deal with some concerns about transitioning to a new facility, staff and parents gave recommendations regarding the need to make the building seem more like an elementary building by adding carpet, shelving and more playground equipment. The positioning of grade level classrooms was changed to enable same grade classrooms to be within close proximity of one another.

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?

Training for parents and/or teachers:

Kindergarten:

LESA and the Great Start Livingston Collaborative provide coordinated training throughout the year for preschool and daycare providers. At the time of registration, either at the spring registration day at the building or when a parent registers at another time, parents of incoming kindergartners receive in their registration packet information about Beginning Kindergarten and Kindergarten programs in the district, speech and language development information for kindergartners, what parents can do to help their child prepare for the first day of kindergarten, and information regarding a "pathway" to early learning success (how to support their child academically, socially, and emotionally).

At the fall Kindergarten Open House (held the week before school starts in conjunction with the PTO School-wide Ice Cream Social), parents receive information specifically related to their child's kindergarten classroom, and they receive information regarding the core content standards for kindergarten.

Middle School:

To prepare parents for the transition of students to middle school, the middle schools each hold a parent information night in the spring where parents and students learn about the curriculum and services the middle school provides.

At the fall Middle School Open House, parents receive information specifically related to their child's classes and teachers, and they receive information regarding the core content standards for sixth grade.

Consolidation of two elementary buildings:

During the past year, the district created a Transition Team to make the consolidation of SE into TF as smooth as possible for all stakeholders. The committee included parents, teachers, and the principals from both buildings along with central office staff, and board members.

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Other transition activities involved electronic grade level pen pals between the two buildings, SE bussing the students for a visit to TF to see the building and meet the students that will be their future classmates, and 4 nights dedicated for family visits to see the building.

Prior to the Open House, we will provide a dinner for the parents, students and staff to see the updated facilities.

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 at a variety of levels.

At the district level, the district School Improvement Team sets an assessment calendar for the year. This calendar outlines which assessments are administered and when they are given. For the 2017-2018 school year, an ELA committee at the district level will have teacher representatives from each elementary building. Building reps will share information/minutes from committee meetings via e-mail or at a building staff meetings.

At the building level, classroom teachers identify students who are in need of intervention/additional support at the end of the year, at the beginning of the year and throughout the year. Parents may ask for additional support/interventions for their child, as well. The identification by teachers is based on a variety of assessments such as classroom observations, classroom work/behavior, and classroom, district, and state assessments/progress monitoring. Initially, the teacher will utilize the information gained from these various assessments to adjust instruction within the classroom and to provide supplemental instruction during the daily 45 minute Enrichment time. The MTSS Team and sometimes the special area teachers, may also provide interventions and support to these identified students during the Enrichment time. If the student does not demonstrate improvement during this period of adjusted classroom and Enrichment instruction, the teacher may request assistance from the building MTSS Team and/or request a staffing. Parents are invited to the staffing, unless there are circumstances which need to be addressed prior to contacting the parent to set up a meeting. Other "experts" who may have knowledge of the student or who may have suggestions for interventions are also invited to the staffing, in addition to the classroom teacher and the parent. These experts might include the Principal, the Teacher Consultant, the School Psychologist, the School Social Worker, the Autism Consultant for the district, the School Occupational Therapist and/or the Physical Therapist, the School Guidance Counselor, or any outside "experts" that the parent wishes to include in the staffing. At the staffing, the classroom teacher is asked to share current performance data and the interventions that have been implemented up to the time of the meeting and the success of those interventions. Next steps are determined and a time-line for a follow-up meeting is discussed. Classroom teachers are asked to begin a SIDR - Student Information Data Record. Demographic information, current academic performance, pertinent medical information, and interventions and strategies that have been tried are documented in the SIDR. Dates of meetings are also recorded in the SIDR. Once a SIDR is started it follows the student from grade to grade each year.

Parents are informed of upcoming state/district assessments through principal and teacher communications. Teachers inform parents of upcoming classroom assessments such as unit tests and quizzes, quarterly tests, and/or semester test. At the Annual Schoolwide Title I Parent Meeting in the fall, the assessments that all students take are reviewed with parents. Results of classroom work and assessments are available to parents on PowerSchool (web-based grade book), as well as on report cards. Building assessments such as MLPP, DRA, DIBELS, SRI etc. are shared with parents at Parent-Teacher Conferences in the fall and in the spring. Results from the state assessments are shared with parents on Powerschool.

