



School Improvement Plan

Pullman Elementary School

Bloomington Public School District

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Pullman Elementary is a building of approximately 270 students in grades preschool through 5th grade. It is located in a small, rural community in Pullman, Michigan and it a part of the Bloomingdale Public School district. The Pullman community is approximately 35 square miles and has a population of about 4,000 according to the 2010 census. Our current student demographic is approximate and as follows: 55% Hispanic or Latino, 48% White or Caucaisian, and 2% African American. We employ 16 full time teachers which includes a total of 11 classroom teachers, one full time and two part-time Title I teachers, a part-time art teacher, part-time physical education teacher, special education teacher, and part-time music/computer teacher.

Some unique features about the Pullman community are that is located in a rural area and is known for its blueberry farming. Because of this, a good number of children from the families we serve at Pullman Elementary are employed with the local farms and tend to be a transient population due to migration. This can be a challenge because students in terms of student achievement and success because many of the families move in and out frequently due to the work of the families, which can cause a disruption and inconsistency in student learning. Pullman is also an area that has some of the lowest property taxes in all of Michigan. There are not many places of employment in Pullman, therefore many of our students also move in and out due to availability of work for the families. Pullman is also known as a vacationing spot for many Chicago residents as there are many local lakes in the area.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Pullman Elementary Mission Statement: The staff at Pullman Elementary, in cooperation with parents and community, will teach all students to learn and progress in the core curriculum by providing quality experiences, which will motivate students to become proficient readers, writers, and problem solvers.

The teaching staff engages students in learning by differentiating the common core curriculum on a daily basis and in various subject areas. Teacher use a combination of whole group, small group, and one on one instruction in all subject areas in order to ensure quality instruction and student achievement. Our school offers Title I assistance to those students who need in the areas of math and English language arts. We also offer ESL assistance to our English learners (ELs). Students are held to high standard of achievement with benchmarks and formative assessments throughout the year to help guide the instruction of the teacher and ensure student achievement.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

One of Pullman Elementary's notable achievement is it's ranking according to a study done by the mackinaw Center of Michigan. The a study compared our school to other schools in the state that are similarly located in relation to urbanized areas and Pullman Elementary ranks 3rd among these 685 rural schools in terms of student achievement. Pullman also ranks 1st among the 294 elementary and middle schools in the state classified as Rural-Distant. This is a notable achievement because although we do not have the student achievement scores that we would like to see and strive to achieve in the near future, we are doing well in comparison to other districts that are similar.

Pullman Elementary has improved in the area of Math over the past three years moving from 26.1% of students in grade 3-5 at or above proficient in 2010-2011 school year to 28.8% of students in grade 3-5 at or above proficient in the 2012-2013 school year. Although we have grown over the past three years, math is still an area of weakness. Our students achieved well below the state average which was 40.9% of students at or above proficient levels. Math is an area of improvement for us and we have been focusing on it as a district and school for the past school year. We will continue to learn and grow in this area as educators. Over the next three years, we would like to see Pullman Elementary students who are at or above a proficient level increase to at least match the state average if not more, which is currently 40.9%.

Another area of improvement is in the area of English Language Arts. Over the past three years our students who achieved at or above proficient levels on the MEAP test dropped from 51.3% to 45.4%. Reading is a huge and significant area that needs improvement and we will work hard on this area as educators in order to reach a goal of student at or above proficient levels to met or exceed the state average, which is currently 66.8%.

Additional Information

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

Our current student population is made of approximately 55% of the students of Hispanic or Latino decent. Many of these students are English language learners. Also, approximately 96% of are students currently qualify for free and reduced lunch prices. Many of the achievement scores of our students are linked to the socioeconomic status of our students. Overall, all or most of our students that achieved a below proficient score on the MEAP are students who are in the socioeconomically disadvantaged category. This is an area that we need to improve upon as educators. We need work together with our families, communities, and students to improve the educational experience and achievement of this specific group of students.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The stakeholders for the development of the school improvement plan are selected during beginning of the year staff meetings and school improvement team meetings. Monthly school improvement team meetings are held at the school every second Tuesday of the month after school hours from 3:00-4:30 p.m. Parents are invited to attend in school newsletters, word of mouth invitations by teachers and administrator, and phone calls. Once members are present at meetings, roles are assigned on a voluntary basis. We select a record keeper and two co-chairs. This year each of these roles were filled by classroom teachers in the building. Three parents participated in the SIT process this year to work on the plan and process. There were also five teachers and the building principal who were present and active members.

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

The school improvement team stakeholders represent three groups of people: teachers, administrator, and parents. The administrator responsibilities include helping to facilitate and play an active role in developing and guiding the team through the school improvement plan, data collection, and analysis. The teachers had responsibilities of program evaluation, writing and developing parts of the plan, data analysis, co-chairs and facilitators, record keeping. The parents' responsibilities included revision of the parent involvement plan, program evaluation, and revision of the parent and teacher surveys.

