



School Improvement Plan

Southwest 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	See attached	Abbreviated Goals SW 2016-17

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was compiled by the Data Team Leader, School Improvement Chair and building principal. The data contained in this CNA was used by the entire school staff to determine our School Improvement Goals. This is a dynamic document that will be updated and revised on an annual basis.

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?

Demographic Data:

Strengths - Student enrollment, attendance, and behavior data remains consistent therefore there are no challenges.

Teacher/Leaders demographic and attendance data remains the same and there are no challenges.

Challenges - Class size is above district and state averages.

Title 1 Data Analysis

K - 100% of students serviced learned all their letters and sounds. 74% based LLI assessment level B and C. 84% of the students made grade level DRA of 3 or above, 23% met RIT norms on NWEA, 43% were in mid range, and 23 % 1 year behind grade level.

1st grade - 85% of the students serviced made a years' growth in DRA. 50% of students made a years' growth on NWEA reading assessment. 78% of students scored a proficient or mid range RIT score. Lowest reading area Foundational Skills.

2nd grade - 73% of students serviced made a years' growth in DRA. 27% of the the students met their years growth on NWEA reading assessment. Lowest reading area Foundational Skills. 42% scored a proficient RIT or mid range RIT.

3rd grade - 72% of the students serviced met their years' growth on SRI. 83% met their years' growth on NWEA reading assessment. 100 % met their DRA years' growth goal. 58% scored a proficient RIT or mid range RIT.

4th grade - 72% of the students serviced met their years' growth on SRI. 78% met their years' growth on NWEA reading assessment. 100 % of the students met their DRA years' growth goal. 30% of the students scored a mid range RIT score.

Title 1's LLI program increased students reading and reading comprehension skills. For grades K-2, low Foundational Skills, resulted in a lower percentage of students meeting NWEA years' growth goals.

Even though the students made a years' growth on their reading skills, students are not at grade level.

Schoolwide Data Analysis

Mathematics Data Analysis: NWEA - All grade levels RIT score at mean or above. Grades 2-5 highest mean RIT above Norm. School average of percentage of students who made projected RIT - 68% as compared to 2015-16 50%. No areas of concerns for subgroups of
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special ed or ELL. No consistent trend in strongest areas within sub sections in math. Weakest area in math Numbers and Operations.

M-Step : Comparing grade level results from previous year. 5th grade - 2015 -16 43% proficient and 2016-17 - 40 % proficient. 4th grade 2015 -16 65% proficient 2016-17 49% proficient. 3rd grade 2015-16 48% proficient 2016 -17 65% proficient.

3rd (2015-16) 48% proficient , 4th grade (2016-17) 49% proficient.

No growth from grade to grade in mathematics MStep data.

Writing Data Analysis: NWEA -3rd, 4th, and 5th all increased mean RIT scores over 2015-16. 3rd, 4th and 5th all have mean RIT scores over Norm RITS. No consistent strength area. Weakest area - Writing. School average of students meeting RIT projection 68% as compared to 2015-16 62%.

Sub groups data - 5th grade shows a large a gap between male and female of students who met their growth RIT score. Male -82% female-68%.

2nd grade data shows a decline in average RIT as compared to 2015-16 school year, and compared to Norm RI(2015-16 194.6, 2016-17 187.0, Norm 189.7)T . Also, see a large percentage of ELL's who did not meet their RIT projected growth. (75%)

Reading Data Analysis: NWEA - K, 1st, and 2nd all decreased mean RIT scores over 2015-16. 3rd grade went up 1.9, 4th grade remained the same, and fifth grade went up 2.6. Grades 2-5 mean RIT is above the Norm RIT. School average of meeting RIT projection 57% as compared to 2015-16 53%.

Areas of strength on NWEA literature and areas of weakness foundational skills and vocabulary/informational text.

Sub group data - 4th and 5th grade show only 38% of ELL's meeting projected RIT score. Large discrepancy between male and female in 3rd grade - Male who met projected growth 50% as compared to 87% of female who met projected RIT growth. For all grades in special ed 63% of the students met their projected RIT score.

M-Step : Comparing grade level results from previous year. 5th grade - 2015 -16 67% proficient and 2016-17 - 66 % proficient. 4th grade 2015 -16 51% proficient 2016-17 51% proficient. 3rd grade 2015-16 58% proficient 2016 -17 66% proficient.

Comparing cohorts of students - 4th (2015-16) 51% proficient, 5th (2016-17) 66% proficient. 3rd grade (2015-16) 58% proficient, 4th grade (2016-17) 51% proficient. In conclusion, 5th grade MStep shows great growth from last year to this year and 4th grade Mstep shows a slight decline in growth.

