



School Improvement Plan

Monroe Road Elementary School

Bedford Public Schools

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Introduction

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

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?

Description:

Size: 661 students, 34 Highly Qualified Educators, 1 Student Support Coordinator, 1 Speech and Language Pathologist, 1 part-time School Psychologist, 1 part-time Social Worker, and 5 part-time Student Intervention Providers, K-5

Community: Primarily Caucasian, middle class, population approximately 30,000, formerly rural area changed into suburban neighborhoods

Location: Suburb of Toledo located north of the Michigan/Ohio state line, in Monroe County

Changes over the last 3 years:

- Enrollment decreasing due to the economic decline of the automotive industry
- Closed Temperance Road Elementary and redistricted many students to our school
- Due to the school closing, some displaced staff members were added to MRE staff
- Removal of technology support person
- High turnover for district superintendent and other assistant superintendent positions
- Change in principal
- Reduction in district liaison officer
- Reduction in state aide
- 1:1 Initiative added to fifth grade with plans to include fourth and third grades in the next two years

Unique features:

- Open configured classrooms support team teaching and a sense of community across grade levels
- Teachers are encouraged to specialize in their areas of expertise
- 100% PTA (Parent Teacher Association) Membership

Challenges:

- Many households have two parents working
- Shared custody; students are shuffled between different homes
- Students are digital natives; teachers are digital immigrants
- More students living with grandparents
- Tardy/absent students
- Recent attempt at a facilities bond failed to pass
- Recent sinking fund renewal failed to pass
- State economic challenges directly impacts financial allocations and decisions
- District just out Deficit Elimination
- Increased class sizes

- Staff Morale
- An increasing amount of student and parent apathy

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.

Mission: We work together to provide an enjoyable, safe haven where students receive individual academic challenges. We help develop character and thinking skills that encourage them to thoughtfully contribute to society.

Vision: Every child...a success story.

Program Offerings that support the mission/vision:

- SIPS
- In school tutoring in reading and math for grades 4-5
- Accelerated Reader
- One District, One Book
- Food drives
- Big Buddy, Little Buddy (peer mentors)
- Student Support Coordinator
- Reflections program
- Differentiated Instruction
- Letters to soldiers
- Young Authors
- Book Club
- Quiz Bowl
- D.A.D.S. Program
- Student Council
- Spelling Bee
- 1-1 Initiative Preparation for grades 3-5
- Jr. Achievement
- Lunch Bunch
- Robotics
- Chess club
- Letters and visits to retirement homes
- D.A.R.E.
- 5th grade camp
- Reading night
- Science night

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.

Notable Achievements/Areas of Improvement:

Achievements/Areas of Improvement over past 3 years:

- MEAP scores are above the average state, county and district scores.
- MSTEP scores are above the average state and district scores
- Student winners for Reflections at the county and state level
- Student 1st and 2nd place scholarship winners for the Michigan K.I.D.S writing contest
- Writing scores continually prove our students' exemplary skills
- Focus on CAFE strategies for a deeper look at specific strategies/small group instruction in reading
- First place winner MISD Spelling Bee
- 1:1 Initiative--fifth grade
- Student Council featuring student leadership at the fifth grade level

Achievements/Areas of Improvement over the next 3 years:

- Modify instruction to better prepare students for new state assessments
- Implement a more consistent plan to teach keyboarding
- Implementation of more non-fiction reading/reading strategies
- Adoption of new math program (Everyday Math) to spiral curriculum for deeper student understanding
- Preparation for Chromebooks grades 3-5
- Google Apps for Education
- Smarter Balance preparation (or next adopted state assessment)
- Marzano's Six Steps to teach CCSS math vocabulary
- Early Learning Success
- An incentive program in grades 4-5 to encourage learning multiplication and division facts
- Adoption of a new ELA program (Wonders) to promote a deeper understanding of the CCSS

Additional Information

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

N/A

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 process used to engage a variety of stakeholders in the development of the institution's improvement plan includes teachers, students, and parents. For teacher representatives in the curriculum committees (math, science, social studies, language arts, technology, and culture), some volunteered to hold the position while others were approached and asked. Meetings were scheduled based on the collective schedules and availability of the various members. New committee members were mentored by those with more experience, and the principal assisted and guided others with their roles. There are parent representatives on our Steering Committee, and there is also a parent representative who attends the School Improvement meetings, when she can. Due to the ages of the students, they are not directly involved in the development of the improvement plan. However, their student survey input is considered. Parents are involved in the process through PTA meetings, where information is shared and input is requested.