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

The final improvement plan was communicated to all stakeholders during the first school improvement plan of the school year. It was also communicated to all staff members at a staff meeting. We revisit the school improvement plan during grade level meetings on a monthly basis and school improvement team meetings on a monthly basis. Information on the progress of our plan is revealed to stakeholders during monthly meetings and newsletters.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

There is a decline in our student enrollment and has been over the past four years. This affects staffing because we have had to reduce teachers, paraprofessionals, and at times, not replace employees who resign or retire. When we do not replace employees who resign or retire, their duties are redistributed to other employees increasing their workload.

How do student enrollment trends affect staff recruitment?

Decreasing student enrollment trends affect staff recruitment, however, we rarely do any recruiting because we are rarely in the position to hire. However, when we do hire, it is difficult to recruit staff because a decrease in student enrollment decreases the chance of job security thus turning away potential staff members who may want to apply.

How do student enrollment trends affect budget?

Declining enrollment immensely affects our budget. With fewer students, we receive less money per pupil causing the district to make budget cuts which can come and do come in the form of teacher layoffs, paraprofessional layoffs, reduced professional development money for teachers, and reduced budget for classroom resources and technology.

How do student enrollment trends affect resource allocations?

Declining student enrollment affects our resource allocations because we need to make decisions based on how and where we want to reduce. If we reduce teachers/staff there will be more allocation for technology and resources. However, if we do not reduce teachers/staff, there will be more allocation

How do student enrollment trends affect facility planning and maintenance?

Declining enrollment affect our facility planning because no matter how many students enroll or not, the building that we use continues to age with time. The buses we use continue to age with time. When enrollment goes down that means less funding and less resources to allow for the maintenance and upkeep of our facilities.

How do student enrollment trends affect parent/guardian involvement?

We have an extremely transient population at Pullman Elementary. Because there is not an abundance of job opportunities in Pullman, this causes many families to seek employment elsewhere. This affects parent involvement because with less students there are less opportunities to reach out to parents.

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

Student enrollment trends have a great effect on public relations. When our student enrollment declines it causes all stakeholders in the community to question why students and families are leaving. It can cause the community to think that we are doing something incorrectly, when this is not the case. Our decreasing enrollment caused our school to some research on why our families leave when they do leave so that we can publish the results and end any rumors about the effectiveness of our educational program.

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

Most of our challenges are budget related and public relations related. We are no longer able to fund what we were once able to fund. We need to make cuts in staffing and resources in order to maintain operation as a school.

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

We have already taken action as a district and school. We are actively promoting our school to improve image and increase enrollment. We have done everything from written advertisement in local papers to door to door recruitment for our Pullman residents. We have also highlighted our school in ways in which we have showed improvements and how we compare to surrounding districts.

What are the challenges you noticed based on student attendance?

There are many challenges that come along with student attendance. One of the most crucial is it's effect on student achievement. Students need to be present in school in order to gain the knowledge they need to achieve. Our students achievement according to MEAP data is below the state average.

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

Student attendance is being addressed by tightening up our attendance policy, increasing our personal relationships with families and students in order to encourage every day attendance, and addressing socio-economic issues that may have an effect on our attendance.

Student Achievement Data for All Students

This area includes data questions.

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

Reading is the content area with the highest level of achievement for 2012-2013.

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

Math for 3rd and 5th grade show a positive trend in performance. Reading for 3rd grade showed a positive trend in performance.

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

Pullman is not above the state targets for student achievement in any content areas.

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

Writing- There was a rising trend from 2010-2011 and then a decline from 2011-2012-2013.

Science- There is a rising trend for Science in the top 30% over the past three years.

Reading- There is a rising and falling trend for the top 30% over the past few years for reading.

Math- There is a rising and falling trend for the top 30% over the past few years for math.

What factors or causes contributed to improved student achievement?

Improved student achievement could be caused by the initiation or partial implementation of the common core state standards for math and the increased use of non-fiction text due to a new reading series purchase for reading.

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

3rd and 5th graders performed better from 2011-12 to 2012-2013 on math. We know the factors made positive impact because we can see it in the student data on MEAP and other assessments used in the district. We can also see it in the daily interactions, writing, and conversations students have with one another about math and reading.

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

Science and writing are the two areas of the lowest levels of student achievement.

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

Most of our students achievement in all content areas show a rising and falling trend over the past few years. There is not one tend upwards or downwards in any specific content area.

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

We are below the state average in all content areas.

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

The bottom 30% of students or more are at the level 4 on MEAP for math and overall seems to increase, but has a rising and falling trend.

The bottom 30% of students for reading seem to flow back and forth between the level 3 and level 4 on MEAP and it varies year by year, but also has a rising and falling trend.

The bottom 30% or more of students are at a level 4 in Science and it has stayed pretty steady over the past few years.

The bottom 30% or more of students are at a level 3 in writing and the trend of level 3 from level 2 has increased over the past year.

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

Some factors that contribute to the writing achievement may be lack of time for solid writing structure, lack of training on effective and explicit writing instruction, math instruction, and reading instruction. Another contributing factor could be the way in which we structure and the quality of programming in our reading interventions and math interventions.

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

The reading interventions time made a negative impact on student achievement because many students were being pulled from core science and writing time to receive reading or math interventions.