SRI - 3rd grade Fall 48% scored advanced and proficient, Spring 79% scored advanced and proficient. 4th grade Fall 61% scored advanced and proficient, Spring 77% scored advanced and proficient.

DRA - 93% of K students met grade level DRA expectations. 81% of 1st grade students met grade level DRA expectations. 71% of 2nd grade students met grade level DRA expectations. 1

Conclusion of data:

Growth shown by NWEA data.

Areas for improvement:

Reading - K-2 Foundational Skills, grades 3-5 informational text and vocabulary.

Mathematics - Numbers and Operations

Writing - Writing Process

Action Steps:

Title 1 focuses provides intervention in Foundational Skills.

Use of Formative Assessment in all subject areas.

Continue learning and use of 5D+ teacher evaluation process.

Fidelity in meetings for analyzing data.

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 are a result of comprehensive needs assessment analysis process that identifies students who are at-risk in the area of ELA, math, science, and social studies. For each grade level, a data wall was developed collaboratively between classroom teachers, Title 1 teachers, and principal. Level of competency using multiple objective criteria was determined in each of the four core subject areas in each grade level. In kindergarten through second grade developmentally appropriate measures were used, and other factors such as participation in Head Start or ECP, were taken into consideration as well. Students were ranked based on need and the neediest students receive Title 1 support. In addition, homeless students and ELL students are monitored and receive Title 1 services if needed.

To determine Southwest's goals multiple forms of data were analyzed. The assessments used were district common assessments, SRI, DRA, DIBELS, MLPP, and NWEA.

Based on the analysis of the data, Southwest has goals in Reading, Mathematics, and Writing.

We also need to continue to work on the gaps of subgroups of female and male, SES and non SES, and ELL students.

In order to address the priority needs discovered in the completing the comprehensive needs assessment, the following strategies and activities created Southwest's 2016-17 SIP.

Southwest will continue through professional development to implement the researched based strategy of formative assessment. Southwest is part of the FAME program and will start year three initiatives in the 2016-17 school year. Learn and analyze data is also an activity on SIP. Grade level time will be used to analyze data wall to insure all students are receiving interventions needed, in order for them to achieve academic success.

As part of the District Plan professional development will be provided to staff in order to integrate technology into teaching practices. This is part of a technology bond based for Howell Public Schools.

Also included in the school improvement plan is to learn and implement an aligned standards-based curriculum.

5D+ teacher evaluation process will add 3 new dimensions to improve instruction.

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

Southwest will be using researched based strategies to improve instruction in the areas of Reading, Mathematics, and Writing. Strategies were chosen for those goals based on analysis of the entire school's assessments. NWEA will be used throughout the year to monitor, review, and improve instructional strategies used to meet our goals in reading, mathematics, and writing. Grade level meetings are set up monthly in order to analyze multiple types of assessment on the data wall to monitor our progress and discuss ways to improve. New forms have been created to document interventions and progress monitoring. New Data Team Committee will meet 3 times a year to review NWEA data to determine strengths and weaknesses in grade levels and general education instruction. Peer coaching will be made available to improve areas of weakness. 5D+ teacher will continue to be used with the addition of 3 areas. Formative assessment professional development will be provided through the FAME team.

In order to meet the needs of children who are disadvantaged, RTI intervention time, outside the general education teaching schedule, will be made available for those students. Also ELL students and their parents will receive support in the curriculum. Title 1, ELL tutors and Special Education staff will supplement the general education teaching, by providing small group focused instruction. In addition, to address the needs of students K-3, Title 1 teacher will be focusing on assessing and monitoring foundational skills. A scope and sequence has been created for all K-3 teachers in order to ensure all skills are taught in the general education classroom.

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Also, to progress monitor detailed assessments will be given to K-2 students by Title 1 staff and LESA staff,

The purchase of the computer program, IXL, will provide all students access to instruction in Language Arts and Mathematics. IXL can assist students in specific content standards below, at, or above grade level.

Component 2: Schoolwide Reform Strategies

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

Reading Goal: 100% of Southwest students will make growth on NWEA Reading Assessment and 55% will meet or exceed Spring Projected Growth Goal on the NWEA Reading Assessment by 6/30/18.

Mathematics Goal: 100% of Southwest students will make growth on NWEA Mathematics Assessment and 55% of students will meet or exceed Spring Projected Growth on NWEA Mathematics Assessment by 6/30/18.