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

The representations from stakeholder groups that participated in the development of the improvement plan include teachers, parents and students.

*Teachers: For each of the core subjects, in addition to the technology committee and culture committee, there is a representative that attends the curriculum committee meetings. These meetings are held on a monthly basis. Committee representatives have the responsibility to take concerns from their staff to the committee meetings and to also report back to their staff after the committee meetings. Teacher input is used in the development of the improvement plan as well. Teachers broke into committees and collaborated ideas in order to rate our school performance on a particular standard of the Self Assessment. The school improvement chair member attends monthly meetings and leads the school improvement meetings. Every other staff meeting is allotted to the focus of school improvement, but a great deal of time is often spent on school business.

*Parents: Parent input on the school survey is taken into consideration in the development of the improvement plan. On our school webpage, there is a link to our school improvement plan that parents have access to. The school annual report is located on the webpage as well. Parents participate in a monthly steering committee meeting, as well.

*Students: Due to the ages of the students, they are not directly involved in the development of the improvement plan. However, their student survey input is considered. The school improvement goals that we chose are based on the academic performance of our students.

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 reports are e-mailed to staff upon completion in order for teachers to be kept informed, and typically, the plan itself is discussed in detail at a staff meeting. The plan is also posted to our school webpage for access by parents at their leisure. In addition to this, it is mentioned at PTA meetings, in newsletters, and in miscellaneous communication to parents via the principal. The final improvement plan is not directly communicated to students. However, it does drive our instruction and students understand it through the use of "I Can" statements. Therefore, they are impacted by the plan daily through our ongoing instruction.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

In 2013-2014, enrollment was at 564. In 2014-2015, enrollment increased to 676. In 2015-2016, enrollment is at 661. One challenge was the closing of another elementary school and the absorption of many of the staff and students from that school into our school.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Typically, daily attendance is between 90-95%.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Our school does not do referrals nor did we have any expulsions. Here are the suspension numbers:

2013-2014	14 days of suspension
2014-2015	13 days of suspension
2015-2016	10.5 days of suspension

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

This is our second year using the clip chart system (Positive Behavior Support). This rewards positive behavior and gives students the opportunity to "turn a bad day around."

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The building employs a combination of novice teachers, veteran teachers, and those teachers that fall somewhere in between these two extremes. Students benefit from the enthusiasm of the novices, the experience of the veterans, and a combination of both from those teachers that lie somewhere in the middle. Veteran teachers are often mentors to novice teachers, and students definitely benefit from the passing down of this knowledge. The principal started three years ago, mid-year. He is younger, has school-aged children, is technologically
SY 2016-2017

savvy, and really encourages both family and student involvement. Students feel that he really cares about their achievement, and so they feel more invested,

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Veteran teachers tend to be leaders and students benefit positively from their knowledge and experience. Teachers with less experience seem to be more open to trying new things and more comfortable with technology, from which students also benefit.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

We are lucky enough to have an excellent assistant principal who can pick up the slack when our principal is out, thus not impacting student achievement at all. These are the leave hours/days for administration in our building:

Personal Business Days:	8.5
Sick Days:	15
School Business Days:	5.5
Conference Days:	3

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Being out of the classroom due to professional learning can have a negative impact on student achievement. Students need consistency, and having a different substitute every time does not help. Furthermore, sometimes all a substitute can handle is "busy work," which is not very valuable. Here are the number of leave hours/days for teachers in our building:

Personal Business Days:	53
Sick Days:	130.5
IEP Workdays:	2.5
FMLA:	10
School Business Days:	58
Conference:	13
Workers' Comp	1