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

We can restructure the way in which we deliver the reading interventions in terms of scheduling, structure, and the types of materials used during the reading interventions. The program must be research based and the frequency of interventions needs to be adjusted.

Subgroup Student Achievement

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

Response:

- None

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

Response:

- English Language Learners (ELLs)

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

Reading and math

How do you know the achievement gap is closing?*

MEAP data

What other data support the findings?

district and school assessments

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

Adjusting reading intervention time, schedule, and structure

Involving more Spanish speaking families in the instructional program and in school events

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

We had more hispanic or latino parent involvement in the classroom and at parent events than we have had in the past few years. Having a bilingual secretary and principal made a positive impact on this.

What actions could be taken to continue this positive trend?

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Increase parent involvement by including families that represent all subgroups, not just the families of high achieving students. Offer more parent education nights and events. Involve more parents in the academic portion of the school day.

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

Response:

- Economically Disadvantaged
- Migrant

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

Response:

- Economically Disadvantaged
- Migrant

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

In all content areas the achievement gap is greater for these subgroups.

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

MEAP data

What other data support the findings?*

Daily observations, district assessments

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

Our economically disadvantaged students may have a challenge in that they begin the school experience at age five without prior school experience in a preschool setting. Our migrant students constantly switch schools within and among states hence the continuity of their educational curriculum and experience is non-existent and much is lost in these transitions.

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

We can track the data on the MEAP for these students.

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

Actions to close the gap could be to provide more preschool opportunities and parent education for children 0-3 years of age so that students from low socioeconomic backgrounds can come in with a more even start with the rest of their peers. For the migrant students we could offer more intense, small group instruction so that they do not lose as much when transitions take place. We can also increase communication among schools that enroll the students.

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

Our ELLs achieve at a lower rate than our non ELLs.

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

Students with disabilities have full access to the general education curriculum and participate in Title I interventions for reading and math. Students with disabilities are included in all conversations about student achievement.

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

We use a selection criteria for student services. This is a combination of classroom and district assessments, teacher observations and anecdotes, prior achievement in a previous grade, state assessments, and a checklist of other risk factors that are related outside the school setting.

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

Students have the opportunity for reading interventions for the 25-30 minutes prior to school with the reading intervention teacher. Students also have the opportunity for teacher help during the recess time.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	5.0

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

A letter is sent home to parents informing them that their child may be receiving extra reading help before the school day or at some point during the school day.

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Label	Question	Value
	What is the total FTE count of teachers in your school?	15.5

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

Label	Question	Value
	How many teachers have been teaching 4-8 years?	1.0

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

Label	Question	Value
	How many teachers have been teaching >15 years?	9.0

What impact might this data have on student achievement?

The majority of our teachers have been teaching for 15 years or more. This could impact student achievement because those teachers may or may not have had the most recent, research based teaching strategies that work with students. Some teachers may also be using practices that they learned at their higher institutions of learning when they studied the field of education and a lot has changed in our society, students, and the ways students learn. This may or may not have an impact on student learning.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	45.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	15.0

What impact might this data have on student achievement?

Teachers have participated in much needed professional development on the common core state standards which have taken place during the school day. This can have a negative impact on student learning because the effectiveness of guest teachers in the classroom. Curriculum and effective classroom instruction is not always at its best when a guest teacher is present.

Perception Data - Students

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

Perception Data – Parents/Guardians

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

Reading and Math

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

Parent Involvement activities/parent education nights

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

After school tutoring program, extended learning opportunities

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

After school tutoring program, extra help for struggling students outside the classroom

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

Low student achievement and lack of student motivation to do homework after school in the home

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

Take a look at the homework and its effectiveness and how it engages students.

Perception Data – Teachers/Staff

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

Math Common Core teaching strategies and work that we have done as a district. Teachers are also extremely happy with the time they have had together to collaborate in order to study student data, plan units of study, and create common assessments.

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

Grade level meeting structure/time to collaborate to improve instruction and student achievement.

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

The process for entering and exiting students in the Title I intervention program and communication among Title I staff and teachers.

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

Organization of and communication of the Title I intervention program.

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

Title I teachers and classroom teachers are not given time to communicate about student progress and achievement during intervention time.

Other

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

NA

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

Decisions about curriculum, instruction, and assessments are made at this school based on various things. We take a look at survey data from staff and parents, study student performance on standardized assessments, and study the progress monitoring data on a bi-monthly basis during grade level meetings.

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

The CCSS for math were fully implemented at all grade levels in our district during the 2013-2013 school year. Evidence for this can be found in teacher lesson plans, evidence of the 8 teaching practices during observations of classrooms, and student engagement in the classroom. The CCSS for ELA will be fully implemented during the 2013-2014 school year. Evidence of this implementation can be found in teacher lesson plans and classroom instruction which include an increased use of the non-fiction texts and an increase in speaking, presenting, and listening.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Heather Grisales, principal, 5580 South Ave. Pullman, MI 49450 269-236-5235	

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

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	60-90 minutes at elementary level, 106-135 minutes at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

School Improvement Plan

Pullman Elementary School

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

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	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	Yes	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	No	N/A

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

How was the comprehensive needs assessment conducted?