Writing Goal: 100 % of Southwest students will make growth on NWEA Language Usage Assessment and 55% of students will meet or exceed Spring Projected Growth on NWEA Language Usage Assessment by 6/30/18.

Strategies and activities that will be used for each of the goals.

Programs, structures, and supports marked with (T1) were included in the 16-17 federal Title I grant

Programs, structures, and supports marked with (T2) were included in the 16-17 federal Title II Part A grant

Programs, structures, and supports marked with (T3) were included in the 16-17 federal Title III grant

Programs, structures, and supports marked with (31a) were included in the 16-17 state At-Risk (Section 31a) grant

Programs, structures, and supports marked with (35a6) were included in the 16-17 state Early Literacy (Section 35a6) grant

Strategy 1: 5D+ - Implement an inquiry-based instructional improvement process based on the University of Washington Center for Educational Leadership (CEL) 5D+ Instructional Framework. This strategy aligns with all 5 standards of our District Accreditation AdvancED Quality Standards by providing a comprehensive framework that:

Sets the Purpose and Direction for teaching and learning (AdvancED Standard 1)

Focuses Governance and Leadership on improving student performance (AdvancED Standard 2)

Provides research-based guidance on best practices for Teaching and Assessing for Learning (AdvancED Standard 3)

Ensures support and accountability through professional development and teacher evaluation with the district's Resources and Support Systems (AdvancED Standard 4)

Engages all stakeholders in a growth process that Uses Results for Continuous Improvement (AdvancED Standard 5)

The 5 Dimensions of Teaching and Learning™ include Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture, with an essential "+" dimension of Professional Communication & Collaboration.

Research Cited: University of Washington CEL research bibliography: <http://bit.ly/CElbibliography>

Tier: Tier 1

Activity 1: Instructional Strategies (Tier 1, Title II Part A) - Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs will include (but not be limited to):

Formative Assessment

Vocabulary instruction

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Differentiated instruction

Technology integration

Structures will include (but not be limited to):

PLCs

Staff meetings

Release time

Instructional coaching (T2)

District-led support

Principal-led support and teacher evaluations

Activity 2: Curriculum & Pedagogy (Tier 1, Title II Part A) - Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include (but not be limited to):

PLCs

Staff meetings

Release time

Curriculum coaching (T2)

District-led curriculum work (T2)

Principal-led curriculum work

Activity 3: Professional Development (Tier 1, Title II Part A) - Teachers will participate in professional development aligned to the 5D+ Instructional Framework using structures that will include (but not be limited to):

PLCs

Staff meetings

Workshops and conferences (T2)

Book studies

Release time

Coaching (T2)

District-provided professional development

Principal-led professional development.

Strategy 2: MTSS - 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. Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase academic growth and success.

Research Cited:

Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing Impact on Learning

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: All (Tiers 1-3)

Activity 1: MTSS Academic Support Outside Core Instructional Time (Tier 2, Title I and Section 31a) - The district will provide MTSS through

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Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including (but not limited to):

Elementary support through

At-Risk and Title I teachers (T1, 31a)

At-Risk counselors (31a)

At-Risk and Title I instructional aides (T1, 31A)

Activity 2: Progress Monitoring & Data Analysis (Tiers 1-2, Title II Part A, Section 35a6, and General Fund) - Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including (but not limited to):

Classroom teacher assessments and observations

Interim assessments (district benchmark assessments, common assessments, NWEA, SRI, MLPP, DIBELS, DRA)

Summative assessments (M-STEP, MI-ACCESS, WIDA, PSAT, SAT, ACT).

Structures will include (but are not limited to):

Critical Friends Groups (35a6)

PLCs

Staff meetings

Release time

Coaching (T2)

District-led data analyses

Principal and School Data Team-led data analyses.

Activity 3: Extended Learning Opportunities (Tier 3, Section 31a) - Provide extended learning opportunities including (but not limited to) summer school and credit recovery. (31a)

Activity 4: Support English Learners (EL) (Tier 2, Section 31a and Title III) - Provide support to EL students and parents in all content areas for proficiency, including (but not limited to):

At-Risk Instructional aides (31a)

Sheltered Instruction Observation Protocol (T3)

Critical Friends Groups (T3)

PLCs

Staff meetings

Release time

Coaching

Professional development

Activity 5: Homeless and Foster Care (Tiers 1-2, General Fund) - Support Homeless and Foster Care Students with comparable services.

Activity 6: Students with Disabilities (Tiers 1-3, General Fund) - Support Students with Disabilities with research-based strategies, technology, and other programs.

Strategy 3: Continuous Improvement - Provide professional development in school improvement process, leadership, and state & federal mandates.