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

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Often times, the same teachers seem to be on multiple committees, thus impacting their particular group of students more greatly. If more teachers were willing to take on these leadership positions, that would lessen this impact. In addition to this, perhaps there needs to be more stringent requirements for substitute teachers, so when teachers are out, they can assign more than just busy work. And in terms of school leader absences, having a full-time assistant principal is incredibly helpful. Someone that can take on the responsibilities of the principal.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

1. Purpose and Direction (3.67, Standard 1)
2. Governance and Leadership (3.33, Standard 2)
3. Resource and Support Systems (3.14, Standard 4)

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

1. Teaching and Assessing for Learning (2.92, Standard 3)
2. Using Results for Continuous Improvement (3, Standard 5)

12. How might these challenges impact student achievement?

While the number of teachers and support staff is decreasing, class sizes are increasing. In addition to this, there is not a great opportunity to challenge high achieving students.

There need to be mentoring and coaching programs that are more formally implemented and there needs to be district provided PD regarding these programs.

Our grading policies, procedures, and guidelines seem to be very inconsistent across grade levels and sometimes even among grade levels.

Teachers are constantly collecting data, but there needs to be district provided PD regarding the manner in which this data should be used and how it can inform instruction.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Since one of our activities for both English/Language Arts and Math involves working as a grade level and developing a working scope and sequence and entering this work into ATLAS, perhaps this work time could also be used for training on data interpretation and discussion of grading policies,

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students qualify for services based on our annual testing. Various assessments are utilized to determine the level of the disability. Services are then extended to match the disability.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

There is Math and Reading RTI for grades K-5. Fifth grade opportunities include Bankers, Quiz Bowl, Student Council, and Chess Club. There is also Robotics, and Boy Scouts(after school) available to all grade levels.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

For RTI, students are selected based upon Rigby scores, MLPP scores, various Wonder's ELA assessments, district common assessments, and teacher recommendations. Parents are notified and must sign a Parent-Student-School Compact.

Bankers must fill out an application that must include a parent signature. Teachers make sure that the candidates are good students.

To qualify for Quiz Bowl, students must score highly on a test, and then their parents are notified via email from the principal.

To be on Student Council, students must fill out an application that must include a parent signature. Then, their peers choose the top 6 representatives per class. Then, each representative makes posters to display throughout the school and gives a speech. Finally, each class votes on the top 2. Teachers make sure that the final chosen candidates are good students and up for the job.

For Chess Club, Robotics, and Boy Scouts, pamphlets are sent home to parents and students may simply sign up to join.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

We are currently in the process of entering all of our curriculum into ATLAS.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Grades 4 and 5 were above the state and county proficiency level in ELA, Grade 4 was above the state and county proficiency level in Reading, and Grade 5 was above the state and county proficiency level in Reading. Grade 3 was above the state proficiency level in ELA, and above the state and county proficiency level in Reading.

19b. Reading- Challenges

Grade 3 was below the county proficiency level in ELA.

19c. Reading- Trends

We do not have trends because we do not have three years of consistent data. We switched from the Fall MEAP to the Spring M-STEP. During the MEAP, 3rd grade was tested on Math and Reading, 4th grade was tested on Math, Reading, and Writing, and 5th grade was tested on Math, Reading, and Science. During the M-STEP, 3rd grade was tested on Math and ELA, 4th grade was tested on Math, ELA, and Science, and 5th grade was tested on Math, ELA, and Social Studies. In addition to this, our Math Common Assessments changed SY 2016-2017

when we moved from trimesters to quarters.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

One of our strategies on our School Improvement Plan is exploring literacy strategies through print sources. Another one of our strategies involves ELA curriculum alignment (Examine the CCSS and Michigan State Standards, and develop a scope and sequence through Atlas, our on-line curriculum warehouse).

20a. Writing- Strengths

Grades 4 and 5 were above the state and county proficiency level in ELA, Grade 4 was above the state and county proficiency level in Writing, and Grade 3 was above the state proficiency level in ELA.

20b. Writing- Challenges

Grade 3 was below the county proficiency level in ELA.