Pullman Elementary School is committed to utilizing several strategies to assure impact on student achievement. Our school puts learning first. We are examining and implementing the common core state standards in math and ELA and asking which learning experiences are most likely to build the inferential reasoning skills students need to perform well on standardized tests. We have identified clear learning goals and measurable outcomes within each content area as related to state standards.

Strengths and Needs of the Community

The strengths and needs of the community were based on input provided by: parents (surveys, interviews), the views of teachers (grade level and school improvement meetings), student data (MEAP, Dibels, ORT for Kindergarten and 1st grade, progress monitoring), and student demographic information.

Strengths:

- Parental support, active participation in school events/volunteering
- Support of parents and the community for the school policies
- Diverse student population
- Highly qualified and stable staff
- Acceptable student attendance rate
- Few school discipline issues
- * Monthly parent education nights

Needs:

- Employment for parents
- Continued improvements in reading, writing, science and mathematics for our students
- Create stable, non-mobile population
- Create extended learning opportunities for students
- Improve reading and writing skills of non-English speakers

Conduction of Needs assessment:

The students were given Dibels assessment during the 2012-2013 school year. Collected data from this test along with MEAP data, student demographics, parent and teacher surveys were distributed and collected during the early months of that school year. An analysis of that process is charted below:

Activity Timeline Stakeholders

Surveys

Analysis of Student data (MEAP, Dibels, student writing samples)

Analysis of student population makeup (minorities, free/reduced lunch).

Analysis of Parent surveys and teacher input

Summer Collection and further analysis

Finalize Findings

School Improvement Plan

Pullman Elementary School

Development of needs for building and presentation of data

Spring 2013

Analysis of EdYes! Report

The school stakeholders worked on the Education YES! School Self-Assessment indicators. We identified our school as "Getting Started" or "Partially Implemented" in the following areas:

- Data and Information management: Staff is trained in and uses data analysis.
- Personnel and Professional Learning: Staff participates in Learning Teams, PD is seen as a collaborative staff activity.
- Personnel and Professional Learning: Professional development is an essential component of the school Improvement plan.
- Personnel and Professional Learning: Teacher input is a key feature in the analysis of professional development.
- Leadership: Decisions regarding the allocation of instructional time and planning time are data-driven and focus on school goals.
- Leadership: School leaders base all school improvement decisions on data.
- Teaching for Learning: Assessments are aligned with the curriculum and instruction.
- Data and Information Management: Documented data support processes exist for the use of the data system.
- Teaching for Learning: Instructional planning is focused upon ensuring student success.
- School and Community Relations: community agencies play a key role.
- Operational & Resource Management; Collaboration & Communication
- Teaching For Learning-the school will insure that students have the supports they need to meet the required standards/expectations.

What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment showed a need for improved student achievement in the areas of math, science, ELA, and writing. This resulted in the the intense study and implementation of the common core state standards for the two major areas, ELA and math first. This will be followed by science and writing in future years.

What conclusions were drawn from the results?

We concluded that our underperforming subgroups vary from grade level to grade level for males and females, but overall our economically disadvantaged students perform at a much lower rate than students who are not economically disadvantaged. Unfortunately, most of our student population (approximately 95%) are economically disadvantaged.

We also concluded that writing is an area of weakness for all students, regardless of gender, race, or economic status. This calls for attention in the area of writing and how it is delivered as a subject area.

Science is also an area of weakness for all students, regardless of gender, race, or economic status. Our team felt that more time and effort as well as more integration of Science in other areas needs to happen on a daily basis. We cannot expect our students to perform well on Science assessments of terms and concepts that have not been taught because of that lack of time and integration.

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

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Though we have seen improvements in our standardized test scores, we still have a ways to go before reaching the eighty-fifth percentile in the five main academic core areas. We must make the greatest improvements in our Science and Math scores. In order to make the proficiency rate by 2022, our science MEAP scores will need to improve 7.82% each year. Our MEAP math scores will need to improve 6.58% each year. Our Statewide Percentile Rank was 15%. We'd like to see this improve to the 20 percentile for the 2013-14 school year. According to the 2012-13 Accountability Scorecard, our students were given the score of "red" for our Bottom 30% in Math and Reading and a "red" for all our students in Writing. In regards to our demographic data, we saw an overall increase from the 2011-12 school year on the MEAP, going from 36.3% to 40.9%. Our only group that decreased from the previous year was our Migrant group. They went from 18.1% to 10.1%.

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

The School Improvement Goals are based on the needs assessment. The needs assessment in turn is directly related to our funding of the Title programs. Our goals are to improve each year in the core academic areas. Math scores must improve by 6.58% each year, Reading 3.5%, Science 7.82% and Writing 4.63%.

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

The goals are based on data achieved from an analysis of the MEAP scores, past and present. They are also based on Dibels, ORT, and teacher-made assessments. We feel the goals are based accurately on multiple types of data.

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

The goals were created considering the needs of the whole school population and disadvantaged youth. The School Improvement Team researched the specific needs and deficits of our children while analyzing the assessment results. Goals were created to match the needs of all our children.

