



# **School Improvement Plan**

Perry Early Learning Center

Ypsilanti Community Schools

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**PELC School Improvement Plan 2018-2019**

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Perry will complete Goals and Plans in Assist.	

# **Title I Schoolwide Diagnostic**



## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

Our Building Turnaround Network conducted the comprehensive needs assessment by collecting and analyzing achievement, perception, process, discipline, attendance, demographic, and program data. We disaggregated data by grade, gender, and ethnicity in order to identify patterns and trends within the school. Further, we administered surveys to parents and staff that addressed the following areas: Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. Respondents had the opportunity to provide feedback in response to open ended questions about the school's strengths, areas of concern, and suggestions for improvement.

### **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?**

Perry Early Learning Center's student population is characterized by high poverty levels 100% of students received free and/or reduced price lunch during the previous school year. Research indicates that students from low socioeconomic status (LSES) backgrounds often enter school with limited academic and vocabulary knowledge, low literacy skills, and limited number sense. Consequently, many of our students require additional support to develop the prerequisite skills necessary to become proficient readers and to develop basic math concepts and higher order mathematic skills.

#### **STAFF SURVEYS**

Ninety two (92%) percent of respondents agreed with the highest rated prompt, "Our school's leaders expect staff members to hold all students to high academic standards." Eighty Nine (89%) percent agreed with the following prompt: "Our school's purpose statement is clearly focused on student success." The lowest rated prompt was "Our school provides sufficient material resources to meet student needs." Just 39 percent of respondents agreed with this prompt.

Overall 55% of respondents agreed that "Our school provides a variety of information resources to support student learning." Fifty one (51%) percent of respondents agreed that, "Our school provides protected instructional time."

#### **PARENT SURVEYS**

The results of parent surveys indicated the following: (1) Purpose and Direction - Overall, 99% of parents agreed that the school has established goals and a plan for improving student learning, (2) Government and Leadership - Overall, 97% of respondents agreed that the school has high expectations for students in all classes, (3) Teaching and Assessing for Learning - Overall, 97% of respondents agreed that teachers use a variety of teaching strategies and learning activities, and 96% agree that teachers meet student learning needs by individualizing instruction, and teachers help parents to understand student progress, (4) Resources and Support Systems - Overall, 97% of respondents agreed that the school provides qualified staff members to support student learning, and 96% agree that the school provides a safe learning environment, and the school provides students with access to a variety of information resources to support their learning, (5) Using Results for Continuous Improvement - Overall, 98% of respondents felt that the school ensures that all staff members monitor and report the achievement of school goals. Parent survey results indicated only one area for improvement by the response to the prompt, "Our school's governing body does not interfere with the operation or leadership of our school." (Government and Leadership - 4.37).

A sizable percentage of our student body is highly mobile in that they may change residences two to three times during a single academic year while continuing to attend the same school. These mobility issues affect attendance, relationships, and continuity in learning and progressing in core academic subjects. Students frequently demonstrate behavioral difficulties due to limited academic knowledge and vocabulary skills, family stressors such as unemployment, homelessness, illness, incarceration, and drug abuse. Behavioral issues disrupt instruction and further impact struggling students who may miss instruction due to being removed from class for part of or for the entire school day. In addition to the above challenges, Perry faculty has identified more specific causes for the low achievement in reading and math. Teachers concluded that curriculum is not consistently implemented due to lack of materials and resources and time restraints.

We determined that additional differentiation in instruction is needed in order to meet students' learning needs. Also, the teaching staff agreed that instruction did not always match the learning styles of many students. Further, a lack of continuity in curriculum and instruction between and across grade levels is evident with our PreK - first grade population. While data collection and analysis have been extensive in recent years, the data collected has been primarily in the area of Reading. Most recent NWEA data as well as TS Gold data have begun to provide us with insight in the area of Math.

Student achievement is the highest priority. The goals, objectives, strategies, and activities must be aligned with the Common Core State Standards, and staff, students and parents must know what the "Big, Essential" questions are to improve student achievement. We continue to work toward increasing reading and math achievement.

On average, kindergarten and 1st grade students made gains in reading and math based on NWEA Measures of Academic Progress (MAP) assessments and Teaching Strategies Gold. While the kindergarteners met established performance expectations, on average, 1st graders performed below normative targets. Social studies and science were not assessed using standardized assessments. The data follow:

### Teaching Strategies (TS) Gold - Pre-k, 2017-2018

87% of students met or exceeded widely held expectations for literacy.

89% of students met or exceeded widely held expectations for mathematics.

87% of students met or exceeded widely held expectations for language.

86% of students met or exceeded widely held expectations for cognitive development.

91 % of students met or exceeded widely held expectations for social emotional development.

92% of students met or exceeded widely held expectations for physical development.

### First Grade: (116 students tested)

2017 Fall Math NWEA

Fall Math RIT: 144.3

Fall Math Target RIT: 162.4

Difference: 18.1

Students at or above grade level: 12

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### 2018 Spring Math NWEA (116 students tested)

Spring Math RIT: 172.5

Spring Math Target RIT: 180.1

Difference: 7.6

Students at or above grade level: 26

## School Improvement Plan

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2017 Fall Reading NWEA (116 students tested)

Fall Reading RIT: 146.5

Fall Reading Target RIT: 160.7

Difference: 14.2

Students at or above grade level: 9

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2018 Spring Reading NWEA (113 students tested)

Spring Reading RIT: 167.8

Spring Reading Target RIT: 177.5

Difference: 9.7

Students at or above grade level: 16

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2018 Lexia K-1:

2017 Fall Start: 296 students

1 Student starting Above grade level (1%)

60 students starting at grade level (20%)

235 students starting below grade level (79%)

2018 Spring (Lexia) K-1:

Ending : 296 students

86 ending above grade level (29%)

160 ending at grade level (54%)

50 ending below grade level (17%)

Lexia Predictors: (Likelihood of meeting end of year, grade level benchmarks)

Lexia Predictors: (Likelihood of meeting end of year, grade level benchmarks)

High Risk (1-30%)

72% (221 students)

Some Risk (31-79%)

1% (2 students)

On Target (80-100%)

28% (86 students)

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2017-2018 DRA Data:

DRA (Beginning) Fall 2017 (113 students assessed)

86% of the first grade students are below grade level in Reading.

14% of the first grade students are at or above grade level Reading.

DRA (Ending) Spring 2018

66% of 94 first grade students made 1 years growth.