Research Cited:

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Tier: Tier 1

Activity 1: Professional Development in School Improvement (Title II Part A) - Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including (but not limited to):

Michigan Elementary and Middle School Principals Association (MEMSPA) (T2)

Michigan Association of Secondary School Principals (MASSP) (T2)

Michigan Institute for Educational Management (MIEM) (T2)

Association for Supervision and Curriculum Development (ASCD) (T2)

Michigan Association of School Administrators (MASA) (T2)

Michigan Association of State and Federal Program Specialists (MAS/FPS) (T2)

AdvancED (T2)

Livingston Educational Services Agency (LESA) (T2)

Washtenaw Intermediate School District

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).

See question number 1

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

See question #1

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.

Southwest's schoolwide plan provides interventions for students by providing RTI outside core instructional time. That includes general education teachers, Title 1 staff, Speech Therapist, Special Education Staff, Occupational Therapist, Teacher Consultant, School Psychologist, Counselor, and School Social Worker.

The schoolwide plan also provides for ELL support for students and parents whose first language is not English.

Grade level meeting will be dedicated to analyzing student data from data wall. Students at risk will be determined and instructional interventions for that student will be discussed and planned. Forms were created for students to be filled out to record interventions and progress monitoring.

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

To determine the effectiveness of our strategies and activities Southwest staff will use NWEA. NWEA is given three times a year and will be evaluated by staff to determine future instruction to meet goals.

To determine who receives MTSS assistance staff will utilize universal testing of NWEA, DIBELS and DRA. Also, three times a year Title 1 eligibility sheets are created for all grades and all subjects. A point system is created using a multiple types of criteria: state assessment data, DRA, NWEA, SRI, SMI, DIBELS, and teacher recommendations. Students are then ranked to determine the most at-risk for each grade level and subject area. The classroom teacher, principal, and Title 1 teacher use the information from the eligibility sheets to determine students who will receive Title 1 support. In addition, homeless students, Economically Disadvantaged students, and ELL students are monitored closely to determine if Title 1 services are needed.

K-2 students will be tested to determine instruction and intervention for foundational reading skills. These assessments will be given 3 times a year.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Southwest has 20 general education teachers, 2 special education teachers, 1 full time art teacher, 1 physical education teacher, 1 music teacher, 1 technology teacher, 1 Title 1 teacher, and 1 teacher consultant. All but 2 of the the teachers have been at Southwest for 3 or more years. One new teacher will be hired to fill a new section in 2nd grade.

Southwest has a low rate of turnover for the past five years. Over 75% of the staff have been teaching at Southwest for more than 5 years.

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

Ten teachers have been teaching for more than 15 years.

Fourteen teachers have been teaching for 9 to 15 years.

Three teachers have been teaching 4 to 8 years

New teacher experience to be determined

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

Southwest utilizes the teacher mentor program for new teachers to retain high quality teachers.

The interview process at Southwest consists of a committee of staff, administration, and parents to ensure high quality teachers that will be beneficial to the teaching staff at Southwest.

District and building administrators attend college and universities within the state to recruit highly qualified staff. During the interview process, only highly qualified candidates, per state and federal requirements, are selected. All reference and academic records are reviewed for accuracy.

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

District and building administrators attend college and universities within the state to recruit highly qualified staff. During the interview process, only highly qualified candidates, per state and federal requirements, are selected. All reference and academic records are reviewed for accuracy.

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?

Southwest does not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Southwest will be utilizing staff meeting time and grade level meetings to assist in professional development aligned to the goals.

Staff meeting time will be used in order to provide professional development in formative assessment.

Southwest has been accepted to be part of the Michigan's Department of Education FAME project. FAME team members will meet monthly to learn about formative assessment. That information will be presented to all Southwest Staff at staff meeting.

Also, in the staff meetings the connection between our FAME initiatives and 5D+ teacher evaluation tools will be presented.

Grade level meetings will be used for MTSS to ensure at risk students are receiving services needed.

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

Staff meeting are held two times a month.

Grade level meeting are held once a month.

FAME meeting once a month

MTSS PLC's held monthly

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

Component 6: Strategies to Increase Parental Involvement

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

Design

Parents are involved in the design of our Schoolwide Title 1 program through parent surveys, parent membership on School Improvement Team, and Title 1 parent night. Parents are asked for suggestions on how we can improve the design of the program. Through these surveys and talking with parents we make changes to the design of the program.

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

Parents are involved in the implementation of our Schoolwide Title 1 program as well. Title 1 presented a description of the LLI for parents. Information was shown to parents of how the program works and how to work with their child at home.