Component 2: Schoolwide Reform Strategies

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

Our strategies, aligned with the needs assessment, are research-based and provide opportunities for all children to meet the State's proficient or advanced levels of academic achievement. Such strategies include:

- Provide instruction by highly qualified teachers;
- Offer high-quality, ongoing professional development;
- Create strategies to attract highly qualified teachers;
- Create strategies to increase parental involvement;
- Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs;

Also, we will:

- Identify measures to include teachers in decisions regarding the use of academic assessments;
- Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and
- Coordinate and integrate Federal, State and local services and programs.

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

Research-based strategies are implemented based on the needs of our students. Reading improvement is an identified need. Staff Development on research-based strategies to improve instructional opportunities for our students is provided to all teachers.

- Continuous improvement are a part of our school improvement plan.
- Data-Driven Decision Making is collaboratively used across grade levels and within our school to track student progress and plan interventions accordingly.
- Cooperative learning strategies are encouraged through staff development opportunities.
- Use of formative and summative assessments
- Development and expansion of Dual Language Program

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

The schoolwide reform strategies are the core of our school improvement. This component is broken down into several pieces; standards and implementation, focus on core academic areas, increased amount and quality of learning time, and a rich and excellerated curriculum to meet the needs of all students including those at-risk.

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

Strategies which enrich and accelerate student growth are use of SuccessMaker computer-based program, Accelerated Reader, Reading and Mobey Math. Classroom teachers use differentiated instruction within the room to meet the varied needs of all students

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

All Tier 1 interventions and strategies are provided for at risk students. Tier 2 interventions include use of multi-sensory programs, Phonics First, Math Mobey, Read Naturally, small group instruction 1:5 ratio or less, progress monitoring 2x per month, paraprofessional assistance, Social Work services, phonics based computer program, Summer School (when available), support through the Child Study Team, accommodations, as well as ISD Response to Intervention evaluation and monitoring.

Component 3: Instruction by Highly Qualified Staff

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

Yes.

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

Yes.

Component 4: Strategies to Attract Highly Qualified Teachers

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

There was no teacher turnover. We had 1 teacher retire.

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

0 teachers 0-3 years

1 (.5 part time) teacher 0-4 years

6 teachers 9-15 years

9 teachers 15 plus years

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

We have not tried any specific initiatives to attract and retain highly qualified teachers.

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

We have hosted interns from local universities such as Western Michigan University and Grand Valley State University.

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.

Component 5: High Quality and Ongoing Professional Development

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

The staff has received training in Common Core State Standards in Math and ELA, differentiated instruction, and positive behavior management strategies.

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

Common Core State Standards for math have been ongoing for the past two years and are a continuous part of the planned professional development until further notice in the district.

Component 6: Strategies to Increase Parental Involvement

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

Parents were involved in the schoolwide plan by attending school improvement team meetings and engaging in conversation about the plan. Parents were also involved by assisting with the parent teacher compact, analyzing parent surveys about our school and the Title I program, and participating in an annual Title I parent meeting that will take place in September of 2013.

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

Parents were involved with the implementation because they will be part of the annual Title I meeting. They will also monitor the program and its effectiveness along with the effectiveness of parent involvement. Parents also help continually monitor program implementation as we revisit the plan at monthly school improvement team meetings.

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

Parents participated in discussions and analysis of data in order to evaluate the schoolwide plan.

Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

Yes. The school's Title I Parent Involvement policy addresses how the school carries out the required activities of the ESEA Section 1118 (c) through (f).

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

We conduct annual evaluations of the content and effectiveness of the policy in a parent survey in the spring. In the evaluations we determine the effectiveness of the policy in increasing the participation of parents. In one year we increased parent involvement in the policy by having zero parent participation to have 3 parents participate. We also identified barriers to parent involvement such as lack of transportation, work conflicts, and lack of parent knowledge in the process which can include lack of parent literacy and disabilities. We used these findings to create a plan to help increase parental involvement by giving parents specific and guided tasks associated with the parent involvement policy and increasing opportunities for more parents who may have barriers to participate such as providing transportation and providing communication in more than one language, Spanish and English.

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

- 1) Analyze MEAP data
- 2) Summarize MEAP data
- 3) Analyze and Summarize Dibels results
- 4) Present Summary of both data sources, compare to school improvement goals, make determinations (continue plan or make revisions).
- 5) Results Posted (Year End Report)
- 6) Title participation letters sent to parents, asking for continued participation in the evaluation process (sent to new and existing parents of the school)

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

Parent surveys at parent/teacher conferences elicit the most responses and the most information. Parents overall report satisfaction with our programs, teachers, and services. Parents participate in programs that involve student participation more often than events that are just for parents. We continue to work on getting parent involvement at the District School Improvement level. Our parents have struggled to attend these meetings even after making a commitment to the team. We use the parent responses to evaluate our parent communication efforts and to address the parent concerns about pull out programs. We have had increased participation at family nights in 2012. Parents and students participated in the math and reading activities at these events.

How was the school-parent compact developed?