20c. Writing- Trends

We do not have trends because we do not have three years of consistent data. We switched from the Fall MEAP to the Spring M-STEP. During the MEAP, 3rd grade was tested on Math and Reading, 4th grade was tested on Math, Reading, and Writing, and 5th grade was tested on Math, Reading, and Science. During the M-STEP, 3rd grade was tested on Math and ELA, 4th grade was tested on Math, ELA, and Science, and 5th grade was tested on Math, ELA, and Social Studies. In addition to this, our Math Common Assessments changed when we moved from trimesters to quarters.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

One of our strategies on our School Improvement Plan is exploring literacy strategies through print sources. Another one of our strategies involves ELA curriculum alignment (Examine the CCSS and Michigan State Standards, and develop a scope and sequence through Atlas, our on-line curriculum warehouse).

21a. Math- Strengths

Third grade was above the state proficiency level, and fourth and fifth grade were above the state and county proficiency level.

21b. Math- Challenges

Third grade was below the county proficiency level.

21c. Math- Trends

We do not have trends because we do not have three years of consistent data. We switched from the Fall MEAP to the Spring M-STEP. During the MEAP, 3rd grade was tested on Math and Reading, 4th grade was tested on Math, Reading, and Writing, and 5th grade was tested on Math, Reading, and Science. During the M-STEP, 3rd grade was tested on Math and ELA, 4th grade was tested on Math, ELA, and Science, and 5th grade was tested on Math, ELA, and Social Studies. In addition to this, our Math Common Assessments changed when we moved from trimesters to quarters.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

One of our strategies on our School Improvement Plan is building mathematics vocabulary. Another one of our strategies involves Math curriculum alignment (Examine the CCSS and Michigan State Standards, and develop a scope and sequence through Atlas, our on-line curriculum warehouse).

22a. Science- Strengths

Fourth grade was above the state and county proficiency level.

22b. Science- Challenges

Only fourth grade was tested in science, and since they were above the state and county proficiency level, there are no identifiable challenges.

22c. Science- Trends

We do not have trends because we do not have three years of consistent data. We switched from the Fall MEAP to the Spring M-STEP. During the MEAP, 3rd grade was tested on Math and Reading, 4th grade was tested on Math, Reading, and Writing, and 5th grade was tested on Math, Reading, and Science. During the M-STEP, 3rd grade was tested on Math and ELA, 4th grade was tested on Math, ELA, and Science, and 5th grade was tested on Math, ELA, and Social Studies. In addition to this, our Math Common Assessments changed when we moved from trimesters to quarters.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

23a. Social Studies- Strengths

Fifth grade was above the state and county proficiency level.

23b. Social Studies- Challenges

Only fifth grade was tested in social studies, and since they were above the state and county proficiency level, there are no identifiable challenges.

23c. Social Studies- Trends

We do not have trends because we do not have three years of consistent data. We switched from the Fall MEAP to the Spring M-STEP. During the MEAP, 3rd grade was tested on Math and Reading, 4th grade was tested on Math, Reading, and Writing, and 5th grade was tested on Math, Reading, and Science. During the M-STEP, 3rd grade was tested on Math and ELA, 4th grade was tested on Math, ELA, and Science, and 5th grade was tested on Math, ELA, and Social Studies. In addition to this, our Math Common Assessments changed when we moved from trimesters to quarters.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

1. My principal and teachers want every student to learn. (2.98)
2. My teachers care about students. (2.98)
3. My school has computers to help me learn. (2.98)

24b. Student Perception Data

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

1. My principals and teachers ask me what I think about school. (2.32)
2. My teachers ask my family to come to school activities. (2.64)
3. In my school I am treated fairly. (2.69)

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

1. My principals and teachers ask me what I think about school. (2.32)

Students actually do take surveys during the year, but perhaps they need to be told when they are actually doing it and why. Students can also be more encouraged to share their opinions through class meetings and suggestion boxes.

2. My teachers ask my family to come to school activities. (2.64)

Families are invited to come to numerous school activities throughout the year and our principal and teachers send out numerous electronic and paper reminders. Since students seem to be unaware of this, perhaps each classroom can post reminders whenever these events are approaching.

3. In my school I am treated fairly. (2.69)

There needs to be a school-wide discussion of fair not always being equal and this discussion needs to continue in individual classrooms and be grade-appropriate and on-going.

