School Improvement Plan

Romulus Elementary School

Romulus Community 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?

Romulus Elementary school is located about 25 miles west of Detroit, Michigan. Romulus Elementary is only a few miles from the Metro Detroit Airport which provides employment for many of our families. However, the Airport property sits in the middle of the community of Romulus and it physically divides the city.

According to the 2013 U.S. Census Report, the city of Romulus has a population of about 24,000 people. It is comprised of 50% Caucasian, 43% African-American, 4% of two or more races, and 3% Hispanic or Latino. The average family income is around $44,000 and 21% of the families live below poverty.   Romulus community at large has been significantly impacted by the economic difficulties of the state. Enrollment has been declining as a result to family relocation due to finical necessity. Romulus Community Schools have become school of choice to provide educational services to surrounding communities.

Romulus Elementary is one of four elementary schools located in the city. It is a Kindergarten-5th grade elementary school.   There are currently 382 students, 14 teachers, a principal, a part-time social worker, a part-time speech therapist, a secretary and six core instructional assistants. 89% of the students qualify for Free/Reduced lunch, 534% of the students are males and 46% are Females. The ethnic makeup of Romulus Elementary students consists of 9% Caucasian, 83% African-American, 3% Hispanic, and 5% bi-racial. Another significant change occurred at the beginning of the 2013-2014 school year as a neighboring school district was dissolved and we welcomed over one hundred new students into our school community.

Romulus Elementary School continues to seek improvement in providing the students with the best educational experience.

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.

The purpose of Romulus Elementary School is to provide a service to the community by challenging their children to change the future. With our community of stakeholders, we are preparing our students to become innovative learners who are resourceful, responsible, respectful and independent contributors to future generations.

Vision Statement

Romulus Elementary School's vision is "Strength In Learning" Preparing Today's Child for Tomorrow's Challenges.

Mission Statement

The Mission of Romulus Elementary School is to provide a safe, caring, learning environment that inspires children to achieve their academic and social potential. Together with the parents, the Romulus Staff prepares each student to become knowledgeable and responsible citizens within the community in the ever changing world.

Beliefs Statement

The staff at Romulus Elementary school and all stakeholders believe: *Parent participation enhances high expectations, student motivation and achievement.

*All students can learn and achieve in a safe, disciplined environment in which they feel trusted, supported and have a sense of belonging.

*Good self-esteem is vital for maximum academic achievement.

*Students will rise to the level of the expectation of the classroom/school.

*Schools should be organized to meet the needs and interests of students.

*Students learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate.

*Teachers should create/design challenging and engaging activities for students and lead/encourage/motivate them in those activities.

Our school improvement team continues to review best practices for greater student achievement. The team meets on a regular bases to review data, monitor progress, and develop strategies to address the students' and school's needs. At Romulus Elementary we look to expand the abilities and interests of our students through programs that we offer after and before school such as the Lego Club, Drama/Chorus, Math Club, and the Healthy Living Club. We also believe that our high expectations for students are reached through the implementation of a positive behavior intervention system and through skills focusing on helping them become college ready.

Romulus Elementary School continues to seek improvement in providing the students with the best educational experience.

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.

Each year Romulus Elementary School's challenge is to address and guarantee that each and every student makes adequate gains in all content areas. With a dynamic staff and supportive stakeholders working together, we continue to focus on addressing the achievement gap. For the past two years the Michigan Department of Education has labeled Romulus Elementary School as a "High Progress Reward School". This designation was given to our school because we have shown significant improvement with sustained growth over several years.

We are very proud that our full academic year students exceeded the district, county and state averages on the 2013 MEAP Reading test in 3rd, 4th and 5th grades. In two of the past three years each grade has exceeded the district, county and state averages on the MEAP Reading assessment. On the MEAP Math assessment our third graders have shown improvement by surpassing the district and county averages for the past three years and then exceeded the state average on the 2013 test. In fourth grade our students surpassed the district and county averages in 2011 and 2013 and exceeded the state average in 2012. Our fifth graders have exceeded the district and county averages for the past three years, while surpassing the state average in 2011 and 2013. Given the transient population and socioeconomic disadvantages our students face we are exceptionally proud of their ability to achieve on this important assessment each year.