Parent/teacher/student compacts and a copy of the parent involvement policy are given to parents and reviewed at the three parent/teacher conferences. Parents on the Schoolwide Success Team (spring 2013) and at the fall Title I meeting (fall 2012) review the content of the School-Parent Compact and Parent Involvement policy and make revisions if necessary. Both documents were last revised in the spring of 2013. The Schoolwide Success Team parents have asked that the School-Parent Compact be displayed at the annual open house in the fall in addition to conferences.

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

Pullman Elementary School Teachers review the compact at the three parent teacher conferences. The teachers offer parents suggestions and ideas for how the parents can help their children at home and listen to their concerns.

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

Our school only goes through 5th grade.

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

Teachers review and interpret assessment (DIBELS, MEAP, MI-Access, MEAP Access, Accelerated Reading, STAR Reading and Math) results with parents at the conferences. We provide interpreters for our Spanish-speaking parents for conferences and other meetings at school. Our secretary is bilingual, therefore support in Spanish is offered immediately. Our principal is also fluent in Spanish. Throughout the school year teachers initiate contact with the parent to share strengths and concerns and to offer specific advice or activities, which can be used at home to strengthen the student's performance. We keep track of teacher and parent initiated phone calls on a monthly phone log. Teachers are available to meet with parents who have concerns during preparation times, before school and after school. Teachers e-mail addresses and phone numbers are given to parents so that they can contact teachers any time. Parents and students can communicate after hours if they have questions about school work and other school events. The entire district uses an automated calling system that can contact homes by specific groups of parents (by grade, for example) or a call can be sent to all families. This creates open communication between the school and home and often eliminates misunderstandings. In addition folders are sent home weekly with space for parent and teacher comments. Student assignment sheets and behavior plan sheets are sent home daily with students when necessary. Parents will be informed of their student's progress at with report cards each trimester as well as midway through each trimester.

Component 7: Preschool Transition Strategies

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

The GSRP programs are located at both Pullman and Bloomingdale Elementary Schools. Elementary facilities are available to families of preschool children on a daily basis. Preschool students attend assemblies and other programs in the building. Each year the preschool students are invited to take a tour of the kindergarten rooms, eat at the school and play on the playground.

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?

To prepare parents and preschool children for the kindergarten transition the district works with the Van Buren ISD and Head Start programs as well as other community groups to plan transition activities. Each year the parents of preschool students are invited to partake in an early registration period. The families are also invited to participate in our evening parent activities. These activities include our "make it, take it" nights. During these events, parents are encouraged to work with their children to create fun academic tools that can be used at home. The teachers and paraprofessionals at the school lead the families in this activity. Also, each year the kindergarten teachers and principal lead a presentation on the kindergarten program for the parents and answer all questions. Parents are given materials to use with their children during the summer to help prepare them for school.

Component 8: Teacher Participation in Making Assessment Decisions

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

Grade level teams meet to decide on common grade level outcomes and assessments. The school improvement team discusses the selection and type of building level assessments. Teachers review the school building assessment plan each year at staff meetings. Student progress will be monitored and reported to parents quarterly by classroom teachers. Standards based report cards are used in grades Kindergarten through Four. The teachers understand the teaching and learning standards and are able to apply them as they plan for instruction and assessment.

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

Test scores from multiple sources will be collected analyzed by the teaching staff to determine student needs. (MEAP, DIBELS, STAR Reading and Math, Houghton Mifflin Theme tests) Teacher teams meet monthly to review the assessment data and to determine the pyramid of interventions strategies used to improve the achievement of individual students. Assessment data is analyzed annually by subject area and grade level teams to determine any curriculum or instruction gaps that may exist.

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

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

Students are identified by reviewing their scores on state and district assessments. Grade level teachers in professional learning communities review summative and formative assessment data (DIBELS, MEAP, DRA, District Common Assessments, STAR Reading and Math) on each child to determine their progress toward mastering the state grade level expectations. Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with research based intervention strategies.

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?

Teachers worked each month to identify students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with research based intervention strategies. Our intervention plan is a three tier process. Tier I is the instruction that all students receive in the classroom. All students have access to the aligned general education curriculum. All students participate in the Accelerated Reading program. Pullman Elementary Schools has modified curriculum checklists that list accommodations and differentiated instruction strategies for students who need additional support and for students who are advanced and accelerated Tier Two intervention is for the students who have not met school and state expectations for learning in the core curriculum. These students receive additional assistance through Title One and At-Risk programs. Tier Three is for the students who have not responded to the interventions that we have put into place. These students will go to the child study meeting to determine additional intervention strategies or a referral to special education services.

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

Differentiation is based on data collected through multiple sources of assessment. Leveled, guided-reading instruction is used by classroom teachers, with differentiated levels of support dependent upon student needs. Different levels of text are also used to teach the same skill. Manipulatives and visual representations are used in most math lessons.

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

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

Bloomington Public Schools coordinates the use of all funding resources to meet our school-wide goals, strategies and objectives. Funds from Title I and Section 31a grants are used to provide teachers and paraprofessionals who are instrumental in the accomplishment of the school-wide plan. Title I, Title IIa, Title VI, and GSRP are used to provide professional development, materials and technology to support the goals in our plan. Van Buren ISD provides many services to our district. The programs they provide support all subject area goals and our parent involvement component. The general fund of the district provides highly qualified teachers. Section 31a is used to support the social emotional goals in our plan for our struggling students.