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

Parents complete a survey yearly evaluating the plan. This survey is sent home to all parents whose children participate in the Title 1 program. The survey begins by describing the program and then asks parents to rank statements based on components of the Schoolwide Title 1 plan.

Parents are also encouraged to make suggestions at Title 1 parent meetings and at School Improvement meetings.

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		

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

PARENT INVOLVEMENT POLICY

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Southwest Elementary School follows the parent involvement policy guidelines in accordance with the No Child Left Behind Act of 2001, Section 1118. Southwest will distribute and make this Parent Involvement Policy readily available to the parents of each student participating in the School-wide Title I program and with parent input, update the policy periodically.

A. Southwest convenes an annual meeting in the fall of each school year with our entire school community. The purpose for the meeting is to share the information in the Annual Report, which describes the school improvement goal statements and the progress made by our students on the statewide academic assessments, and to share and discuss the school-wide Title I Plan, which was developed by the staff, parents, and community.

B. Title I provisions require that parents have the right to be involved in decisions related to their children's education, and the school is

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required to seek input from parents in a variety of ways. Southwest will meet these requirements by using the following avenues: a) the school improvement team will have parental representation at meetings where budget, student assessment data, and instructional strategies are discussed, developed, or revised. Parent members will be present when the expenditure of funds are discussed for the variety of programs related to the school improvement goal statements, such as family involvement curriculum nights, parent education programs, community outreach efforts, and tutoring programs. b) Individual Parent/Teacher

Conferences are held in November and March, and any additional meetings scheduled due to parent or teacher initiation. c) Parent surveys are used to determine parental satisfaction or dissatisfaction with the academic program, the school climate, the school improvement plan, and other important key issues involving parent-teacher partnerships including homework and communication between home and school.

C. Southwest offers a flexible schedule of meetings to encourage parents' attendance. School Improvement meetings are rotated between mornings and afternoons outside the school day.

D. Parent input is sought specifically through parent surveys and parent participation in committees and activities for the development and revision of our parent involvement policy, our Parent-School Compact, and our School-wide Title I Plan.

E. Parents are provided with timely information in the following ways; weekly/monthly classroom newsletter, monthly updates at PTO meetings, quarterly issued report cards, scheduled Parent/Teacher Conferences and parent or teacher initiated meetings, phone calls, emails, Southwest Elementary School website, Howell Public Schools District website, monthly Southwest newsletters and calendars, Howell Public Schools District Scanner newsletter twice a year, and Student Code of Conduct booklet. Parents will receive state of Michigan Grade Level Content Expectation booklets in Language Arts and Math describing in detail the academic requirements at each grade level. F. The Annual Report informs parents of the academic assessments that are used to measure student progress. Parents receive copies of the student assessment results with the levels of proficiency defined, including parent friendly individual reports on the MEAP.

G. As described in Paragraph B, parents are given opportunities for decision making related to the education of their children.

H. Parents are given materials and training on how they can improve their child's achievement. Some examples include: curriculum nights to explain the grade level curriculum and technology resources accessible by parents in order to support students in their core academic classes, Title 1 Literacy Night, upper and lower literacy nights. We also include Parent Link in our monthly newsletter, which contains ideas for parents on child development and how to support their child's success in school.

I. Southwest staff will continue to train on the best ways to strengthen positive relationships between home and school. Parents will be offered the opportunity to attend a presentation of Jim Fay and David Funk's book, *Teaching With Love & Logic*.

J. Southwest will continue to coordinate and integrate with Parker Middle School and Highlander Way Middle Schools, and our local preschool programs by participating in the following transition programs: Sixth Grade Orientation for 5th grade students and preschool to kindergarten transition activities.

K. Southwest has access to translators for parent meetings. The building is fully handicap accessible.

L. Southwest has a Parent Compact that was developed jointly by staff and parents.

The Compact is used annually at parent conferences and signed by the parents, teachers, students, and principal. The Compact is reviewed each year, and the necessary revisions are made according to suggestions by parents, students, and staff.

M. Southwest provides reasonable support for parental involvement by allowing parents to volunteer in the building and in classrooms. Parents are requested to attend Open House/Curriculum Night, special events and assemblies. Parents are encouraged to participate in a variety of ways. This allows for a rich partnership with parents, and benefits the students and staff.

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

Parents complete a survey yearly evaluating the plan. This survey is sent home to all parents whose children participate in the Title 1 program. The survey begins by describing the program and then asks parents to rank statements based on components of the Schoolwide Title 1 plan.