The district has adopted the Common Core State Standards for the 2011-2012 school year and beyond. To improve our students' achievement, we have focused on the Common Core Standards, integration of new technology, and resources that will assist students in meeting or exceeding these expectations. We expect to see continued student growth and achievement. While we will continue to focus on all subject areas we will pay special attention to the areas of science and social studies in the coming year as they are our weakest subject areas as measured by the MEAP. We are focused on experiencing similar success in science and social studies as we have had in reading and math for the past several years.

Additional Information

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

Romulus Elementary School understands that parent and community involvement is the key to student success. We have provided many opportunities for parents and community member to become involved in Community of Romulus Elementary School. The following are a few of our points of pride.

- Welcome Back BBQ
- Climate and Positive Behavior Intervention Support Team
- Healthy Living Committee
- PEP, Parents As Educational Partners group
- Preschool Committee
- Public Service Credit Union
- Service Learning
- School improvement Team
- Student Council
- VIP Mentoring - Delta
- Open House
- Drama/Chorus Club (Enrichment)
- Healthy Living Club (Enrichment)
- Lego Club (Enrichment)
- Math Club (Enrichment and Intervention)
- Science Club (Enrichment)
- Family Fun Night (academic games focus)
- Red Ribbon Drug Task Force Week
- Special Persons' Day
- Parent/Teacher Conferences
- Snowflake Dance
- Martin Luther King Jr. Celebration
- Black History Celebration
- Reading Month
- Jump Rope for Heart
- Earth Day
- 3rd - 5th Spelling Bee
- Fifth Grade Field Day
- Awards Assemblies
- Moving Up Celebration
- Summer School (Extended Year opportunity)
- End of the Year Family Picnic

As we continue to work with our stakeholders in providing a service to our community; together we can guarantee all students are ready to meet the challenge that the future may bring.

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.

All Romulus Elementary Staff Members take a lead role in the School Improvement Plan. One facilitator is selected, parents from the Romulus Elementary Parent group are kept informed at monthly meetings, newsletters and surveys. All members are encouraged to attend professional development learning regarding; school improvement. The school improvement facilitator attends district meetings where other facilitators collaborate regarding the process.

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

The staff works together to implement, monitor, and share data with the community. Parents and community members are available to support the implementation of strategies and activities.

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

All staff members have met over a two month period to review and give feedback regarding the plan. The plan was put on the school's website for parents and community members to access.

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?

Declining student enrollment led to staff layoffs and a declining budget.

Student Demographic Data

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

The number of absences increases significantly on half days and early release. Mondays and Fridays also show an increase in absences. Many students frequently arrive late or leave early missing instructional time. Student truancy is more common in students that are school of choice and transported by parents or guardians. Poor attendance negatively impacts student achievement.

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?

The majority of referrals occur on the bus, in the lunchroom, and at recess. Transition times and specials are also more difficult.

Student Demographic Data

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

Family orientated events are provided and encouraged to help build and strengthen the school community and relationships. Events created are also designed to inform parents about curriculum, student achievement and learning goals. Classroom achievement data is collected and analyzed bi-weekly to help focus instruction and close learning gaps. We will continue to offer programs to compete with other districts.

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 administrative team have a collective 38 years of experience working as educators, learning specialists, coaches and administrators. There experience has helped increase student achievement.

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?

The majority of our classroom teachers are veteran educators with between 9-15 years experience. This has helped positively impact student achievement.

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?

Our school leader's positive attendance record has helped improve student achievement.

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?

Teachers leave detailed plans with Core Instructional Aids while attending professional learning to promote student learning. We have not had excessive teacher absences.

Teacher/School Leader(s) Demographic Data

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

There are no challenges at this time.

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?

The assessment showed strengths in two strands. Our school operates under governance and leadership that promote and support performance. In addition, we have effective teaching and assessing for student learning.

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?

Standard one, purpose and direction, stood out as a challenge.

12. How might these challenges impact student achievement?

Student achievement may decline if there is no sense of purpose amongst stakeholders.

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.

Steps will be taken to encourage all stakeholders to collaboratively write and a school mission statement.

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?

Through our resource room teacher, speech pathologist, learning specialist, principal and school records.

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

We offer before and after school extended day opportunities for all students across the grades to address various areas of needs extended year programs.

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

Student and parents are informed for extended learning opportunities by various means. Daily school announcements, personal letters are sent to parents, teacher and principal newsletters advertise the opportunities, personal phone calls and robo calls are also sent to the parents.