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

Bloomington Public Schools coordinates programs with the Van Buren ISD. Federal programs that impact our programs are Title IA, Title IIA, Title III, and Title VI. The Van Buren ISD runs our GSRP. State programs include 31a.

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

Bloomington Public Schools will use all available funding sources to ensure that the required Schoolwide plan components are met. Each year the schoolwide school improvement team will meet to review and approve the schoolwide plan. The program and allocations will be reviewed and funding decisions will be made. All funds from Title I, Part A will be used to support the plan without supplanting existing programs. Additional funds needed to support the plan will be allocated from all other available sources.

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

Bloomington Public Schools coordinates the use of all Federal, State and local programs and services. Title I funds are used to provide services for goals in Language Arts, Math, Science and Social Studies. The services provided with the funds are a teacher, paraprofessionals, professional development, materials, technology and assessments. Title I is funded as a schoolwide program in grades K-5. Title II, Part A funds are used to provide services for all four core subject area goals. The funds are used for professional development for teachers in grades K-12. Title VI funds are used to support the use of technology to provide services to meet goals in the four core areas. It provides technology and materials for grades K-12. Title III supports the salary of a paraprofessional for our ELL students. Section 31A funds are used in grades K-12 to support our goals in the four core subject areas and our mission to support the whole child.

Evaluation

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

The teachers and Title I and 31a staff are included in all team meetings. The team will meet at least monthly to analyze student and classroom level data, design small group interventions, and discuss whole class interventions. Teachers bring records of formative assessments. All district level assessment data (DIBELS) are also reviewed. Assistance is provided to the students most in need of service based on weighted measures for each assessment. MEAP results and item analysis are also reviewed and discussed at multiple staff meetings throughout the year.

Program effectiveness is measured through calculating a rate of student improvement for those students receiving supplemental services. If this rate does not meet or exceed the anticipated or needed rate for the individual student. The team adjusts the intervention or another variable for that student or group.

Another way in which the Title I program effectiveness is measured is through grade level goal setting. Teachers at each grade level set goals for each semester based on DIBELS scores.

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

The teachers and administration reviews the results of state assessments and reviews the school improvement plan. Teachers review our progress toward our goals, rewrite gap statements and decide on strategies for the next year. The school improvement team takes the information from that meeting and additional data and completes the school data profile and finalizes school improvement plan in the spring. The school improvement team will be using the new state evaluation system to evaluate the reading strategies this year. They will be starting with the Successmaker integrated technology program. The team will work through each section to determine if the reading strategies have been effective.

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

The School Improvement team meets three times a year to review data and to discuss needed changes to programs. The grade levels meet each week and evaluate the progress of grade level and individual students. We progress monitor student progress biweekly to make sure that individual students are making progress and to design programs if they are not. We use MEAP, DIBELS, and STAR reading and math data to evaluate the effectiveness of our program.

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?

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When the data indicates that we are not meeting the improvement goals, we evaluate whether we are implementing our strategies with fidelity and equity. Each grade level team must review their implementation of the best practices. When we are assured that we are implementing the strategies and we are still not making the progress that we would like to see, we investigate best practice strategies and with teacher and team input seek additional professional development in new strategies.

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

SIP

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The overall amount of students who are proficient in math will increase by 5% as measured by the MEAP and/or the Smarter Balanced test.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$299
2	The overall amount of students who are proficient in reading and writing will increase 5% increase as measured by the MEAP and/or the Smarter Balanced test.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$400
3	The overall amount of students who are proficient in Science will increase by 5% as measured by the MEAP and/or Smarter Balanced assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2000
4	The overall amount of students who are proficient in social studies will increase 5% increase as measured by the MEAP and/or the Smarter Balanced test.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: The overall amount of students who are proficient in math will increase by 5% as measured by the MEAP and/or the Smarter Balanced test.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in Mathematics on the MEAP or Smarter Balanced test. in Mathematics by 06/06/2014 as measured by MEAP or Smarter Balanced test .

Strategy 1:

The Eight Mathematical Practices of Common Core Instruction - Teachers will use two or more of the eight mathematical practices during their daily math instructional time as they teach the common core state standards. These practices will help create an atmosphere of mathematical thinking and collaboration among the student learners. The teachers will use the math practices in the classroom and they will be evident in the lesson plans, classroom walkthroughs and observations by the administrator, and through the work of the students' conversations and math projects and problem solving.

Research Cited: The research on the eight mathematical practices was conducted by a large groups of educators in the United States. They are very similar to the Principals and Standards of Mathematics put out by the National Council for Teachers of Mathematics.