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FALL DRA (113 First Grade Students)/Spring DRA (94 First Grade Students)

Level AA=35...Spring 0 students

Level A =27....Spring 7 students

Level B= 15....Spring 3 students

Level C =20....Spring 8 students

Level D= 5.....Spring 10 students

Level E =2.....Spring 14 students

Level F= 3.....Spring 3 students

Level G =0....Spring 12 students

Level H =1....Spring 10 students

Level I = 2....Spring 6 students

Level J= 3.....Spring Level J or above 21

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2018 Reflex Math:

Fluency Growth for 99 First Grade Students

Starting Fluency = 5%

Ending Fluency = 48%

Fluency Gain=10,529 Facts

Avg.Student Gain= 106.4 Facts

Avg.Total Usage per student=75.1 days

294 kindergarten and first grade students attended Perry Early Learning Center in the spring of 2018:

Ethnicity:

Asian (4) - 1.3%

African American (178) - 60%

Caucasian (53) - 18%

Hispanic (20) - 7%

American Indian (1) - less than 1%

Multiracial (38) - 13%

Our student population represented 15+ different countries (e.g., England, Somalia, Mexico, Honduras, Iraq, Puerto Rico, Czech Republic)

**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 school's goals are directly aligned with our priority needs and the needs assessment. For the reading and math goals, we will continue to implement a 90 minute math and reading blocks that include mini lessons, independent practice, partner work, and interventions for

struggling students. In addition, the staff will continue to use balanced assessments and NWEA resources to monitor and track growth, to inform instructional practices, and to identify students who require supplemental instruction. For the Culture and Climate goal, we will leverage the Student Support Network through implementation of the following strategies and programs: Conscious Discipline, Restorative Practices, social work support, Non Violent Crisis Intervention, Multi Tiered Systems of Support (MTSS), and focus on cultural proficiency to increase student engagement and on task behavior within a safe learning environment. Additionally, our Culture and Climate goal will focus on attendance in order to increase the consistency of student and staff attendance and decreasing behavior referrals and suspensions, which will likely have a direct positive impact on student achievement. Our school conducted Collaborative Learning Cycles around NWEA, perception, attendance, and discipline data to inform our school goals.

The school's goals specifically address the overall and priority needs of the school that were outlined in the comprehensive needs assessment. We have identified three goals to address academic achievement in math, reading, and writing, to respond to stakeholders' concerns and needs.

The school goals for 2017 - 2018 focused on three areas: Increase academic skills in math and reading performance, (2) Decrease referrals and suspensions, and (3) Increase overall attendance. Goals were selected based on data from NWEA Measures of Academic Progress (MAP), Everyday Math Unit and Interim Assessments, Teaching Strategies Gold and writing assessments. The grade level teams met regularly to assess the data to address the goals for improving achievement in the identified areas. The goals for the 2018 - 2019 School Improvement Plan will continue to focus on math, reading, and culture and climate.

We have the NWEA data that we gather in the fall, winter, and spring. Students are encouraged to set goals for themselves and to take the test seriously as a measure of their personal growth. The strands for math and reading are broken down so that teachers can help students see specific areas that they need to focus on. Opportunities for regular discussion of data (Performance Management) and takes place during Building Turnaround Network meetings, professional development meetings, and grade level meetings. Teachers also use TS Gold and Grade Level assessments to guide instruction for the SIP goals.

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

The number one goal is to increase student achievement for ALL students by offering the best classroom instruction incorporating best practices at all times. By giving the NWEA three times each year, it is possible to identify the students who qualify for the at risk or Title programs available. The criteria for at risk are NWEA scores for math that range from 0% to 30%, DRA scores between the levels A - C for reading, and other factors such as teacher concerns. Spring scores help with early fall intervention. Also, as students progress, they may not need the extra support, and it allows for other students to move into the programs as needed. Data also provide the information to determine who needs to participate in our Summer School program.

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

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

Perry utilizes research-based best practices, processes, and programs to increase the academic achievement of all students. These include Robert Marzano's Nine Effective Teaching Strategies (e.g., Identifying similarities and differences, Summarizing and note taking), Bloom's Taxonomy (learning objectives) to facilitate higher order thinking across the content areas, K-3 Essential Practices in Early Literacy, 60-90 minute math and reading blocks with built in 30 minute intervention times, (in Kindergarten), cross curricular integration of science and social studies (including a science teacher that provides direct instruction), guided reading instruction, flexible grouping during reading and math instruction, response to intervention, and differentiated instruction.

Perry has implemented Conscious Discipline, Restorative Practices and Social Emotional Learning strategies to help all students reach state standards from an individual perspective.

Conscious Discipline is a comprehensive classroom management program and a social and emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices.

Restorative practices is a social science that integrates developments from a variety of disciplines and fields order to build healthy communities, repair harm and restore relationships.

Social and Emotional Learning (SEL) is the process through which children and adults build and demonstrate the knowledge, attitudes, and skills necessary to creating and maintaining self-assessment, social awareness, relationship skills and responsible decision-making.

### **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).**

Conscious Discipline empowers the students with understanding of composure, encouragement, assertiveness, choices, empathy, positive intent and consequences for their actions, that ultimately equips the students with the skills to take charge of and focus on their education. Restoratives practices allow staff and students to preserve relationships between teacher and student and student-student after a conflict; this is crucial for student investment and connection to the content taught. Social and Emotional learning helps students have an understanding of how to regulate their emotions and their behaviors, the potential effect of those behaviors and actions have on those around them and the possible consequences of them. With this understanding and the ability to comprehend the outcome of actions, students have the ability to create a learning environment that is not only less disrupted by impulsive behavior, but one that is encouraging, collaborative, motivating, confident, organized and respectful.

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

Based on Comprehensive Needs Assessment, additional resources and materials are needed to support instruction in both math and reading. Title I reading and math teachers and climate and culture staff will provide small group instruction using both a push in and pull out model. Eligible students may also participate in summer school. Teachers working with Title I eligible students will scaffold students instructions using explicit rubrics and visual representations as well as providing extra opportunities for hands-on and project-based instruction. The Building Turnaround Network will continue to monitor the Program Evaluation tool to determine whether student learning outcomes increased as the result of program implementation.

**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.**

We use our data to determine the students that have not reached benchmark levels. We analyze our summative data three times each year. Our Building Turnaround Network compile the data, discuss it and present it to the staff as a whole. Sub-committees review subject specific data and goals for overall improvement are established. Each teacher is given overall building data and data specific to their classroom. We use data to make adjustments in the amount of time and type of instruction that students need. We use varied approaches to provide additional instruction to needy students such as in-class re-teaching, teacher consultant services, instructional consultation support, and extended reading and math blocks. Summer School is offered to our students who have by means of teacher evaluation

With all three of the strategies, Conscious Discipline, Restorative Practices and Social and Emotion Learning, comes a three-tiered-triangle system. Tier 1 is where the three strategies that Perry implements would fall. In this tier the response to the interruption of the educational process would be universal (school/classwide), culturally relevant, progressive and proactive. Tier 2 selects involves at-risk students who are in need of more individual services. These are students who have a different reinforcement plan in place that adheres to their behavior contract/IEP/504 and would meet daily/weekly with one of the social workers and has to potential to be assigned a case worker to evaluate their progress and to be their point person if any problems should arise. In case of a serious interruption to the education process, "team" can be called to provide a more one-on-one intervention to restore the environment back to one that is optimal for learning. .

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

Data from NWEA Measures of Academic Progress, Teaching Strategies Gold, Everyday Math Unit and Interim assessments, DRA, DRA Progress Monitoring, Lexia, and on-demand writing assessments are used to determine if these students needs are being met.