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?

Romulus Elementary meets monthly to collaborate regarding implementing the Common Core. For example; book study, teleconference, and presenters. Teachers also attend data meetings to review data and progress towards completing the standards.

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.

Not applicable

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

In 2012-2103 our 3rd grade showed that we moved to 6% to the advanced level from last year. In fourth grade we went from 51% proficient to 88% proficient. in 5th grade there was a 1% increase in proficiency according to the MEAP.

19b. Reading- Challenges

In 2013-2014 according to the MEAP our 3rd grade had a 3% decrease and our 4th and 5th grade had a 1% decrease in proficiency.

19c. Reading- Trends

In Reading, we struggled with compare and contrast, inferencing, and summarizing.

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.

We will be focusing on using Thinking Maps to help with compare/contrast, inferencing and summarizing. These also can be used cross curricular and in each grade level. Consistency among grade levels is key to helping students make progress. This will be monitored during data meetings and PLT's.

20a. Writing- Strengths

Writing is integrated in all subject areas. Students are writing across the curriculum.

20b. Writing- Challenges

Students have a difficult time with some of the basic skills in writing. This makes it difficult for students to move into more in depth writing.

20c. Writing- Trends

Students have not shown an increase in proficiency in writing.

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.

Our goal in writing will be to continue to integrate writing in all subjects areas as well as having consistent writing prompts within grade levels. These writing pieces will be analyzed during our PLT's and our data meetings.

21a. Math- Strengths

According to the 2012-2013 MEAP 5th Grade Math (37%) which is a 16% increase who were partially proficient. Fourth Grade Math we had a 22% increase in students who are scoring proficient. Third Grade Math had a 5% increase in the Advanced Category.

2013-2-14 3rd grade had an 8% increase.

21b. Math- Challenges

According to the 2013-2014 MEAP data our 4th grade had a 4% decrease in proficiency and 5th grade had a 1% decrease in proficiency.

21c. Math- Trends

In Math we noticed that students struggled with numbers and operations, fractions, and measurement.

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.

Students will be receiving interventions using Accelerated Math, Math intervention groups, Title I before and after school support, and Title I intervention group support. Students will be monitored through our data meetings.

22a. Science- Strengths

Teachers are planning for science as teams and integrating science in other subject areas.

22b. Science- Challenges

Our scores indicate that science is still a challenge for students according to the MEAP.

22c. Science- Trends

Science continues to show a negative trend in achievement according to MEAP data.

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.

Teachers are beginning to use more informational text during reading instruction therefore integrating the science informational text and our district is working on putting our science curriculum in Rubicon Atlas. We are working on getting common assessments and more formal support from our district.

23a. Social Studies- Strengths

This was our first year that all teachers were expected to do MC3 online. Teachers seem to like the curriculum and it is all housed online.

23b. Social Studies- Challenges

Teachers feel that some of the lessons on MC3 are lacking materials such as books (or they can't find the book that is indicated). Also some of the links are outdated. Trying to fit all lessons in the school year can also be a challenge.

23c. Social Studies- Trends

Social Studies continues to show a negative trend in achievement.

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.

Teachers are beginning to use more informational text during reading instruction therefore integrating the social studies informational text and our district is working on putting our social studies curriculum in Rubicon Atlas. We are working on getting common assessments and more formal support from our district. We also will be purchasing books needed for the MC3 lessons.

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?

Students feel safe and enjoy the school environment.

24b. Student Perception Data

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

Students did not indicate a low level of satisfaction.

24c. Student Perception Data

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

Students did not indicate a low level of satisfaction.

25a. Parent/Guardian Perception Data

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

Parents/Guardians are pleased with student achievement.

25b. Parent/Guardian Perception Data

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

Parents/Guardians indicated that they would like more support on new math standards.

25c. Parent/Guardian Perception Data

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

Staff will be holding a Lunch Bunch in the beginning of the school year to review and answer questions to parents on how to help support their students at home. On our website will also be support for parents with the new standards.

26a. Teacher/Staff Perception Data

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

Teachers indicate high levels of satisfaction in the areas of professional development and common planning time among grade levels. Numerous resources are available to teach the common core, increase achievement and support classroom learning. Resources include, Study Island, iPads, Accelerated Reader, Pearson, IXL, two CIAC rooms equipped with individual computers for each student, 4-5 computers in each classroom, LLI, Core Instructional Assistants, Fluid RTI Plan, Leveled Book Room and well stocked Library, Curriculum Crafters, Zangle and Class A are all factors that contribute to teacher and staff satisfaction.