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

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Teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students during scheduled Professional Learning Community (PLC) meetings, which are held during a grade level's 55 minute common planning time. During PLCs, grade level staff is focusing on analyzing classroom and building assessment data, on grouping students for instruction, on utilizing research-based instructional strategies, and on planning for future instruction. Planning for the daily 45-minute Enrichment time occurs during PLC time or during grade level common preps. Release time is available for teachers to assess, score, analyze, and record their assessment results.

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.

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

ELA and Mathematics

Kindergarten: In September, general education teachers and the MTSS Team conduct academic screening with all kindergarten students in the area of ELA and Mathematics utilizing MLPP, DIBELS, and NWEA (math). Data from the screenings is analyzed by the teacher and the MTSS Team during PLCs/grade level meeting times. This review/analysis of the data and grade level criteria is used to determine those students who need additional support. Targeted instruction is provided by the general education teacher and the Title I staff to those students who are identified as being in need of additional support in mastering the standards/grade level proficiency in all core content areas. The Title I staff work with the students found to score furthest from meeting the standard while the classroom teacher supports students who need less intense intervention.

Grades 1 - 5: In September, general education teachers and the MTSS team review the academic screening assessment data from spring of the previous year. This process includes a review of the following data sources: DRA, DIBELS, SRI and NWEA. Data from these assessments is analyzed by the teacher and the MTSS Team during PLCs/grade level meeting times. This review/analysis of the data and grade level criteria is used to determine those students who need additional support. Targeted instruction is provided by the general education teacher and the Title I staff to those students who are identified as being in need of additional support in mastering the standards/grade level proficiency in ELA and Mathematics. The Title I team services the students needing the most support to meet the standards.

Science/Social Studies

K-2 teachers do not score assessments in the traditional way, as results are used in a formative manner.

We will assess grades 3-5 students in the fall, winter, and spring using grade-level unit tests. Students who score below the 70% proficiency criteria will be eligible for additional support.

Monitoring

Continuous progress monitoring by the general education teachers, with assistance from the MTSS staff, in all core content areas, will determine if needs are being met by the interventions that are being implemented, and instruction will be adjusted if needed. At the end of each quarter (more often if needed), grade level teams will meet with the MTSS Team during PLCs to analyze student data and review student intervention plans to make instructional adjustments as needed.

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?

All Content Areas/Grades

General education teachers provide tier 1 instruction at each grade level within a dedicated time frame as follows: 90 minutes of ELA instruction daily and 60 minutes of math instruction daily. Differentiated instruction in the general education classroom includes, guided reading, reader's and writer's workshop, extension lessons in Everyday Math, and reteaching as needed in all of the core content areas. Students who continue to experience difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level receive timely, effective, additional assistance from the classroom teacher, the Title I staff, and/or other staff during a daily 45-minute Enrichment time (each grade level has its own specific 45 minute block of time). Students identified for additional assistance receive supplemental reading and math support and supplemental support in science and social studies is provided during reading instruction and intervention by focusing on comprehension and content specific vocabulary within non-fiction text. When necessary, students who need additional time beyond the differentiated instruction/reteaching in the general education classroom and the scheduled daily-45 minute Enrichment time are pulled by Title I staff for additional specialized instruction (in some situations there are students receiving up to 3 sessions of ELA instruction each day). Classroom teachers are responsible for planning specific goals for supporting students during Enrichment. Classroom teachers and special education teachers/staff will collaborate when planning specific goals/accommodations for supporting students. Classroom teachers will team up with their grade level colleagues and support staff, special education staff, and special area teachers to deliver supports and interventions to all at-risk students according to the goals set by the classroom teacher during Enrichment. The classroom teachers, special education teachers/staff, and the Title 1 staff work with the most at-risk students. When available, special area teachers work with those students who are not at-risk. The MTSS Team helps teachers to identify areas of concern and help provide differentiated instructional strategies for at-risk students. Classroom teachers request assistance of the MTSS Team when they have a professional need for support and/or when student achievement is not meeting expectations. The MTSS Team and the teacher engage in a systematic problem-solving process in which decisions are determined by the collection of specific student data.