We can determine if the student's needs are met by the strategies of Conscious Discipline, Restorative Practices and other Social and Emotional based practices by evaluating the number of behavior referrals, number of "team" calls, staff surveys on the number of behavior interruptions per class, an overall in improvement on state-mandated test and a decrease in teacher absences for personal reasons.



### 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?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	According to the NCLB state requirements for highly qualified paraprofessionals, all of our building paraprofessionals either have meet the requirements of 60 hours of higher education, obtained an associates degree, or passed the approved formal state academic assessment.	

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?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	No	All excluding one instructional staff meet the NCLB requirements for being highly qualified. One instructional staff is a certified teacher, however is placed in an Early Childhood Special Education classroom without special education certification as a long-term substitute. The district is actively seeking a certified ECSE teacher.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

There was a 7% teacher turnover rate for the 2017-2018 school year out of the total 33 (28 classroom teachers, 5 unified arts teachers). One ECSE teacher resigned at the beginning of the 2017-2018 school year. A certified teacher was placed in the classroom as a long-term substitute. One Unified Arts teacher was placed on a leave and was replaced with a long-term substitute.

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

The 30 PreK - 1st grade instructional staff in our building have an average of 6.5 years experience teaching at Perry Early Learning Center and an average of 14.6 years teaching experience in general. The teaching experiences of key teaching and learning personnel range from 2 to over 30 years experience.

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

Highly qualified teachers are attracted to Perry Early Learning Center because of its' international and national reputation as well as due to the early learning (i.e., Early On, early childhood special education, preschool, kindergarten, 1st grade) continuum located within the school. The school principal actively worked to rearrange staff to match their skill set based on needs assessment while taking into account teacher request for position change. The school staff supported teachers in classroom management and behaviors by providing trainings and an effective school support intervention team.

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

Ypsilanti Community Schools has not had a problem attracting staff. Part of this is due to the location between two major universities. Another reason is the desire by many teachers to continue working in an area of great need. Partnerships with Eastern Michigan University and the University of Michigan are helpful as many different professors and student teachers work with our district. The district has looked at the national average of base salary in an attempt to match their pay scale in order to attract highly qualified teachers. They have also improved their mentor/mentee program to support incoming teachers to the district. To retain highly qualified teachers, the district has worked to increase their pay scale, offered a retention bonus for returning staff, and offering additional professional development opportunities to support academic instruction.

### **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?**

The school does not currently have a high turnover rate for the 2017-2018 school year due to providing multiple opportunities for staff to  
SY 2018-2019

engage in professional development throughout the school year, by providing consistent support for teachers who have students who demonstrate challenging behavior, by providing resources (e.g., supplies and funds for field trips) to support instruction, and by continuing to provide high quality instruction across grade levels. Further, seasoned teachers mentor probationary teachers throughout the school year to encourage professional collaboration and development.

## 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.

During the 2017-2018 school year, professional development will focus on training staff to use/implement new curriculum and programs. The staff will receive training in the MAISA Curriculum, Words Their Way, Everyday Math, Teaching Strategies Gold, guided reading, running records, conscious discipline, data analysis and interpretation, and phonics instruction. Curriculum and programs are aligned with the Common Core State Standards (CCSS), areas identified in the comprehensive needs assessment, and the goals of the school improvement plan. During the summer 2017, staff will have an opportunity to participate in the following PD trainings/workshops: the Study of Early Literacy, Assessment Literacy, Daily 5, Phonics Instruction, Conscious Discipline and Guided Reading, Math Cohort (INTEL). During the 2017-2018 school year, professional learning was provided to staff in the area of reading through curriculum specialists to support the curriculum and ongoing student learning. Teachers and administration will receive continued PD in cultural proficiency, NonViolent Crisis Intervention (CPI) - renewals and initial training, and working with students who have experienced trauma.

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

Instructional staff will participate in district professional development as outlined in a district calendar. District PD will support new curriculum and program implementation on the following scheduled dates: August 2018, September 2018, October 2018, November 2018, January 2019, May 2019. In addition, Perry ELC will participate in ongoing PD (e.g., data dialogue, data team meetings, grade level meetings, text based discussions, looking at student work) during weekly staff meetings. The district provided professional learning in the area of reading with curriculum specialists will continue to be offered monthly to building staff. Surveys are provided monthly to allow for input on how to improve and sustain the professional learning sessions. Further, instructional staff will participate in PD opportunities that support their individual professional development as the budget allows.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	In addition to the District Provided/Coordinated PD, Perry ELC staff will engage in PD at least three times a month during weekly staff meetings: Conscious Discipline, Grade Level Teams (Collaborative Learning Cycles), Instructional Coaches facilitated meetings around the K-3 Early Literacy Essentials. Grade level pairs/triads will also engage in data discussions with the principal once a month.	2018-2019 YCS District Provided Professional Development Series

## **Component 6: Strategies to Increase Parental Involvement**

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

The Building Turnaround Network/School Improvement is a monthly agenda item at Parent Advisory Board (PAB) meetings and different components of the plan (e.g., goals, resources, surveys, parent student teacher compacts) are reviewed and updated at PAB meetings. Parent volunteers are invited at the Parent Advisory Board meetings to encourage active participation in Building Turnaround Network meetings in order to ensure that parent input in the design of the school wide plan. The Perry Parent Advisory Board meets monthly. Parents are notified of the meetings through phone calls, weekly notes, the school website, and Facebook.

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

Parents in our school are given personal invitations to join in our work at school. We also send out flyers to all stakeholders inviting them to join our Parent Advisory Boards, take part in our yearly school wide activities and functions. We have a strong parent organization that works for the benefit of the students in the school. Parents are an integral component of our school community. Parents have a Parent Advisory Board. They contribute suggestions and provide feedback for the Building Turnaround Network. Parents are also surveyed to gain their input regarding the design, implementation and evaluation of the school wide plan. Parents from our school also serve on district committees such as the curriculum committee, the reconfiguration committee, and the coordinated health committee.

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

Parents are surveyed regarding their perceptions and evaluations of school programs, teacher effectiveness, and school culture. The results of the surveys are compiled and analyzed in order to determine areas that need to be revised and continue in growth. Their feedback becomes part of the changes made to the school wide plan. Parents are provided opportunities to give feedback in the evaluation during Parent Advisory Board and individual meetings and/or discussions with the administration and staff.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	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		Perry ELC Parent Involvement Plan 2018-2019

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

In fulfillment of the Parent Involvement Policy, Perry Early Learning Center will:

1) Convene an annual Title I meeting during Fall Open House. All parents and students will be invited and encouraged to attend this meeting prior to visiting students' classrooms. Parents will be informed of the school's Title I status (school wide), the requirements of this program, and their rights to be involved in the program. The plan will be available to parents and the community via the school's website. The plan will be updated when necessary/appropriate.

2) Offer additional meeting times as requested, to ensure that all parents have the opportunity to participate in the program.

... scheduled concurrently with monthly Parent Advisory Board meeting on the 2nd Tuesday of each month. Two meetings will be held each day, one in the morning and one in the evening. Childcare will be provided during the evening meeting. Transportation (bus passes) will be provided upon request. The principal and instructional staff will make home visits when parents are interested in participating in meetings, however, do not have the ability to participate within the school context.