26b. Teacher/Staff Perception Data

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

Teacher indicate low levels of satisfaction in resources available to teach science and social studies. The lack of parent involvement and truancy are also among the lowest levels of satisfaction for teachers. Teachers also indicate dissatisfaction in the amount of instructional time available to meet the common core. Reduction in teacher salary and benefits with an increase in evaluation demands are also discouraging to teachers.

26c. Teacher/Staff Perception Data

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

Science and Social Studies materials and curriculum are being worked on in the district level and the state level. Teachers will have more access on Rubicon Atlas. Parent support will be worked on with a new Parent coordinator as well as trying to implement homeroom parent support by naming one parent for each classroom.

27a. Stakeholder/Community Perception Data

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

This data was not included in the survey this year but will be added to next survey.

27b. Stakeholder/Community Perception Data

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

This data was not included in the survey this year but will be added to next survey.

27c. Stakeholder/Community Perception Data

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

This data was not included in the survey this year but will be added to next survey.

Summary

28a. Summary

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

As teachers become acclimated to the resources available they indicate increased levels of satisfaction. Numerous resources are available to teach the common core, increase achievement and support classroom learning. Resources include, Study Island, iPads, Accelerated Reader, Pearson, IXL, two CIAC rooms equipped with individual computers for each student, 4-5 computers in each classroom, LLI, Core Instructional Assistants, Fluid RTI Plan, Leveled Book Room and well stocked Library, Curriculum Crafters, Zangle and Class A. Changing in instructional goals and responsibilities such as of the implementation of the common core, integrating new technology with little time to adjust, filling the achievement gaps and adopt new instructional practices has caused a decrease in teacher satisfaction. Declining enrollment and student truancy has also created an obstacle for teachers.

28b. Summary

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

The school improvement team has been reviewing data and researching best practices in the area where the data has indicated a deficit. The actions that will be taken to address the achievement challenges are the implementation of Writing notebooks, Math Journals, focus on Study Island assessment, increase focus on Science and Social Studies lesson planning and implementation, iXL math for home support and extending the day for the children, increase time for students independent reading opportunities of various genres, Accelerated Reader, NWEA, DRA, integrate project based learning, Thinking Maps, increase parent involvement opportunities, extended day tutoring or enrichment opportunities, add modes of communication between teachers and parents, and biweekly data meetings with instructional support staff.

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?

All of the challenges that have been identified through this data analysis have been brought up to the School Improvement Team and discussed. Each area has been put into our new School Improvement Plan. Within each area of concern we provided objectives, strategies, and activities. We plan on implementing them this year as well as monitor them closely through our data meetings and surveys.

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	NWEA/MAP testing is administered three times per year.	

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	Below is the link to the AER report: http://romulus.net/schools/romulus/Pages/home.aspx	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a K-5 building so this does not apply.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable, we are a K-5 building.	

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		

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	Gary Banas, Human Resources Director, 36540 Grant Road, Romulus, MI 48174; (734) 532-1600	

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.	Yes	See attached plan	Parent Action Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The compact is created annually with all stakeholders (parents, students, teachers & principal).	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	This information is housed at the school.	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Each staff member chose the content area that they have the most expertise in and reviewed the data from that content area. Each strategy and activity was evaluated to determine how effective it was. Staff members also reviewed data from surveys of staff, students and parents. All content area data was disaggregated. Parents were invited to make recommendations for improvements.
All of the data gathered was shared by each group with the entire team to review the data and share the information with the staff.

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?