<http://www.insidemathematics.org/index.php/common-core-math-intro>

Activity - Teacher Training on the Eight Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all K-5 classroom teachers in the eight mathematical practices and how to use them simultaneously in order to promote a culture of thinking and increase overall student achievement in mathematics.	Direct Instruction	08/27/2012	06/13/2014	\$0	No Funding Required	District Mathematics Committee, Teacher leaders, district administrators , possibly local ISD staff

Activity - Moby Math Assessments, Benchmarks, and Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will participate in weekly technology benchmarks and assessments using the Mobymax.com website. This is a website that is aligned to the common core state standards for mathematics and allows students to take assessments and benchmarks to assess their skills. It also allows students to practice the grade level skills they have not yet mastered through mini-lessons.	Technology	09/03/2013	06/06/2014	\$299	General Fund	Classrooms teachers, school administrator

Goal 2: The overall amount of students who are proficient in reading and writing will increase 5% increase as measured by the MEAP and/or the Smarter Balanced test.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in ELA on the MEAP and/or Smarter Balanced test. in English Language Arts by 06/06/2014 as measured by MEAP and/or Smarter Balanced test.

Strategy 1:

Guided Reading/Leveled Reading small group instruction & Daily CAFE reading strategies - Teachers will be trained in guided reading strategies and use them during their literacy blocks to help increase individual student reading levels. Teachers will read and put into place Daily CAFE reading strategies to focus on the individual needs of readers in the classroom. The classroom structure and reading strategies will be monitored through administrator walkthroughs and observations, teacher collaboration and sharing during grade level meetings, and progress monitoring of student fluency and comprehension.

Research Cited: The research for guided reading is by Fountas & Pinnell (2001) and the research for Daily Cafe was done by Boushey & Moser (2006)

Activity - Guided Reading Training & Daily CAFE book study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in guided reading direct instruction strategies. Teachers will be a part of the Daily CAFE book study and collaborate on ideas and activities as they implement them in the classroom.	Direct Instruction	09/03/2013	06/06/2014	\$400	Title II Part A	classroom teachers, school administrators

Goal 3: The overall amount of students who are proficient in Science will increase by 5% as measured by the MEAP and/or Smarter Balanced assessment.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency of Science concepts in Science by 06/06/2014 as measured by MEAP or Smarter Balanced assessment.

Strategy 1:

Integration of Science during ELA block - Teachers will use non-fiction books that are aligned to the grade level content expectations for Science during their literacy blocks.

Research Cited: Comprehension Strategies through Science Integration (McLaughlin & Allen, 2002; Rand, 2002; Harris & Hodges, 1995; Cambourne, 1995)

Activity - Guided reading using non-fiction books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use non-fiction materials that align with Science grade level expectations.	Direct Instruction	09/24/2013	06/02/2014	\$2000	Other	Administrators, teachers

Goal 4: The overall amount of students who are proficient in social studies will increase 5% increase as measured by the MEAP and/or the Smarter Balanced test.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency as measured on the MEAP and/or Smarter Balanced assessment. in Social Studies by 06/06/2014 as measured by MEAP and/or Smarter Balanced test.

Strategy 1:

Integration of Social Studies during literacy instruction - Classroom teachers will integrate state standards for social studies into their literacy blocks. They will read and respond to reading non-fiction topics associated with state standards for social studies.

Research Cited: Schunk D.H., & Zimmerman, B.J. (1997). Developing self-efficacious readers and writers: The role of social and self-regulatory processes. In J. T. Guthrie & A. Wigfield (Eds.), Reading for engagement: Motivating readers through integrated instruction (pp. 34-50). Newark, DE: International Reading Association.

Activity - Teacher training on social studies integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on strategies to integrate social studies content in the literacy block. Train Title I teacher to also integrate social studies content in the intervention instruction.	Direct Instruction	08/28/2013	06/06/2014	\$0	No Funding Required	classroom teachers, administrator, Title I teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Moby Math Assessments, Benchmarks, and Practice	Students in grades K-5 will participate in weekly technology benchmarks and assessments using the Mobymax.com website. This is a website that is aligned to the common core state standards for mathematics and allows students to take assessments and benchmarks to assess their skills. It also allows students to practice the grade level skills they have not yet mastered through mini-lessons.	Technology	09/03/2013	06/06/2014	\$299	Classrooms teachers, school administrator
Total					\$299	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Reading Training & Daily CAFE book study	Teachers will be trained in guided reading direct instruction strategies. Teachers will be a part of the Daily CAFE book study and collaborate on ideas and activities as they implement them in the classroom.	Direct Instruction	09/03/2013	06/06/2014	\$400	classroom teachers, school administrators
Total					\$400	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on the Eight Mathematical Practices	Train all K-5 classroom teachers in the eight mathematical practices and how to use them simultaneously in order to promote a culture of thinking and increase overall student achievement in mathematics.	Direct Instruction	08/27/2012	06/13/2014	\$0	District Mathematics Committee, Teacher leaders, district administrators, possibly local ISD staff
Teacher training on social studies integration	Train teachers on strategies to integrate social studies content in the literacy block. Train Title I teacher to also integrate social studies content in the intervention instruction.	Direct Instruction	08/28/2013	06/06/2014	\$0	classroom teachers, administrator, Title I teacher

School Improvement Plan

Pullman Elementary School

Total

\$0

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided reading using non-fiction books	Teachers will use non-fiction materials that align with Science grade level expectations.	Direct Instruction	09/24/2013	06/02/2014	\$2000	Administrators, teachers
Total					\$2000	