3) Involve parents in a systematic and timely way in the joint planning, review, and improvement of the school's programs, the parent involvement policy and the school wide plan. Title I and Building Turn Around Network will be regular agenda items on the monthly PAB agendas. Parents will have the opportunity to contribute feedback, suggestions, and observations in collaboration with the Perry ELC staff during these meetings.

4) Provide parents of participating children with:

(4A) Timely information about Title I programs. Parents will be provided with a description of programs and eligibility for participation one to two weeks before the programs are implemented. This information will be communicated through the school wide weekly notes (Monday Notes), consent forms for students invited to participate in the programs, and during Title I meetings. Parent feedback (anecdotal) and evaluation of programs will be solicited at meetings and via parent surveys that are administered during fall and spring Parent Teacher conferences.

(4B) An Orientation before the school year begins (August). A curriculum Night in October = A description and overview of the curriculum, online reading and math programs, The Village Approach, Parent Lending Library, YCS app for assessments and where they can access, Common Core State Standards (CCSS), a description of the assessments, and timeline of assessments that will be used to measure student progress, and the proficiency levels that students are expected to meet (e.g., NWEA targets, TS Gold targets). Parents will receive a parent friendly, grade specific description of standards that their child is expected to master and the reading and math targets for performance on district and state assessments. The explanations of the targets will be written in parent- friendly language and the targets will be displayed in tables.

4C) Opportunities for additional regular meetings if requested by parents so that they have the opportunity to formulate questions and participate in decision-making about their child's education. The school will respond to and implement suggestions in a timely manner when appropriate.

5) Under section 1114(b)(2), if the school wide program is not satisfactory to parents, the school will submit parent comments on the plan when it makes the plan available to Ypsilanti Community Schools.

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

Parents will participate in a survey regarding their perceptions and evaluation of school programs, teacher performance, and school culture. The results of the surveys will be compiled and analyzed in order to determine areas that need to be improved. Their feedback will become a part of the changes that are made to Building Turnaround Network plan.

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

The results of our parent survey are reviewed by the Building Turnaround team and adjustments to the school wide plan will be made accordingly. Staff also will engage in a Collaborative Learning Cycle around the Parent Survey in order to examine trends, causes for parent responses, and to develop action plans to address parent concerns/needs.

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

The compact is developed in collaboration with the Building Turnaround Team and the Parent Advisory Board (PAB) in the fall. It is drafted and shared with the PAB and staff for input and revised based on feedback from stakeholders.

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

Classroom teachers review the School-Parent Compact with parents/families and students during the fall parent teacher conferences. All parties (i.e., parents, students, teachers) sign the signature page of the compact and a compact/trifold is given to each family. During the spring parent teacher conferences, classroom teachers review the School-Parent Compact with parents. All parties (i.e., parents, teachers, students) will sign the original signature page a second time.

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

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		1st Grade Compact 2017-2018 Kindergarten Compact 2017-2018 1st Grade Compact Signature Page Kindergarten Compact Signature Page Preschool Compact 2017-2018 Preschool Compact Signature Page

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

State and district assessments (NWEA Measures of Academic Progress, Everyday Math Unit and Interim Assessments, DRA, Lexia, Reflex Math, Words Their Way Spelling Inventories, ) include Parent Reports that explain reading, writing, and math scores in a parent friendly format. These reports also discuss level performance in specific subject areas and suggest at-home activities to improve student achievement. Parent /Teacher conferences occur twice each year - this allows parents an opportunity to talk about their child's progress. Interpreters are available to support parents that are in need of language interpretation. Families have a website link to assist in translation.

## **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?**

1. Preschool students visit Kindergarten classrooms, including unified arts and the lunch room in preparation for their transition the following year.
2. Preschool families are invited to a kindergarten open house where transition information including readiness skills is provided and discussed.
3. Several kindergarten roundup dates are offered for families of current preschool children. During these appointments, families are provided with an opportunity to share health or social issues with appropriate staff (e.g., social worker, nurse, speech language pathologist) so that an informed decision can be made regarding a student's placement. Kindergarten roundup appointments also include disbursement of paperwork, a language and readiness child assessment using a common Kindergarten Screening tool, a family and child social/emotional assessment, as well as a medical review for current immunizations and a physical
4. The Family Support Specialist works closely with preschool teachers and transitional kindergarten teachers to assess current preschool students and determine their best fit for kindergarten classroom placement.
5. Preschool teachers complete informative recommendations for current preschool students in order to assist with classroom placement for the following year
6. Preschool families are invited to visit Kindergarten classrooms as the need arises
7. Staff provide families with information about Kindergarten and invite them to transitional events. One of the topics that helps facilitate a smooth transition between preschool and Kindergarten is family awareness of kindergarten readiness skills. Further information regarding Perry Early Learning Center's enrollment process are available in buildings and on the district website.

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

Preschool teachers have ongoing opportunities to collaborate with Kindergarten staff as they attend staff meetings and building level activities together. Families are invited to participate in our Preschool Parent Meetings. Workshops for families are offered, providing them with information and materials for students transitioning from preschool to kindergarten.



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

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

1. Teachers discuss the tools used to develop a deeper understanding.
2. Teachers collaborate on developing formative assessments.
3. Building Turnaround Network team members discuss data and all data is shared with all staff.
4. Assessment information is shared and analyzed during Professional Development, Collaborative Learning Cycles, data team and grade level team meetings.
5. Teachers are involved in evaluating the goals and making adjustments as needed.

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

1. Data is analyzed during Building Turnaround Network team meetings.
2. Data is analyzed during weekly data team and grade level meetings.
3. All staff receive their individual classroom data to review- the principal meets with individual staff and data teams to review and discuss data and to develop plans for additional support and /or changes in instruction.

## **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.**

Although we do not administer the M-STEP in our Pre-K to 1st grade building, we identify students who have not met benchmarks and performance expectations based on performance on the NWEA Measures of Academic Progress (MAP) data and TS Gold Strategies, DRA Reading Levels, Everyday Math assessment, and YCS Kindergarten Assessment to determine those who are in need of academic intervention. NWEA MAP is administered 3 times each year. We assess K-1 reading skills three times a year, starting with the first 30 days of school. We provide a written notice to parents of the deficiency and develop an IRIP (Individualized Reading Intervention Plan), for any deficient student. These plans are developed by the teacher, Title 1 staff, principal, parents and other pertinent school personal. We use our data to plan for students who need reading and Individualized Reading Intervention Plan (IRIP), as well. We use our data to plan for the assistance of our Title 1 support staff and Teacher Consultant to support the Literacy Block and to do extra support for students in need. Teachers that have a particular concern for a student not being successful can bring that to our Multi-Tiered Systems of Supports Team and use that process to look deeper into the needs and develop strategies to try. We also use our data to offer summer school to students that have not reached grade level benchmarks.