Student Achievement Data:
We reviewed NWEA, MEAP, and local assessment data. The weakest area for our students is the area of Numbers and Numeration in Mathematics. In the area of reading comprehension was the major weakness across all grade levels with a specific focus on retelling, summarizing and especially comparing and contrasting between texts. We identified Science and Social Studies as two major areas of weakness. In Science the greatest areas of weakness are physical science and life science. The specific concepts within those broader areas include energy and the organization of living things. Within Social Studies the greatest weakness is Geography with a specific focus on Michigan geography and geography of regions. During the 2011-2012 school year, the last when Adequate Yearly Progress was used, our school made AYP. There is no longer archived data specific to subgroups or subjects available. In the 2012-2013 school year our school as a whole was labeled yellow with all subject areas labeled green, with the exception of Science which was labeled red. Our subgroups, all students, African American students and economically disadvantage students all received green scores. The only exception was the bottom 30% which was labeled red. Data for the 2013-2014 school year is not yet available. After analyzing perception, student achievement, school programs and demographic data we concluded that in the area of reading students need more time with individual reading level texts in their hands, more exposure and practice with informational text, and more time spent digging deeper into the meaning of text. In the area of math we determined that students need time to strengthen their mastery of basic facts, ability with measurement systems and more work with multi-step problems. In the area of science there are no specific areas to focus on as the performance of the students in all areas of science has been weak. Social Studies must also be looked at as a whole as an area for improvement.

Math:
Proficiency Levels on the 2012-13 MEAP   Proficiency Levels on the 2013-2014 MEAP
3rd grade =37%, state =41%   3rd grade =32%, state = 40%
4th grade =54%, state =46%   4th grade =28%, state = 45%
5th grade =37%, state =46%   5th grade =37%, state =45%

Over the last few years our males have been showing a decrease in proficiency on the Math MEAP, particularly in third and fourth grade.

Reading:
Proficiency Levels on the 2012-13 MEAP   Proficiency Levels on the 2013-2014 MEAP
3rd grade =57%, state =67%   3rd grade =49%, state = 61%

4th grade =97%, state =68%		4th grade =57%, state = 70%	
5th grade =64%, state =70%		5th grade =66%, state =71%	

In fourth grade there was a decrease in proficiency from 2012-13 year to 2013-2014 year in economically disadvantaged subgroup. This was the transition of Inkster students enrolling at Romulus Elementary. In 5th grade, the males increased proficiency by 10%.

Science:

Proficiency Levels on the 2012-13 MEAP   Proficiency Levels on the 2013-2014 MEAP

5th grade =1.4%, state =13.1%   5th grade =1.5%, state =16.8%

Our students have not made progress in the area of Science and is an area of need in our school.

NWEA MAP:

Our district uses the NWEA MAP. Below you will see the percentage of students during the 2013-14 and 2014-15 school years who reached their growth target as prescribed by NWEA.

NWEA Math	2012-13 Math	2013-14 Math	2014-15
K	71%	75%	74%
1st	72%	69%	66%
2nd	76%	74%	94%
3rd	58%	48%	59%
4th	74%	69%	81%
5th	76%	74%	62%

NWEA Reading	2012-2013	Rdg. 2013-14	Rdg. 2014-15
K	74%	63%	63%
1st	72%	68%	47%
2nd	83%	63%	69%
3rd	87%	63%	67%
4th	77%	87%	74%
5th	82%	74%	54%

SCHOOL PROGRAMS/PROCESS DATA:

After completing the interim self assessment, we have discovered the following:

-One of our areas of weakness is in numbers and operations and we need to continue with our Accelerated Math program, particularly Math Facts in a Flash. We also need to spend more time with Tier 2/3 interventions in these skills and having a good monitoring system which will be done in data meetings.
-One of our strengths this year was to have all teachers using DRA and knowing what reading level each student was, therefore being able to work with students at their level and we also were able to level more books in each classroom and getting more informational books at the students levels.

-We had some new staff in place this year, especially in the ancillary staff and 3 new teachers to our building, as well as some late starting in classrooms since several split classes were put in place after an influx of students in the month of September.

-Another area of strength is that we had a successful year of students participating in before and after school tutoring all year. Having transportation provided is the key to this success and students enjoy being a part of these programs.

-One area of weakness this year was collecting the data in a timely manner and will be done in a more timely manner during data meetings next year.

PERCEPTION DATA:

We reviewed several parent and teacher surveys that we administered throughout the year, including two surveys about the Accelerated Reader (AR) program, Parent-Teacher Conference survey and a Family Fun Night survey. After reviewing these surveys we discovered a 100% approval rate from the staff and an over 80% approval rate from parents of the AR program. Our Parent-Teacher conferences and Family Fun Night surveys both received 100% approval ratings from parents. Parents also indicated that they appreciated night time activities, especially when they took place at 6 p.m. or later. Based on these results we have reaffirmed our commitment to AR, have continued with our conference structure and have incorporated more night time parent involvement activities.