25a. Parent/Guardian Perception Data

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

1. Our school provides a safe learning environment. (4.62)
2. Our school's purpose statement is clearly focused on student success. (4.53)
3. Our school communicates effectively about the school's goals and activities. (4.53)

25b. Parent/Guardian Perception Data

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

1. Our school's governing body does not interfere with the operation or leadership of our school. (3.98)
2. All of my child's teachers meet his/her learning needs by individualizing instruction. (3.99)
3. Our school provides excellent support services (e.g., counseling, and/or career planning) (4.0)

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

1. Our school's governing body does not interfere with the operation or leadership of our school. (3.98)

Parents need a more clear definition of what the "governing body " actually is. Perhaps a letter can be sent home prior to the survey that clarifies some of the language.

2. All of my child's teachers meet his/her learning needs by individualizing instruction. (3.99)

There needs to be more of an emphasis on our higher students. There needs to be some sort of gifted and talented program put into place.

3. Our school provides excellent support services (e.g., counseling, and/or career planning) (4.0)

There needs to be a display of all of the support services that are available in our school and a list of what these particular services offer. Perhaps it can be placed by the door through which parents enter.

26a. Teacher/Staff Perception Data

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

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1. Our school's purpose statement is clearly focused on student success. (4.67)
2. Our school provides qualified staff members to support student learning. (4.66)
3. Our school leaders monitor data related to student achievement. (4.56)

26b. Teacher/Staff Perception Data

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

1. In our school, staff members provide peer coaching to teachers. (3.43)
2. In our school, a formal process is in place to support new staff members in their professional practice. (3.51)
3. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching) (3.54)

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

1. In our school, staff members provide peer coaching to teachers. (3.43)

There needs to be a formal process regarding peer coaching.

2. In our school, a formal process is in place to support new staff members in their professional practice. (3.51)

Teachers need to be made more aware of the process that actually does exist.

3. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching) (3.54)

There needs to be Professional Development specifically focused on how to implement the data that we are collecting. There also needs to be a discussion on the difference between formative and summative assessment.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

1. Our school provides a safe learning environment. (4.62)
2. Our school's purpose statement is clearly focused on student success. (4.53)
3. Our school communicates effectively about the school's goals and activities. (4.53)

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

1. Our school's governing body does not interfere with the operation or leadership of our school. (3.98)
2. All of my child's teachers meet his/her learning needs by individualizing instruction. (3.99)
3. Our school provides excellent support services (e.g., counseling, and/or career planning) (4.0)

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

1. Our school's governing body does not interfere with the operation or leadership of our school. (3.98)

Parents need a more clear definition of what the "governing body " actually is. Perhaps a letter can be sent home prior to the survey that clarifies some of the language.

2. All of my child's teachers meet his/her learning needs by individualizing instruction. (3.99)

There needs to be more of an emphasis on our higher students. There needs to be some sort of gifted and talented program put into place.

3. Our school provides excellent support services (e.g., counseling, and/or career planning) (4.0)

There needs to be a display of all of the support services that are available in our school and a list of what these particular services offer. Perhaps it can be placed by the door through which parents enter.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

We have strong stakeholder support. Even through our continued financial difficulties, our students continue to perform at levels about the state proficiency. Our major challenge is to support new curriculum and supplies for all students.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Student achievement will suffer without teaching materials and curriculum that teach the Michigan Standards.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Teaching materials and curriculum cannot be included in our School Improvement Plan. Instead, we include ELA and Math goals, measurable objectives, strategies, and activities.

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
1.	Literacy and math are tested annually in grades 1-5.	Yes	Yes, students in grades 1-5 are tested annually in literacy and math. In literacy, students are assessed 3x a year using the Rigby Benchmark Assessment Kit, Michigan Literacy Proficiency Profile, and STAR Reading. They are also given various McGraw-Hill (Wonders) placement and diagnostic assessments. In Math, students are assessed 3x a year using STAR Math. Students are given a district wide common assessment 2x a year. Data from these assessments are entered into Pearson Inform. Students in grades 3-5 also take the MSTEP.	