Parents are also encouraged to make suggestions at Title 1 parent meetings and at School Improvement meetings.

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

Southwest sends out a survey each year to the parents of students serviced by Title 1.

Parents are asked to rank each statement.

The scale is 1 = strongly disagree 2= disagree 3 = Do not know 4 = agree 5 = strongly agree

Below is the results of the survey with the average ranking before it.

1. 4.5 I am aware that Southwest updates their goals, strategies, and activities in the School Improvement Plan to maximize student success.
2. 4.7 Effective strategies are identified (through research) and aligned to the findings of the Comprehensive Needs Assessment to help students reach academic success at Southwest Elementary School.
3. 4.4 Title One staff are highly qualified to work with students at Southwest Elementary School.
5. 4.2 I have received information about the program my child is in Title 1.
6. 4.2 I am confident that my child's instructional needs are met, with the help of Title 1.
7. 4.3 I am pleased with the progress my child is making with the help of Title 1.
8. 4.6 I believe my child has benefited from support from Title 1.
9. 4.2 My child feels better about how they are doing in school due to getting support through Title 1.
10. 3.7 My child enjoys going to Title1.

Next year we need to survey students to see there perception of going to Title 1 and why they like or don't like it.

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

The Title 1 staff reviews the student-parent compact with parents and asks for input. This compact clearly states what responsibilities are the teachers', such as delivering a high quality curriculum in a supportive environment. It also clearly states what responsibilities are the parent's, such as student attendance and homework completion. A signed copy of the compact is placed in the Title 1 individual student files.

Southwest has a Parent Compact that was developed jointly by staff and parents.

The Compact is used annually at parent conferences and signed by the parents, teachers, students, and principal. The Compact is reviewed each year, and the necessary revisions are made according to suggestions by parents, students, and staff.

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

At the first conference of the school year, the general education teacher and Title 1 teacher meet with the parents of a students serviced by Title 1. At that time, we review the compact together and address any questions the parents have.

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

Southwest does not service middle school or high school students.

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

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

Southwest provides parents with a variety of venues in order for them to follow their child's academic success. This includes parent conferences offered two times a year. Parents are also able to access current academic progress daily through Power Schools. Report cards are sent home each term for grades 2-5. Also, Progress Reports are sent home mid-term, four times a year for grades 2-5. At the first Parent-Teacher conference, parents are invited and strongly encouraged to come to the Title 1 room to meet with the Title 1 staff. We review how students are assessed and chosen for participation in the Title 1 program, and when students are considered at grade level and dismissed from the Title 1 program, in parent friendly language.

Progress Reports from Title 1 are sent home 3 times a year. The parents receive a graph showing the students progress toward making a year's growth in the LLI program. It also indicates the child's progress toward being at grade level.

We also review the individual child's assessment data with the parents, in parent friendly language. SRI parent reports, and NWEA reports are available for parents and they are encouraged to come and meet with the Title 1 staff to discuss the results in parent-friendly terms.

Kindergarten through 1st grade report cards are sent home each semester. Each quarter parents are sent home progress reports for Title 1 students based on a variety of assessments.

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?

Successful transitioning of students and their parents to Kindergarten at Southwest Elementary School is Southwest Elementary School done through multiple ways.

Howell Public Schools offers a large menu of opportunities and childcare for parents of pre-school age children. Southwest Elementary School is home to a 6 year old pre-school program. Parents whose children will attend Southwest Elementary School as a kindergartner, often try to register for a spot in this preschool. This lends itself to a strong emotional and cultural connection to the building, staff, and playground, which all bode well for transitioning to kindergarten.

During March and April of each year, Howell Public Schools holds district Kindergarten registration. The date, times and location are advertised for weeks through building marquees, newsletters and websites, district websites, PTO websites, local newspaper, local radio station, and flyers that are disseminated to area Day Care Centers, Preschools, Pediatrician offices and realtor offices.

At the Kindergarten Registration, parents and students have a day of opportunities (9 a.m. - 1 p.m. and 3 p.m. to 6 p.m.) to complete and submit required registration paperwork, have their child's vision checked with Livingston County Health Department presence and participation, register for pre and or post school day child care, complete an application for Free and or Reduced lunch, speak with a Child Librarian from our local Library and sign up for a library card and/or program. Bilingual Tutors (from our ELL programs) are available to support our non English speaking parents through the registration and orientation process.

Building Principals, Kindergarten teachers, counselors (with therapy dogs), PTO representatives and office staff are at each building's station. Again, this chance to make the process as painless and complete as possible, and providing the opportunity to meet and connect with building staff is designed and successful in supporting a successful transition into Kindergarten.