DEMOGRAPHICS;

We reviewed our attendance data, discipline data and full academic year/mobility data. We concluded that we are currently facing significant attendance problems, especially with students that have been here less than a full academic year. We have also noticed an increase in disruptive behaviors and suspensions throughout the year. We have concluded that there must be a proactive focus on attendance and enforcing the district attendance policy. We have also decided to look into ways to further support our Positive Behavior and Interventions System (PBIS) especially for tier three behavior students.

1. As far as content areas go we will focus on all content areas with special attention paid to science and social studies which are significantly behind reading and math.

2. Our main concern with subgroups will be with the bottom 30% in performance in our school. There are no significant statistical gaps between other subgroups.

3. We will continue to be proactive with our community and promote the positive events available at our school as well as the standards-based education that we provide.

4. We will continue to monitor our increase students with less than a full academic year of residency as well as those with attendance issues.

5. We will continue to participate in and seek out professional development in the areas of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), project based learning (PBL) and Science and Technology through Engineering, Art and Math (STEAM) concepts.

6. Our only significant program change will be to continue our movement from utilizing Study Island as a tier I and tier II math support to using Accelerated Math for learning on all three tiers.

7. No changes in services provided.

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.

Goal 1: All students at Romulus Elementary School will be proficient in reading.

Goal 2: All students at Romulus Elementary School will be proficient in writing.

Goal 3: All students at Romulus Elementary School will be proficient in the area of Social Studies.

Goal 4: All students at Romulus Elementary School will be proficient in the area of
science.

Goal 5: All students at Romulus Elementary School will improve performance in Math.

The priority areas that we identified lead directly to our goals. Reading comprehension was the main concern in reading as well as the ability to use informational text to comprehend. The area of geography was the largest weakness in social studies and directly informed our social studies goal. The greatest weaknesses in science were physical science and life science and we chose to focus on physical science for our goal. We also are making it a point to integrate the science and social studies into the reading block and getting more informational leveled readers in students hands. Finally the concepts within the numbers and operations strand were the most significant need for our math goal.

We will continue to focus tier II and tier III interventions in reading and math on our bottom 30% which is the only subgroup that has a statistically significant gap to close. We will be using Accelerated Math and the LLI intervention programs with our interventionists.

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?

Our goals address the needs of the whole school population with special recognition paid to meeting the needs of children who are disadvantaged because we are a school-wide Title I school. We have adapted and learned to adapt to needing to give special attention to the majority of our population. Students in reading are all given individual attention to finding appropriate leveled books, encouraging reading comprehension goal-setting and recognizing students who meet their goals through announcements, newsletters and signs in the hallway. In math, through the use of Accelerated Math, we are able to recognize each individual student as they make progress at their skill level by highlighting the number of skills mastered through announcements, newsletters, and signs in the hallway. In writing each student is given attention through our use of the writer's workshop process as we target each individual's strengths and weaknesses. Students who are farthest from the standards by giving them focused responses to interventions.

We provide many opportunities for students to attend before and after school tutoring and provide additional support throughout the school day with our interventionists and we evaluate students on a timely basis and continue to provide the support throughout the school year.

Component 2: Schoolwide Reform Strategies

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

In the area of reading all students will use non-linguistic representations, specifically Thinking Maps, to assist with critical reading skills. Teachers will also use strategic context when facilitating a deeper understanding of text. All students will be offered extended day opportunities to have the opportunity to spend more time on their reading skills. All parents will be offered opportunities to be involved and learn more about reading, CCSS, and at home reading opportunities. We also made Accelerated Reader a primary focus on grades 1-5 this school year and made data available to parents.

In the area of writing all students will receive writing instruction and reteaching through the writing process.

In the area of social studies all students will integrate social studies text into their reading time.

In the area of science all students will receive instruction and reteaching in the area of text analysis with science texts. Students will also be introduced to new science concepts through the use of Khan Academy in grades 3 through 5.

In the area of math all students will have the opportunity to have extended days and focus specifically on improving their math skills. Students will use non-linguistic representations such as Thinking Maps to support organization and comprehension of computation skills and math vocabulary. Students will work in small groups for individualized instruction based on students' need and data.

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).