Label	Assurance	Response	Comment	Attachment
2.	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	Please see website below and attachment. https://goo.gl/Kbllvu	AER District Cover Letter

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school's population consists of students in kindergarten through fifth grade.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our school's population consists of kindergarten through fifth grade.	

School Improvement Plan

Monroe Road Elementary School

Label	Assurance	Response	Comment	Attachment
5.	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	Howard Schwager Director of Human Resources and Labor Relations 1623 W. Sterns Road Temperance, MI 48182 734-850-6020 howard.schwager@mybedford.us	

Label	Assurance	Response	Comment	Attachment
6.	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	Howard Schwager Director of Human Resources and Labor Relations 1623 W. Sterns Road Temperance, MI 48182 734-850-6020 howard.schwager@mybedford.us	

Label	Assurance	Response	Comment	Attachment
7.	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.	No	We are a Title One school. However, there is a home-school compact in our student handbook. http://www.bedford.k12.mi.us/pdf/handbook_student-elemntry.pdf	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	http://www.bedford.k12.mi.us/pdf/handbook_student-elemntry.pdf	MRE Compact

School Improvement Plan

Monroe Road Elementary School

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Our school has the following documents to support our school improvement plan: Staff Surveys Student Surveys Parent Surveys Involvement Plan Stakeholder Involvement Interim Self-Assessment Executive Summary MEAP Data MSTEP Data McGraw Hill Wonders (ELA) placement and diagnostic assessments data District Math Common Assessment Data Assessment Walls (MLPP & Rigby Data) Pearson Inform Reports	

MRE 16-17 Part 2 School Improvement Plan

Overview

Plan Name

MRE 16-17 Part 2 School Improvement Plan

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	All students at Monroe Road Elementary School will become more proficient in Reading.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$110431
2	All students at Monroe Road Elementary School will become more proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$750

Goal 1: All students at Monroe Road Elementary School will become more proficient in Reading.

Measurable Objective 1:

76% of Third, Fourth and Fifth grade students will demonstrate a proficiency in literacy skills across the curriculum in English Language Arts by 06/02/2017 as measured by state assessments, district common assessments (Rigby), and teacher observations..

Strategy 1:

Exploring Literacy Strategies through Print Sources - Teachers will expose students to various forms of print, including trade books, magazines, textbooks, newspapers, blogs, online articles, podcasts, ebooks, videos, and webinars.

Category: English/Language Arts

Research Cited: Reading Framework for the 2009 National Assessment of Educational Progress, Washington, DC., (2009).

Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in differentiated guided reading strategy groups focusing on identified literacy skills. Teachers may choose the management style that fits their classroom best, such as (but not limited to) CAFE, Daily 5, Pat Pavelka, or Four Blocks. The Reading Specialist and MTSS Student Intervention Providers will offer further small-group or individual direct instruction to identified students. Student progress will be assessed through on-going formative assessments, with support provided from the Rigby, Wonders, and Fountas and Pinnell Benchmark assessments on a quarterly basis.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$109681	Section 31a	Classroom Teachers, Amy Kochendorfer (Reading Specialist), Student Intervention Providers, Alex Chapman (Principal)

Strategy 2:

ELA Curriculum Alignment - Develop and implement a guaranteed, standards-based curriculum at all levels that is tightly aligned vertically and horizontally, and establish a consistent protocol to monitor and adjust to meet the needs of learners.

Category:

Research Cited: Curriculum Alignment Research Suggests that Alignment Can Improve Student Achievement

Squires, David

Clearing House: A Journal of Educational Strategies, Issues and Ideas, v85 n4 p129-135 2012

Tier:

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Activity - Examine the CCSS and Michigan State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at grade levels to explore the assigned standards for their curriculum. They will discuss what each standard means, as well as brainstorm ideas on how this standard could be explored in the classroom. Grade level discussions will then move to K-1, 1-2, 2-3, 3-4, and 4-5 pairings so that teachers can understand where their students need to go during the year following their instruction. Specialists should meet with their department to do the same activity.	Teacher Collaboration		Implement	09/08/2015	06/03/2016	\$0	General Fund	Classroom Teachers, Teacher Leaders at Grade Levels, Alex Chapman

Strategy 3:

Common and Consistent Balanced Assessments - Teachers in grades 2-5 will utilize the Wonders Weekly Assessments to focus on test taking skills and vocabulary. This strategy will progress from direct instruction activities to fully independent assessments.