### **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?**

We use our data to determine the students that have not reached benchmark levels. We analyze our summative data three times each year. Our Building Turnaround Network team compiles the data, discusses it, and presents it to the staff as a whole. Sub-committees review subject specific data and goals, in Collaborative Learning Cycles for overall improvement. Each teacher is given overall building data and data specific to his/her classroom. Results of data analysis are used to make adjustments in the amount of time and type of instruction that students receive. We use varied approaches to provide additional instruction to at-risk students such as in-class re-teaching, teacher consultant services, instructional consultation support, Title 1 staff support, extended reading and math blocks. Summer School is offered to our students who demonstrate the need for additional time to support their learning and prepare them for the coming school year. We also provide continued support for EL students that may need to continue developing their command of the language and literacy skills. In addition, students are enrolled in Title 1 Math and Reading services within the first month of the academic school year. Students received letter/letter sound and sight word support through the Village Approach Intervention with our Parent/community member volunteer interventionists daily beginning in November 2017. Teachers referred students to the Multi-tiered System of Supports team for students who continued to exhibit ongoing difficulties mastering the academic achievement standards.

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

Classroom teachers use achievement data, information from formative assessments, and teacher observations to identify student needs. After analyzing this data, teachers use a variety of resources to identify specific skills and strategies to address. Students who are not making progress are identified by teachers for additional small group instruction, one on one interventions, classroom centers, grouping students by

academic performance, and provide scaffolding of work and summer school. Teachers also group higher performing students with lower performing students to work in groups. In addition to the teacher, small group instruction is provided by Special Education teachers, Title I teachers, teachers who are part of our Multi-Tiered System of Supports team, and other adult volunteer interventionists.

## **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.**

All of our programs and resources are coordinated and integrated toward the achievement of our school- wide goals. These include: General Funds, Title I, Title II, Community groups, Partnership support from Universities, Parent Advisory Board funds, Volunteer support & Special Education funds.

Perry Early Learning Center coordinates and integrates funds from Title1 and Title II, along with support from community programs, general funds and our Parent Advisory Board to support a variety of programs as listed below. Each of these programs is intended to provide staff, parents and students with the skills and resources necessary to be successful in their educational role. Programs include: Perry Building Turnaround Network, Professional Development for all staff, Mentoring and training new staff, Partnerships with Eastern Michigan University, Technology support, Volunteer Interventionists, Data Teams, NWEA training, Data review and Collaborative Learning Cycles, planning, Kindergarten Transition, Paraprofessionals, Foster Grandparents Program, Title 1 support staff, Social Work and Nursing services, Parent Involvement activities and workshops, Central Office and Office of Student Assessment (OSA) administration and support, classroom supplemental supplies and materials.

### **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.**

We use our funding to provide additional staff to support struggling students learning in the Core academic areas. Additionally funding is used to address, parent involvement, learning at home, attendance, EL students and the needs of our Homeless students. Resources will be used for instruction, practice, and assessment of student achievement in reading, math, and science. We annually evaluate the implementation of and results achieved by our school-wide program. We use NWEA data, discipline data, attendance data, Building Turnaround Network, summer school, and other indicators of academic achievement. Our principals' Professional Learning Communities, along with our school improvement team annually evaluate all Title I funds, programs, and evidence to determine next steps. We annually revise our plans, our use of funds and personnel in order to ensure continuous improvements of student achievement.

### **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.**

Perry Early Learning Center coordinates and integrates funds from Title1 and Title II, Head Start, along with support from community programs, general funds and our Parent Advisory Board to support a variety of programs as listed below. Each of these programs is intended to provide staff, parents and students with the skills and resources necessary to be successful in their educational role. Programs include: Perry School Improvement, Professional Development for all staff, Mentoring and training new staff, Partnerships with Eastern Michigan University, Technology support, Data Teams, Instructional Consultation, NWEA training, Data review and collaborative planning, Kindergarten Transition, Paraprofessionals, Foster Grandparents Program, Title 1 support staff, Volunteer Interventionists, Social Work and Nursing services, Parent Involvement activities and workshops, Central Office administration and support, classroom supplemental supplies and materials.



## **Evaluation:**

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

Our Building Turnaround Network meets two to four times each month to evaluate progress toward the goals. We analyze achievement, attendance, discipline, and perception data at scheduled intervals. In addition, Title I teachers complete a Program Evaluation at least once a year to evaluate the effectiveness of implementation of Title I 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.**

Analyzing the data (e.g., NWEA MAP, TS Gold Strategies, Kindergarten Assessment), we are able to examine performance trends and to further disaggregate data by subgroups (i.e., ethnicity). Discrepancy and areas of weaknesses are addressed through changes and modification to the plan.

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

The Building Turnaround Network and other instructional staff (e.g., Title I teachers, general education teachers, teacher consultants) track and monitor the frequency and intensity of interventions as well as the growth demonstrated by our most at risk students. If students are not making gains during a specified time period (4 to 6 weeks), staff examine other variables that may have impacted growth (e.g., attendance, attention). In addition, staff addresses factors that have positively or negatively impacted growth and make adjustments to the interventions as necessary. This process of examining interventions relative to growth is conducted on an ongoing basis throughout the school year.

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

The Building Turnaround Network meets two to four times per month to evaluate progress towards the goals. We review the results of achievement tests, classroom assessments, attendance, and discipline data by grade, individuals, and subgroups. Data collection is an important component of each program/process that we implement. We examine student gains on norm referenced and teacher created assessments to determine whether interventions have been effective. We administer pre and post tests so that we are able to modify strategies and instruction based on outcomes. Evaluation of interventions is an integral part of monitoring the school wide plan. If particular programs and materials are not effective (based on data), we modify them or discontinue their use the following year.

# **PELC School Improvement Plan 2018-2019**

# Overview

**Plan Name**

PELC School Improvement Plan 2018-2019

**Plan Description**



## 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	Perry Early Learning Center Instruction	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$1
2	Perry Early Learning Center Climate and Culture	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

# Goal 1: Perry Early Learning Center Instruction

**Measurable Objective 1:**

100% of All Students will increase student growth by one year + 2 points in Mathematics by 06/30/2018 as measured by the NWEA MAP Math, EDM, Kindergarten Assessment, and TS Gold.

**Strategy 1:**

Instructional Infrastructure - The instructional Infrastructure is the second district system that the District Turnaround Network (DTN) begins to develop. The first phase of the development of this system involved describing and communicating explicit high quality subject-specific instructional practices for all core content areas. This was completed in 2016-2017 and the visions were adopted by the DTN. Perry Early Learning Center's (PELC) Building Turnaround Network (BTN) will measure the extent to which the current classroom instruction is aligned to the visions.

Category: Career and College Ready

Research Cited: Camburn, E., Kim, J., & Rowan, B. (2004, April). School leadership and instructional improvement in CSR schools Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Camburn, E., Rowan, B., & Taylor, J. (2003). Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models. Educational Evaluation and Policy Analysis, 25(4), 347-343.

Cobb, P., & Jackson, K. (2011). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. Mathematics Teacher Education and Development, 13(1), 6-33.

Cobb, P., Jackson, K., Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In

B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H. Cheng (Eds.), Design based implementation research: Theories, methods, and exemplars. National Society for the Study of Education Yearbook (Vol. 112, Issue 2, pp. 320-349). New York: Teachers College.