Students who are receiving support services through Child Find (which usually includes IEPs) are invited with their parents to attend a transition IEP at Southwest Elementary School to support the transition. Prior to the opening of the school year, Kindergarten staff, Speech and Language Therapist, Counselor, Principal, Title I Teacher, Building Office Staff and Bus Drivers (with a school bus) all Southwest Elementary School to host an evening Kindergarten Open House. This allows each student to meet their teacher, see their classroom, find their locker, tour the entire building and meet the building staff they are most likely to interact with daily, prior to the opening of school. While parents get to do the same, they can also discuss their child's transportation plans, finish the registration process if needed, and share any specific concerns they have for their child and or family as they begin their school career. Invitations are sent personally to all registered incoming Kindergarten families along with being advertised through all available avenues. Through Great Start Livingston, Howell Public Schools has built a partnership with Day Care and PreSchool providers. This is designed to support kindergarten students having the social, emotional and cognitive readiness for the all day, rigorous, kindergarten experience. Southwest Elementary School staff are available to provide tours, respond to curriculum and schedule inquiries as well as answer any questions prior to and following registration.

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?

Prior to the opening of the school year, Kindergarten staff, Speech and Language Therapist, Counselor, Principal, Title I Teacher, ELL staff are available to meet with parents. During the meetings we review how students are assessed and chosen for participation in the Title 1 program, and when students are considered at grade level and dismissed from the Title 1 program, in parent friendly language. We also review the individual child's assessment data with the parents, in parent friendly language. Parents are encouraged to attend the Title 1

Literacy Night where we provide parents with both training and materials that they can use with their children at home to help them succeed.

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?

Local Assessments

The Southwest staff has vertical committees which are meeting to gather recommendations for screenings, progress monitoring, and quarterly assessments. These recommendations will be brought to the whole staff for input and decision-making.

The District School Improvement team creates the assessment calendar, in which teachers are members.

This assessment calendar draft is then presented to the teachers' union for approval. This assessment grid indicates the basic testing that needs to be done for all students. When students are found to be below grade level standards the general education teacher and Title 1 teacher will use a variety of assessments to progress monitor intervention implementation.

Howell Public Schools employs a data manager who supports and communicates with staff regarding professional development of district data management systems.

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

Teachers are involved in analyzing the student achievement data during staff meetings, grade level meetings, and professional development days. Student achievement data is analyzed to ensure our school improvement goals are in place to ensure all students are making progress towards achieving State academic standards. Individual student achievement data may be analyzed on an as needed basis between the general education teacher and Title 1 teacher to ensure they are progressing with interventions put into place.

Monthly grade level PLC's meetings will be used to review student achievement. Forms will be filled out on struggling students to record interventions and progress monitoring.

Three times a year a new Data Team Committee will meet to review NWEA data to determine grade level and teacher strengths and challenges. Peer coaching will be made available if needed.

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.

A variety of assessments are used in order to identify students not mastering State academic achievement standards. Along with these assessments the general education recommendations are considered in identifying these students.

In kindergarten the MLPP testing done in the beginning of the year identifies those students who need assistance in reading.

For mathematics, NWEA is given 3 times a year to determine students who need additional support. NWEA reading assessment is given at the end of the year.

In grades 1-3, the Developmental Reading Assessment and NWEA assessment are used to identify students who may need assistance.

For grades 3-5 the M-Step is one assessment used to identify students. NWEA assessment, Scholastic Reading Inventory, and district common assessments (for mathematics, ELA, social studies, and science).

DIBELS is done K-2 as a universal screener.

In addition, K-s students will be tested in reading foundational skills, 3 times a year.

The SE data wall contains all assessment scores for all students. The review of the data determines who is serviced by Title 1. Progress monitoring is by doing running records as prescribed in the LLI program.

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?

Students who are identified as not mastering State's academic achievement standards are assessed by the general education teacher and the Title 1 teachers to identify strengths and specific areas of concern. Based on this assessment, students receive additional assistance in instruction from Title 1. This instruction is differentiated to meet the child's individual needs by supplementing what is taught in the general education classroom. These students meet with Title 1 on a daily basis, during an enrichment time, in order for them to not miss any core instruction in their general education classroom. Monitoring of these students is done by the general education and Title 1 teacher to ensure they are making progress toward the State's academic achievement standards.

Additional resources to assist students include:

- Special Education Teachers team-teach with general education staff.
- English Language Learners Tutors support students in the classroom.
- Southwest is a Positive Behavior School.
- Students who struggle with behavior receive support through individualized behavior plans along with social work and counseling services.
- Lunch buddies is a program developed with local Big Brothers and Big Sisters organization. They come into our building once a month to have lunch with and mentor a student throughout the year.