Category: English/Language Arts

Research Cited: Marzano, 2006 Classroom Assessment and Grading that Works

Tier: Tier 1

Activity - Wonders Weekly Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Wonders Weekly Assessments at the completion of each week. In the beginning of the year, these assessments will be the focus of teacher-led, direct instruction, focusing on test-taking skills and vocabulary. Throughout the year, the teachers will scaffold support, eventually leading to full independence by the students as they take the assessments. These assessments will be entered into the ATLAS data warehouse system.	Teacher Collaboration, Evaluation, Direct Instruction	Tier 1	Implement	09/06/2016	06/02/2017	\$750	Title II Part A	Classroom teachers and building administrators.

Goal 2: All students at Monroe Road Elementary School will become more proficient in Mathematics.

Measurable Objective 1:

61% of Third, Fourth and Fifth grade students will demonstrate a proficiency in mathematics skills across the curriculum in Mathematics by 06/02/2017 as measured by state, district common assessments, and grade level common assessments..

Strategy 1:

Mathematics Curriculum Alignment - Develop and implement a guaranteed, standards-based curriculum at all levels that is tightly aligned vertically and horizontally,

School Improvement Plan

Monroe Road Elementary School

and establish a consistent protocol to monitor and adjust to meet the needs of learners.

Category:

Research Cited: Curriculum Alignment Research Suggests that Alignment Can Improve Student Achievement

Squires, David

Clearing House: A Journal of Educational Strategies, Issues and Ideas, v85 n4 p129-135 2012

Tier:

Activity - Examine the CCSS and Michigan State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at grade levels to explore the assigned standards for their curriculum. They will discuss what each standard means, as well as brainstorm ideas on how this standard could be explored in the classroom. Grade level discussions will then move to K-1, 1-2, 2-3, 3-4, and 4-5 pairings so that teachers can understand where their students need to go during the year following their instruction. Specialists should meet with their department to do the same activity.	Teacher Collaboration			09/08/2015	06/03/2016	\$0	General Fund	Classroom Teachers, Teacher Leaders at Grade Levels, Alex Chapman (principal)

Strategy 2:

Building Mathematics Vocabulary - All teachers will implement a 6-step process for building math vocabulary to increase mathematical proficiency in all students using Marzano's Building Background Knowledge for Academic Achievement (http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf).

Student growth will be measured by grade level unit vocabulary assessments.

Category: Mathematics

Research Cited: Marzano (2009), Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies, Marzano Research Laboratory. Englewood, CO A Handbook for Classroom Instruction That Works, Marzano, R. (2001)

Tier: Tier 1

Activity - Building Mathematics Vocabulary PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Monroe Road Elementary School

As teachers read through the CCSS and Michigan State Standards to unpack the curriculum and determine a scope and sequence, they will create a list of essential mathematics vocabulary for their grade level. From this list, they will begin to examine Marzano's Six-Step process for vocabulary acquisition in the classroom and find ways to implement this process in the classroom. Teachers will utilize formative and summative assessments on a quarterly basis to examine student progress in this area.	Teacher Collaboration	Tier 1	Implement	09/08/2015	06/03/2016	\$0	General Fund	Classroom Teachers, Alex Chapman (principal)
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Activity - Assessing Mathematics Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Spelling City/Vocabulary and/or Quizlet with Edmodo to assess students on unit/chapter vocabulary proficiency. Teachers may use paper/pencil methods if needed.	Monitor	Tier 1	Implement	09/06/2016	06/02/2017	\$0	General Fund	K-5 classroom teachers, Alex Chapman (building principal), Irene Chrysochos (Building Mathematics Chairperson)

Strategy 3:

Common and Consistent Balanced Assessments - Teachers will meet by district grade levels to implement a system for common and consistent balanced assessments.