Tier: Tier 1

Activity - High Quality Subject Specific Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Perry Early Learning Center

Vision of High Quality Subject Specific Instruction for all core content areas was adopted by the DTN in 2016-17 to strengthen the implementation of high quality instruction as measured by increased student achievement.  The BTN will focus on the following high quality instructional models: Ambitious Teaching Strategies SIOP instruction for ELL students Inquiry Based Instruction Project Based Instruction Action Research  Professional development and district support will be utilized.	Implementa tion	Tier 1	Implement	07/03/2017	06/30/2018	\$1	Title II Part A	All
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Activity - Aligned Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.  Professional development and district support will be utilized.	Curriculum Development	Tier 1	Getting Ready	07/03/2017	06/30/2018	\$0	Title II Part A	All

Activity - High Quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students.  Professional Learning Series Teacher Mentoring Program Instructional Rounds Instructional Coaching Study of Early Literacy Subject Specific Book Studies Intel Assessment Literacy Personalized Online Learning Building Level Staff Meetings  Stipends and salaries will be paid out of Title II and other grant sources.	Professional Learning	Tier 1	Implement	07/03/2017	06/30/2018	\$0	Title II Part A	All

Activity - Multi-Tiered System of Support (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Perry Early Learning Center

Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming:  Title I and 31a instructional support Additional materials ESL teachers and paraeducators Title I full day kindergarten Stipends and licenses Extended day and summer school instruction Specialized programs to address building specific content needs  Professional development and district support will be utilized.	Academic Support Program		Implement	07/03/2017	06/30/2018	\$0	Title I Part A	All
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### Strategy 2:

Performance Management - As the district begins to move forward at a rapid pace, it is important that everyone within the organization have a specific process for facilitating effective data conversations that establishes a spirit of inquiry and positions the analysis of multiple measures of data at the heart of the exploration and action plan development. The Problem-Solving Driver System is the first of three district drivers systems that will support rapid improvement in student and teacher performance in a short amount of time. The Performance Management tool is utilized in this Driver System.

Category: Career and College Ready

Research Cited: Bernhardt, V.L.,(2013). Data analysis for continuous school improvement, 3d edition. Larchmont, NY: Eye on Education.

Sharratt, L. & Fullan, M. (2012). Putting faces on the data: What great leaders do. Thousand Oaks, CA: Corwin Press.

Sharratt, L. & Fullan, M. (2009). Realization: The change imperative for deepening districtwide reform. Thousand Oaks, CA: Corwin Press.

Welman, B. & Lipton, L., (2012). Got data? Now what? Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

Patterson,K., Grenny, J., McMillan, R., & Switzler, A.(2012). Crucial conversations: Tools for talking when stakes are high .New York: McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Crucial accountability: Tools for resolving violated expectations, broken commitments, and bad behavior (2nd ed.). McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Influencer: The New Science of Leading Change (2nd ed.). New York: McGraw-Hill.

Tier:

Activity - Utilize Illuminate to monitor Annual Performance Goals and local assessment data.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Perry Early Learning Center

The district will utilize Illuminate, a data warehouse, to continually monitor instructional data at both the building level and district level. Professional development and district support will be utilized.	Evaluation, Academic Support Program, Direct Instruction		Implement	07/03/2017	06/30/2018	\$0	Title II Part A	All
Activity - Collaborative Learning Cycle (CLC)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations will focus on perception, achievement data (formative, summative and/or benchmark), or student work samples.  Professional development and district support will be utilized.	Evaluation		Implement	07/03/2017	06/30/2018	\$0	Title II Part A	All
Activity - Performance Management Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Performance Management Template (DTN & BTN tools) to record and use multiple sources of data to problem solve; Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data  Professional development and district support will be utilized.	Evaluation			07/03/2017	06/30/2018	\$0	Title II Part A	All
Activity - High Quality Data Collection Tool for Ambitious Teaching Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize results from the High Quality Data Collection tool (DTN tool) to record and monitor school-wide implementation of the ambitious teaching strategies.  Professional development and district support will be utilized.	Evaluation		Monitor	07/03/2017	06/30/2018	\$0	Title II Part A	All

### Strategy 3:

Task Management - As the building moves forward in its turnaround efforts, the BTN must assess the current structure of our programs and placement of staff in order to insure high quality teaching and student learning outcomes.

Retention and Removal is the part of the Talent Management system that is concerned with how the building will provide effective incentives to attract and retain highly skilled teachers along with defining the process in which the building will respond to the need to remove low-performing teachers.

## School Improvement Plan

Perry Early Learning Center

Category: Career and College Ready

Research Cited: Education Resource Strategies, Breaking the Cycle of Failure: Strategic Staffing in Charlotte-Mecklenburg Schools, case study 2009, [http://www.erstrategies.org/library/breaking\\_the\\_cycle\\_of\\_failure\\_in\\_cms](http://www.erstrategies.org/library/breaking_the_cycle_of_failure_in_cms).

Lane, B.(2012).Emerging practices in rapid achievement schools: Analysis of 2010-2011 level 4 schools to identify organizational and institutional practices that accelerate students' academic achievement . Retrieved from <http://www.instill.com>. Lane, B.(2014).

Turnaround practices in action: An analysis of school and district practices,systems, policies, and use of resources contributing to successful turnaround in Massachusetts' level 4 schools. Retrieved from <http://www.instill.com>.

Player, D.,Hambrick Hitt, D., & Robinson, W. (n.d.). District readiness to support school turnaround: A users' guide to inform the work of state education agencies and districts. Retrieved from [http://www.darden.virginia.edu/uploadedFiles/Darden\\_Web/Content/Faculty\\_Research/Research\\_Centers\\_and\\_Initiatives/Darden\\_Curry\\_PLE/district-readiness-to-support-school-turnaround.pdf](http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/district-readiness-to-support-school-turnaround.pdf).

Zavatsky,H.(2012). School turnarounds: The essential role of districts. Cambridge, MA: Harvard Education Press.

Tier:

Activity - Evaluation System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including building level, classroom, and individual student performance.  Professional development and district support will be utilized.	Policy and Process, Recruitment and Retention		Implement	07/03/2017	06/30/2018	\$0	Title II Part A	All

Activity - Professional Learning Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a data-driven professional learning series aligned to the vision for high quality instruction and the district guaranteed curriculum, materials, assessments, and evaluations. Teacher and Principal Professional Development Teacher and Principal Mentoring  Professional development and district support will be utilized.	Professional Learning		Implement	07/03/2017	06/30/2018	\$0	Title II Part A	All

### Strategy 4:

Leadership - The last component of the Blueprint to be developed and installed during this phase of installation is the Instructional Leadership Routines - Monitoring.

## School Improvement Plan

Perry Early Learning Center

The BTN will develop a plan to implement a consistent monitoring protocol for classroom observations that aligns to the district's vision for subject-specific teaching and learning. This will include setting timelines for instructional improvement, developing consistent processes for monitoring curriculum planning and implementation, along with determining how all instructional leaders will assist teachers to track the process of all students.

Category: Career and College Ready

Research Cited: Baroody,K.(2011). Turning around the nation's lowest performing schools: Five steps districts can take to improve their chances of success.