Reading

Grade Span K-1

This year, our Title I staff and teachers are trying a new structure for supporting kindergarten students identified as needing more support. After initial screening, kindergarten students will be grouped, based on need, in multiple areas which includes phonemic awareness, phonics and concepts of print. Title 1 Instructional Aides provide pull-out services four days per week focusing on specific strategies (such as rhyming, blending, segmenting, letter recognition, etc.) in each Tier 2 and Tier 3 group. Students will be monitored weekly to determine growth and proficiency. Two data points at or above grade level expectations on the specific intervention skill will determine each student's readiness for exiting his/her particular group. Students are pulled out of class for 15 minutes per day, four days per week.

Grade 2

Title I paraprofessionals provide pull-out services and utilize the Leveled Literacy Intervention program. They also work with students needing early literacy assistance (sight words, sounds, etc.) Students are pulled out of class 30-45 minutes per day, four days per week for the LLI program.

Writing

Teachers utilize a writer's workshop approach as a way to differentiate instruction in writing. They utilize read alouds and mini-lessons to teach the elements of writing (they use 6 +1 Traits of writing and the Maupin House CraftPlus writing kits). There is guided writing and independent writing. Students are writing on a regular basis in all core content areas, with teacher and peer editing/conferencing occurring when appropriate. There is an integration of narrative and nonfiction writing occurring throughout the week across the core content areas.

Social/Emotional Supports

TFES also supports a Positive Behavioral Intervention and Supports (PBIS) model and a Crisis Response Team to support all students. The building PBIS Committee and the Crisis Response Team meets periodically to support the PBIS model/plan. This committee with feedback from the SI Improvement team, MTSS Team, and the staff as a whole has developed a behavior expectation matrix and a behavior consequence rubric that is posted in all classrooms and in the hallways. The matrix and rubric are shared with students at the beginning of the year, as well as on an as needed basis during the year. Parents receive this information at the beginning of the year. The model/plan dictates that students who struggle with behavior/are not meeting the school/classroom expectations for behavior receive support through individually created behavior plans. These plans are teacher created, teacher-parent created, or teacher-parent-support staff created. The behavior plan is very individualized and resources and strategies given to students are determined through close observation, documentation and review.

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

At TFES we follow the MTSS model and through that process, students' individual needs are being addressed through tier 1 differentiated instruction in the classroom utilizing best practice strategies in each of the core content areas. In K-3 classrooms, teachers utilize guided reading and leveled books with students grouped according to their instructional level. In grades 4-5, teachers utilize guided reading and leveled books with their struggling readers, and utilize literature circles and Reading Apprenticeship strategies with their on grade level/advanced readers. Marzano's strategies for vocabulary development will continue to be a focus/support area. In grades K-5, grade level appropriate vocabulary and comprehension strategies are taught and reinforced. Daily at home reading is encouraged in grades K-5. K-2 students have access to leveled book tubs as part of a daily take home reading program. Students in grades 3-5 are also encouraged to read outside of school on a daily basis. Teachers utilize a monthly reading log as a way of having students demonstrate/document that they are indeed reading outside of school on a daily basis.

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In math, teachers utilize math manipulative materials, reteaching, and the support and extension lessons in the Everyday Math Teacher's guide.

In science and social studies, teachers differentiate by selecting materials that are at various levels and utilize reteaching to assist those students who need additional time or content repeated. Teachers utilize graphic organizers and where possible they utilize leveled nonfiction texts during their reading block that are related to science and social studies concepts that are being covered during science and social studies, i.e. weather is the science topic being covered, so the lower readers may read a nonfiction text about weather during their guided reading time.

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.

Programs and resources are coordinated and integrated toward the achievement of the schoolwide goals in a variety of ways. Howell Public Schools' Executive Director of Instructional Services and the Director of Finance (overseer of grants) meet regularly with building principals and the District SI Team, to discuss and plan the use of resources. All of the programs and resources that are listed in question 2 below are used to support student achievement as outlined in the SI Plan goals. The SI Plan for TFES includes resources from Title IA and Title IIA, along with district, state, and other federal funds to enhance the academic achievement of all students. Each goal plan in the SI Plan lists the resources needed to implement the strategies that will be used to accomplish the goals. Each program/resource offers unique ways to support student achievement. Title IA funds are used to supplement and improve core programs for students who are identified as needing additional support to master the standards.