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

Students' individual needs are addressed in the classroom through a variety of ways. For reading, students are reading in small groups or individually at the reading level determined by DRA, NWEA, DIBELS or SRI. Pre-assessments in math are used to identify students who need additional support on particular concepts. Writing is differentiated for students by conferencing with the teacher on their particular strengths and areas needed for improvement in writing.

Supplemental reading material is made available to students in science and social studies depending on their needs.

When planning lessons teachers use the following checklist to ensure a variety of strategies are used to aid in differentiation. The checklist is adapted from NCET work, "Differentiation: A Practical Handbook of Classroom Strategies."

Differentiation of Resources: appropriate reading levels, variety of media, technology, study guides, study skills,

Differentiation of Task: variety of tasks, matching of tasks to students, identifying particular outcomes for each task, building learning routes,

Differentiation of Support: support other adults and students, individual support by teacher, support through differentiated resources and technology, cooperative learning, small group tutoring

Differentiation by Response: course objectives accessible to students, making assessment criteria explicit, response partners, learning logs, small group tutoring individual action plans

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.

Howell Public Schools' Director of School Improvement, Curriculum and Professional Development meet regularly to discuss and plan the use of funds from Title IIA, Title IA, 31A and Title III with Elementary Principals.

Resources: Southwest Elementary School will use Title I, Title II, Title III along with district, state and federal funds to enhance the academic achievement of all students.

Support Programs: Title IA, Title IIA, Title III

Comprehensive Needs Assessment - Title IIA Funds

School-wide Reform Strategies - General Fund, Title IA, Title IIA, Title III, PTO

Strategies to Attract H/Q Teachers - General Fund, Title IIA

Highly Qualified and Ongoing Professional Development - Title IA, Title IIA, Title III, and IDEA

Strategies to Increase Parental Involvement - Title I, Title III, General Fund, PTO

Preschool Transition Strategies - General Fund, IDEA

Teacher Participation in Making Decision - General Fund

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards - Title IA, IDEA, General Funds

State educational agencies, local educational agencies (LESA), and other Federal programs that are coordinated with our Schoolwide program include: Special Education, Speech, Occupational Therapy, Physical Therapy, counseling, ELL, school nutrition Brothers/Big Sisters, and social work..

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.

Title I resources are used to supplement the student's general academic curriculum. These resources are used to provide differentiated academic instruction and guide practices that are individualized to student particular needs in order to meet State academic standards.

These resources are available to all students determined to receive Title I services.

Also resources are used in order to increase parent involvement in their child's academic success and in the design, implementation, and evaluation of the Title I program.

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

Southwest coordinates programs such as Positive Behavior Systems, Free and Reduced Lunch programs, and coordination with Head Start for new Kindergartners to support achievement in violence prevention programs, nutrition programs, and Head Start.

Evaluation:

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

Surveys are sent to parents, staff, and given to students to evaluate the Title 1 program.

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.

Each year the School Improvement Team evaluates the plan based on achieving the goals set. (Proficiency percentages.) The team and staff evaluate state assessment data in detail by grade, demographics, and standard tested. Based on that research the team re-evaluates the activities in the plan to make adjustments to improve the academic achievement of students.

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

Students who are the furthest from achieving standards are Title 1 students and/or special education students. Their progress is monitored through a variety of assessments throughout the year, SRI, DIBELS, DRA, SMI, NWEA, M-Step and classroom assessments. Goals of achievement are set for each student and reviewed with student and Title 1 teacher or Special Education teacher to determine if they are making desired gains.

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?

Each year the plan is evaluated by the staff and School Improvement team, based on data, survey results, and new research in teaching. With that information each goal, objective, strategy, and activity are updated to meet the needs of our students for continuous improvement.

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

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

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

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

Component 2: Services to Eligible Students

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

Component 3: Incorporated Into Existing School Program Planning

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

Component 5: Title I and Regular Education Coordination

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

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

Component 6: Instruction by Highly Qualified Staff

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

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

Component 7: High Quality and Ongoing Professional Development/Learning

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

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

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.			

Component 8: Strategies to Increase Parental Involvement

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

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

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?			

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

5. Describe how the parent involvement activities are evaluated.

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

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

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

School Improvement Plan

Southwest Elementary School

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

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

Component 9: Coordination of Title I and Other Resources

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

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

Component 10: Ongoing Review of Student Progress

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

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

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

Evaluation

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

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

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

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

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