Washington, D.C.: Center for American Progress. Retrieved from [http://cdn.americanprogress.org/wpcontent/uploads/issues/2011/02/pdf/five\\_steps.pdf](http://cdn.americanprogress.org/wpcontent/uploads/issues/2011/02/pdf/five_steps.pdf)

Duke,D. (2008). Keys to sustaining successful school turnarounds. Retrieved from University of Virginia, Darden/Curry Partnership for Leaders in Education website: [http://www.darden.virginia.edu/web/uploadedFiles/Darden/Darden\\_Curry\\_PLE/UVA\\_School\\_Turnaround/KeysToSuccess.pdf](http://www.darden.virginia.edu/web/uploadedFiles/Darden/Darden_Curry_PLE/UVA_School_Turnaround/KeysToSuccess.pdf).

Honig, M., Copland, M.A.,Rainey, L.,Lorton, J.A., Newton, M. (2010). Central Office transformation for district-wide teaching and learning improvement. Center for the Study of Teaching and Policy (CTP) at the University of Washington. Retrieved from [http://depts.washington.edu/uwcel/news/ctp\\_cotdtli.pdf](http://depts.washington.edu/uwcel/news/ctp_cotdtli.pdf).

Knapp, M.S.,Copland, M.A.,Honig,M., Plecki, M.L., Portin, B.S. (2012). Learning-focused leadership and leadership support: Meaning and practice in urban systems. Center for the Study of Teaching and Policy (CTP) at the University of Washington.

Tier:

Activity - Collaborative Leadership Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The principal will collaborate with a designated central office administrator. The message along with the urgency for instructional improvement will be regularly communicated at all levels of the building and become a driving force behind the work of the building level instructional leader and staff.</p> <p>Successful partnerships will have measurable results in the following areas: (1) increased turnaround competencies in the building-level administrator; (2) higher rates of high quality subject-specific instruction; (3) evidence of success in the coaching record; (4) data from the Performance Management Driver System.</p>	Monitor			07/03/2017	06/30/2018	\$0	General Fund	All
Activity - Allocation of Resources Aligned to Student Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Perry Early Learning Center

Because rapid turnaround is different than continuous improvement, the administrator is faced with the challenge to “seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child.” (ERS, 2013).  Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through this research, they found that the most successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision. Through the installation of the Blueprint, the installing district has positioned itself to transform the way each building allocates its resources. The following tools and resources will support school leaders in understanding how to use student and teacher need data to allocate resources on a consistent basis.	Policy and Process		Getting Ready	07/03/2017	06/30/2018	\$0	General Fund	All
Activity - Building and District Administrator Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will receive professional leadership coaching to improve instructional leadership capacity. The training will focus on creating instructional leaders for academic improvement, not just building managers and include methods for creating a climate for success, implementing curriculum change, and habit, to build a strong framework for success. Additionally, the building administrator will participate in a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies.	Policy and Process		Getting Ready	07/03/2017	06/30/2018	\$0	General Fund	All

## Goal 2: Perry Early Learning Center Climate and Culture

### Measurable Objective 1:

demonstrate a behavior that reflects a decrease in referrals and suspensions by 10%, and an increase resulting in an overall 90% attendance rate by 06/30/2019 as measured by attendance data, discipline data.

### Strategy 1:

Intense Student Support Network - The Intense Student Support Network is the third district system that the DTN will build during the Launch phase of the installation. This began with articulating the district vision for supporting the non-academic needs of all students. This was written and approved in 2016-17. Intense Student Support - Ypsilanti Community Schools believe that every student has the right to a safe, supportive school in which we respect each student's values, beliefs, individual backgrounds, and identity. We believe that every student has the right to an equitable educational experience and that it is the district's responsibility to provide a system of delivery from which each student has the potential for high levels of success. We believe that each student reaches his/her potential as result of an



equitable but not equal system of delivery, i.e., a system that responds to the unique and individual academic and non-academic needs of each student within its charge.

As a result of these beliefs, the building administrator and staff embrace the opportunity to engage with every student to maximize both his/her academic and social learning. The student support network establishes a delivery system that responds to the unique and individual academic and non-academic needs of each student.

The building administrator and staff recognize that the key person in the learning equation is the student (Murphy, 2014) and further recognizes that it is critical to develop a meaningful, positive relationship with each student in order to exercise academic press and influence. Using Joseph Murphy's work with pastoral care as a guide, the district's Intense Student Support Network ensures that the norms of pastoral care positively impact every student for whom we as a district have the privilege of serving. Those norms and identifying characteristics are:

Care/Relationships

Support

Safely

Membership

Category: School Culture

Research Cited: Anchorage School District. (2005). Social and Emotional Learning Standards and Benchmarks for the Anchorage School District. Retrieved from [http://smhp.psych.ucla.edu/pdfdocs/sel%20standards%20and%20benchmarks%20\\_anchorage%20school%20dist\\_.pdf](http://smhp.psych.ucla.edu/pdfdocs/sel%20standards%20and%20benchmarks%20_anchorage%20school%20dist_.pdf).

Collaborative for Academic, Social, and Emotional Learning. (2012). 2013 CASEL Guide: Effective Social and Emotional Learning Programs- Preschool and Elementary Edition. Retrieved from <http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a220de4b00a92c90436ba/1382687245993/2013-casel-guide.pdf>.

Campbell Jones,F. L., Campbell Jones, B., and Lindsey,R.B. (2010). The culturally proficient journey. Thousand Oaks, CA: Corwin Press.

Lindsey, R.B., Roberts, L. M., & Campbell Jones,F. L. (2013).The culturally proficient school. Thousand Oaks, CA: Corwin Press.

Murphy, J. & Torre, D. (2014). Creating productive cultures in schools. Thousand Oaks, CA: Corwin Press.

Murphy, J.(2010). The educator's handbook for understanding and closing the achievement gap. Thousand Oaks, CA: Corwin Press.

Parrett, W H., & Budge, K. M. (2012). How high poverty schools become high performing schools. Alexandria, VA: ASCD.

Tier:

## School Improvement Plan

Perry Early Learning Center

Activity - Membership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Membership involves ownership, involvement, accomplishment and belonging.</p> <p>Professional development and building support will be utilized to implement the following programs:</p> <ul style="list-style-type: none"> <li>-Truancy</li> <li>-Alternative Learning Environment</li> <li>-McKinney-Vento eligible student support</li> <li>-Co-curriculars and extra-curriculars</li> </ul>	Behavioral Support Program		Implement	07/03/2017	06/30/2018	\$0	Title II Part A	All
Activity - Safety	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Safety involves personalization, prevention, systematic action, climate of positivity, shared development and ownership.</p> <p>Professional development and building support will be utilized to implement the following activities to support safety:</p> <ul style="list-style-type: none"> <li>-Restorative Practices</li> <li>-Structures and Routines (Teach Like a Champion, Conscious Discipline)</li> <li>-Non Violent Crisis Intervention</li> <li>-Crisis Response Team</li> <li>-Book Studies - "Teaching with Poverty in Mind"</li> </ul>	Behavioral Support Program			07/03/2017	06/30/2018	\$0	Section 31a	All
Activity - Care/Relationships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Care/Relationships involves establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students and providing recognition.</p> <p>Professional development and building support will be utilized to implement the following activities to support care/relationships</p> <ul style="list-style-type: none"> <li>-Conscious Discipline</li> <li>-Cultural Proficiency</li> <li>-Coordinated School Health &amp; partnerships as identified by the CSH Team and the MOU process</li> </ul>	Behavioral Support Program			07/03/2017	06/30/2018	\$0	Section 31a	All
Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Perry Early Learning Center

Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically and advocating. Professional development and district support will be utilized to implement support. -Develop and utilize a Multi Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming: -Behavior Supports -Social Work -Restorative Practice -Social/Emotional Supports -Building Crisis Team	Behavioral Support Program			07/03/2017	06/30/2018	\$0	Section 31a	All
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Allocation of Resources Aligned to Student Needs	<p>Because rapid turnaround is different than continuous improvement, the administrator is faced with the challenge to “seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child.” (ERS, 2013).</p> <p>Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through this research, they found that the most successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision. Through the installation of the Blueprint, the installing district has positioned itself to transform the way each building allocates its resources. The following tools and resources will support school leaders in understanding how to use student and teacher need data to allocate resources on a consistent basis.</p>	Policy and Process		Getting Ready	07/03/2017	06/30/2018	\$0	All
Collaborative Leadership Partnerships	<p>The principal will collaborate with a designated central office administrator. The message along with the urgency for instructional improvement will be regularly communicated at all levels of the building and become a driving force behind the work of the building level instructional leader and staff.</p> <p>Successful partnerships will have measurable results in the following areas: (1) increased turnaround competencies in the building-level administrator; (2) higher rates of high quality subject-specific instruction; (3) evidence of success in the coaching record; (4) data from the Performance Management Driver System.</p>	Monitor			07/03/2017	06/30/2018	\$0	All

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Building and District Administrator Professional Development	The principal will receive professional leadership coaching to improve instructional leadership capacity. The training will focus on creating instructional leaders for academic improvement, not just building managers and include methods for creating a climate for success, implementing curriculum change, and habit, to build a strong framework for success. Additionally, the building administrator will participate in a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies.	Policy and Process		Getting Ready	07/03/2017	06/30/2018	\$0	All
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**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Safety	Safety involves personalization, prevention, systematic action, climate of positivity, shared development and ownership.  Professional development and building support will be utilized to implement the following activities to support safety: -Restorative Practices -Structures and Routines (Teach Like a Champion, Conscious Discipline) -Non Violent Crisis Intervention -Crisis Response Team -Book Studies - "Teaching with Poverty in Mind"	Behavioral Support Program			07/03/2017	06/30/2018	\$0	All
Support	Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically and advocating. Professional development and district support will be utilized to implement support. -Develop and utilize a Multi Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming: -Behavior Supports -Social Work -Restorative Practice -Social/Emotional Supports -Building Crisis Team	Behavioral Support Program			07/03/2017	06/30/2018	\$0	All

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Care/Relationships	<p>Care/Relationships involves establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students and providing recognition.</p> <p>Professional development and building support will be utilized to implement the following activities to support care/relationships</p> <ul style="list-style-type: none"> <li>-Conscious Discipline</li> <li>-Cultural Proficiency</li> <li>-Coordinated School Health &amp; partnerships as identified by the CSH Team and the MOU process</li> </ul>	Behavioral Support Program			07/03/2017	06/30/2018	\$0	All
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**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
High Quality Subject Specific Instruction	<p>Vision of High Quality Subject Specific Instruction for all core content areas was adopted by the DTN in 2016-17 to strengthen the implementation of high quality instruction as measured by increased student achievement.</p> <p>The DTN will focus on the following high quality instructional models:</p> <ul style="list-style-type: none"> <li>Ambitious Teaching Strategies</li> <li>SLOP instruction for ELL students</li> <li>Inquiry Based Instruction</li> <li>Project Based Instruction</li> <li>Action Research</li> </ul> <p>Professional development and district support will be utilized.</p>	Implementation	Tier 1	Implement	07/03/2017	06/30/2018	\$1	All
Professional Learning Series	<p>Implement a data-driven professional learning series aligned to the vision for high quality instruction and the district guaranteed curriculum, materials, assessments, and evaluations.</p> <p>Teacher and Principal Professional Development</p> <p>Teacher and Principal Mentoring</p> <p>Professional development and district support will be utilized.</p>	Professional Learning		Implement	07/03/2017	06/30/2018	\$0	All

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Membership	Membership involves ownership, involvement, accomplishment and belonging.  Professional development and building support will be utilized to implement the following programs: -Truancy -Alternative Learning Environment -McKinney-Vento eligible student support -Co-curriculars and extra-curriculars	Behavioral Support Program		Implement	07/03/2017	06/30/2018	\$0	All
Utilize Illuminate to monitor Annual Performance Goals and local assessment data.	The district will utilize Illuminate, a data warehouse, to continually monitor instructional data at both the building level and district level. Professional development and district support will be utilized.	Evaluation, Academic Support Program, Direct Instruction		Implement	07/03/2017	06/30/2018	\$0	All
Aligned Assessments	Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.  Professional development and district support will be utilized.	Curriculum Development	Tier 1	Getting Ready	07/03/2017	06/30/2018	\$0	All
Performance Management Tool	Utilize the Performance Management Template (DTN & BTN tools) to record and use multiple sources of data to problem solve; Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data  Professional development and district support will be utilized.	Evaluation			07/03/2017	06/30/2018	\$0	All
High Quality Professional Development	Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students.  Professional Learning Series Teacher Mentoring Program Instructional Rounds Instructional Coaching Study of Early Literacy Subject Specific Book Studies Intel Assessment Literacy Personalized Online Learning Building Level Staff Meetings  Stipends and salaries will be paid out of Title II and other grant sources.	Professional Learning	Tier 1	Implement	07/03/2017	06/30/2018	\$0	All

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Evaluation System	Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including building level, classroom, and individual student performance.  Professional development and district support will be utilized.	Policy and Process, Recruitment and Retention		Implement	07/03/2017	06/30/2018	\$0	All
High Quality Data Collection Tool for Ambitious Teaching Strategies	Utilize results from the High Quality Data Collection tool (DTN tool) to record and monitor school-wide implementation of the ambitious teaching strategies.  Professional development and district support will be utilized.	Evaluation		Monitor	07/03/2017	06/30/2018	\$0	All
Collaborative Learning Cycle (CLC)	Utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations will focus on perception, achievement data (formative, summative and/or benchmark), or student work samples.  Professional development and district support will be utilized.	Evaluation		Implement	07/03/2017	06/30/2018	\$0	All

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Multi-Tiered System of Support (MTSS)	Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming:  Title I and 31a instructional support Additional materials ESL teachers and paraeducators Title I full day kindergarten Stipends and licenses Extended day and summer school instruction Specialized programs to address building specific content needs  Professional development and district support will be utilized.	Academic Support Program		Implement	07/03/2017	06/30/2018	\$0	All