Category: Mathematics

Research Cited: Marzano 2006 Classroom Assessment and Grading that Works

Tier: Tier 1

Activity - Develop and Administer Common Math Unit Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade levels to develop common unit summative assessments and discuss possible formative assessments. They will be housed in the Atlas data warehouse with each unit and utilized with students.	Teacher Collaboration, Evaluation	Tier 1	Implement	09/06/2016	06/02/2017	\$750	Title II Part A	All classroom teachers and administrators.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop and Administer Common Math Unit Assessments	Teachers will meet in grade levels to develop common unit summative assessments and discuss possible formative assessments. They will be housed in the Atlas data warehouse with each unit and utilized with students.	Teacher Collaboration, Evaluation	Tier 1	Implement	09/06/2016	06/02/2017	\$750	All classroom teachers and administrators.
Wonders Weekly Assessments	Teachers will utilize the Wonders Weekly Assessments at the completion of each week. In the beginning of the year, these assessments will be the focus of teacher-led, direct instruction, focusing on test-taking skills and vocabulary. Throughout the year, the teachers will scaffold support, eventually leading to full independence by the students as they take the assessments. These assessments will be entered into the ATLAS data warehouse system.	Teacher Collaboration, Evaluation, Direct Instruction	Tier 1	Implement	09/06/2016	06/02/2017	\$750	Classroom teachers and building administrators.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Mathematics Vocabulary PLCs	As teachers read through the CCSS and Michigan State Standards to unpack the curriculum and determine a scope and sequence, they will create a list of essential mathematics vocabulary for their grade level. From this list, they will begin to examine Marzano's Six-Step process for vocabulary acquisition in the classroom and find ways to implement this process in the classroom. Teachers will utilize formative and summative assessments on a quarterly basis to examine student progress in this area.	Teacher Collaboration	Tier 1	Implement	09/08/2015	06/03/2016	\$0	Classroom Teachers, Alex Chapman (principal)

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Assessing Mathematics Vocabulary	Teachers will utilize Spelling City/Vocabulary and/or Quizlet with Edmodo to assess students on unit/chapter vocabulary proficiency. Teachers may use paper/pencil methods if needed.	Monitor	Tier 1	Implement	09/06/2016	06/02/2017	\$0	K-5 classroom teachers, Alex Chapman (building principal), Irene Chrysochoos (Building Mathematics Chairperson)
Examine the CCSS and Michigan State Standards	Teachers will meet at grade levels to explore the assigned standards for their curriculum. They will discuss what each standard means, as well as brainstorm ideas on how this standard could be explored in the classroom. Grade level discussions will then move to K-1, 1-2, 2-3, 3-4, and 4-5 pairings so that teachers can understand where their students need to go during the year following their instruction. Specialists should meet with their department to do the same activity.	Teacher Collaboration			09/08/2015	06/03/2016	\$0	Classroom Teachers, Teacher Leaders at Grade Levels, Alex Chapman (principal)
Examine the CCSS and Michigan State Standards	Teachers will meet at grade levels to explore the assigned standards for their curriculum. They will discuss what each standard means, as well as brainstorm ideas on how this standard could be explored in the classroom. Grade level discussions will then move to K-1, 1-2, 2-3, 3-4, and 4-5 pairings so that teachers can understand where their students need to go during the year following their instruction. Specialists should meet with their department to do the same activity.	Teacher Collaboration		Implement	09/08/2015	06/03/2016	\$0	Classroom Teachers, Teacher Leaders at Grade Levels, Alex Chapman

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Guided Reading	All students will participate in differentiated guided reading strategy groups focusing on identified literacy skills. Teachers may choose the management style that fits their classroom best, such as (but not limited to) CAFE, Daily 5, Pat Pavelka, or Four Blocks. The Reading Specialist and MTSS Student Intervention Providers will offer further small-group or individual direct instruction to identified students. Student progress will be assessed through on-going formative assessments, with support provided from the Rigby, Wonders, and Fountas and Pinnell Benchmark assessments on a quarterly basis.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$109681	Classroom Teachers, Amy Kochendorfer (Reading Specialist), Student Intervention Providers, Alex Chapman (Principal)
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