FEDERAL RESOURCES, PROGRAMS & GRANTS:

TITLE IA FUNDS - TFES uses Title IA funds for a HQ RTI Teacher and HQ RTI paraprofessionals; software to supplement instruction; materials to assist parents in helping their children at home; materials to implement interventions; professional development for staff.

TITLE IIA FUNDS - TFES uses Title IIA funds for district and building professional development related to district and building initiatives.

IDEA FUNDS - IDEA funds support the LESA special education staff (PTs, OTs, SSWs, Psychologists, etc.) who support special education students in the building.

STATE RESOURCES, PROGRAMS & GRANTS:

GENERAL FUND MONEY - TFES uses general fund money for salaries and to fund materials and supply budgets.

31A Funds - TFES utilizes 31A funds to support a 0.5 counselor in the building and to support the Reaching Higher Program which is utilized with 5th grade students.

LOCAL RESOURCES, PROGRAMS & GRANTS:

PTO Funds - The TFES PTO uses PTO funds raised through fundraising activities to fund cultural assemblies, field trips, family science night, fall and winter family activity nights, kindergarten registration; literacy support with leveled books for K-2 and novel sets for 3-5; classroom materials.

BUILDING STUDENT ACTIVITY MONEY - funds activities or materials/supplies that are utilized by a group of students or all students; funds field trips for students who are homeless or who can't afford to make a donation to a field trip.

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.

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

Component 1 - Comprehensive Needs Assessment: Title IIA; General Fund

Component 2 - Schoolwide Reform Strategies: Title IA; Title IIA; General Fund; PTO; Building Student Activity Fund

Component 3 -Title IA; Title IIA; General Fund

Component 4 - Attract and Retain Highly Qualified Staff: Title IIA; General Fund

Component 5 - Professional Development: Title IA; Title IIA; General Fund

Component 6 - Parental Involvement: Title IA; General Fund; PTO

Component 7 - Preschool Transition: General Fund; IDEA

Component 8 - Assessment Decisions: General Fund

Component 9 - Timely & Additional Assistance: Title IA; General Fund; IDEA

Component 10 - Coordination & Integration of Federal, State & Local Resources: General Fund

Evaluation - Title IA; General Fund

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.

TFES coordinates and integrates the following federal, state, and local services in a manner applicable to the grade level to support achievement of the schoolwide goals through the nutrition program (free and reduced lunch/breakfast program), the McKinney-Vento (transitional housing/homeless) program, the HeadStart and Great Start Readiness programs (GSRP) for preschool students and through community resources such as Big Brothers/Big Sisters. We provide free and reduced breakfast and lunch for students who qualify, we identify students/families in transitional housing/homeless situations and make sure that they have the necessary resources and materials for their children. We have students who enroll from HeadStart and GSRP, and we facilitate awareness of community resources that may benefit students within the school setting and that may benefit students and families outside of the school setting.

Evaluation:

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

TFES evaluates the implementation of the schoolwide program in multiple ways throughout the year.

In the fall at the Annual Schoolwide Plan Meeting, parents are given an opportunity to provide feedback on the schoolwide program, the Parent-Involvement Policy, and the Teacher-Parent-Student Compact. At Parent-Teacher Conferences, parents are given an opportunity to complete a survey which asks them to evaluate the implementation of the schoolwide program. There is also a suggestion box located in the front lobby at all times for parents to offer suggestions or leave comments regarding aspects of the schoolwide program or other programs, etc. at the school. The SI Team and staff review the feedback/survey results/suggestions at the time they are collected or received. Changes that can be made immediately are made at that time. Suggestions requiring more discussion, or the updating of documents, are addressed at SI Team Meetings.

In addition to the evaluation that occurs at the Annual Schoolwide Plan Meeting, the staff and parents, and the SI Team, which includes the principal, SI Chair(s), Title I Teacher, Data Team Leader, a grade level rep from each grade level, a special rep, a special education rep, a support staff rep, parents, and a business/community partner annually evaluate the implementation and results achieved by the schoolwide program, using process, perception, demographic, and achievement data. The goals, objectives and implementation of strategies through action steps, as well as the parent involvement activities are reviewed/analyzed. The SI Plan is revised as necessary to ensure the continuous academic improvement of all students in the schoolwide program, and is evaluated to determine if the goals in the plan and the fidelity of implementation of the strategies/action steps are making a difference. This annual evaluation occurs at the April SI Team meeting. The results of the evaluation are shared with staff and parents during the early part of May, and are utilized to revise the SI Plan for the following year. The revised plan for the next year is approved at the May SI Team meeting and shared with staff before the end of the year. The SI Plan for the next year is shared with parents in the fall and at the Annual Schoolwide Plan Meeting.

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.

TFES evaluates the results achieved by the schoolwide program using data from the state's annual assessments and other indicators of academic achievement through its building school improvement process.

The SI Team, in monthly SI Team meetings, and the building staff in staff meetings and grade level PLCs, analyze demographic data, process/program data from the NCA Self-Assessment, achievement data (state assessment data, district data, and grade level/classroom assessment data), and perception/survey data and identify trends to determine the effectiveness of the program and the strategies that are utilized. Demographic, process/program, achievement, and perception data is analyzed whenever the data is available during the year, and the results at the time of the analysis are compiled for the annual evaluation by the SI Team in April and May. The SI Team and staff utilize the evaluation of the results that were gathered throughout the year to adjust strategies and action steps for the following year that are outlined in the SI Plan.

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.

TFES will determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards through consistent and regular progress monitoring of individual student achievement in the core content areas. Available data in all of the core content areas will be analyzed. We will annually analyze the performance of our students on the state assessments. We disaggregate proficiency rates for ALL students and for our identified sub-groups (SWD, ED, and bottom 30%). We look at proficiency percentages for students from year to year (2016 % proficient compared to 2017 % proficient), and we track cohort groups, as well from year to year (2016 3rd grade proficiency compared to 2017 4th grade proficiency). This analysis is done at SI Team meetings, at staff meetings, and at PLC meetings. Assessment data is shared with parents throughout the year and is shared with students, as well, as we know that students are more apt to achieve at an increased rate when they know their current data and set goals for themselves.

In addition to determining whether the schoolwide program has been effective in increasing the achievement of students overall who are furthest from achieving the standards, TFES also analyzes individual student data to determine whether the schoolwide program has been effective in increasing the individual achievement of students who have been identified as being furthest from achieving the standards. Classroom work, pretests/posttests, student staffings, special education staffings/IEPs, and PLC and grade level meetings are sources of data for determining whether or not the schoolwide program has been effective in increasing individual student achievement. Classroom teachers are responsible for planning specific goals based on data to support students during differentiated instruction in the classroom and during Enrichment. They are also responsible for progress monitoring the achievement of these individual students.

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 process that is followed by TFES to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program is the NCA/AdvancED district school improvement process. As a result of this process, the SI Plan functions as a dynamic document that is updated and revised throughout the year. We also utilize the MDE Program Evaluation Tool to evaluate the schoolwide program.

The various components of the SI plan will be updated and revised by the SI Team which includes parents, as well as other groups as follows:

#1 CNA will be evaluated in the spring of each year by the SI Team, with assistance from the Data Team Leader and building staff. State and local test data, perception data, demographic data, and program/process data from the current school year will be gathered and analyzed to evaluate and update the CNA.

#2 School-wide Reform Strategies will be evaluated quarterly by the SI Team and all building staff. State and local assessments will be evaluated to determine the effectiveness of the school-wide reform strategies. State assessments will be analyzed annually and local assessments will be evaluated quarterly. After this analysis, action steps in the SI Plan will be adjusted to ensure that all students are meeting the Common Core State Standards.

#3 Instruction by HQ Staff and #4 Strategies to Attract HQ Teachers will be evaluated annually by the Principal and district personnel to determine that all staff meet HQ qualifications.

#5 Professional Development will be evaluated monthly and annually by the SI Team and all building staff. The PD calendar and staff

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surveys will be reviewed following each PD opportunity to determine the effectiveness and value of the PD that was offered and whether or not additional PD is necessary and in what areas. Needs related to PD for parents will be surveyed on the parent survey that is administered at the Annual Parent Meeting in the fall.