Non-linguistic representations (specifically Thinking Maps) will increase the quality of instruction because they are research-based methods of teaching and learning. By using Thinking Maps students will spend less time learning each skills which will increase the quantity of instruction they receive.

Small groups are a research-based method of teaching and learning that will increase the quality of instruction because they are formed based on a student or small group's need to master a particular skill. With the focused, prescriptive teaching involved in small groups there will be more time for instruction and thus more quantity.

Extended-learning opportunities are essentially providing more quantity for instruction by allowing students more time at school to complete work.

Incorporating social studies and science reading into existing classroom reading instruction increases the quality of social studies and science instruction because teachers will utilize reading strategies and concepts in their teaching. In addition this significantly increases the quality of instruction as we are not separating the subjects and making better use of our instructional time.

Small group instruction and Thinking Maps each address the need to enrich and accelerate our curriculum so that we can close achievement gaps rapidly because each strategy specifically reaches students who are in the lower 30% which is our only statistically significant group

with a gap.

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

We identified in the comprehensive needs assessment that our bottom 30% has a significant gap between their achievement and the top 30%. This is the only gap we currently are faced with in our school. Through our data analysis we were able to pinpoint the needs of the bottom 30%. The bottom 30% lacks basic math skills and concepts with numbers, basic writing skills, and that they have difficulty learning new concepts and vocabulary without alternate representations. The research-based strategies that we have chosen align because they are specifically designed to address these needs. Thinking Maps specifically address the need to have a non-linguistic representation of concepts to help students learn. Small groups are specifically focused on individuals and groups of students who are lacking skills at their current grade level. Finally the Writer's Workshop systematically focuses on the specific writing skills that students are lacking.

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.

In the area of Math the strategies that provide interventions for students needing the most support are small groups based on NWEA and Accelerated Math data, extended day opportunities using Accelerated Math, and one on one interventions based on Accelerated Math and NWEA data.

In reading we will use Accelerated Reader to provide students with books at their individual reading level in order to increase comprehension and reading ability. Small groups will also provide intervention for students who need the most support because there may be students who work one on one in a small group with a teacher or core instructional assistant. Extended day opportunities using Accelerated Reader and NWEA Pathways through Study Island also provide interventions because students will received additional time to work on their own reading ability and comprehension at their ability level as well as work on individual skills identified by the NWEA/MAP testing.

In writing the use of individual conferencing through Writer's Workshop will provide interventions for the most needy subgroups because of the individual skill focus during the conference.

In science and social studies small groups provide the interventions for students needing the most support because these content areas will be addressed through reading skills and reading small groups.

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

Each student who is identified as needing specific interventions through NWEA/MAP testing or a local assessment has a "Response to Intervention" recording sheet kept by the teacher and any core instructional assistant who works with them. On the recording sheet our staff records what the need is, what the intervention is, the dates and weekly assessments until the skill is mastered. In the extreme case when skills are not mastered after 6 weeks teachers will meet with their grade mate, learning specialist, special education staff or principal to look for further ideas. To progress monitor each intervention has a specific assessment piece that is completed weekly to determine progress. We also monitor through frequent local assessments, state assessments and three times annually nationally-normed tests. Teachers initially review progress of their own students but after that grade level teachers are involved as are the special education staff, Title I learning

specialist and principal.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

There was a significant staff turnover rate from the 2013-2014 school year to the 2014-2015 school year. There were changes in administration, front office staff, special education staff, learning specialist and classroom teachers. In all, there was a 52% staff turnover rate. This turnover was due to inner district transfers and promotions, layoffs and late enrollment. The entire staff of the 2014-2015 school year remained highly qualified.

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

Our teaching staff has 20 teachers; 15% have < 4 years of experience, 15% have 5 to 10 years of experience, 40% have 11 to 14 years of experience, and 30% have > 15 years of experience.

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

The school provides qualified, supportive school leadership which encourages mutual respect and a community like feel. In addition, teachers are provided with Professional Learning Communities, common prep time, and opportunities for leadership roles. Teachers are also provided with laptops, classroom computers, iPads, and SmartBoards.

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

The District participates in a county-wide employment database and has actively advertised open positions to the county and beyond. Recently our district has made a concerted effort to find specific highly-qualified individuals for positions, especially at the secondary level. In addition, our District provides a common curriculum and technology to all staff. Teachers are acknowledged for their years of service and contributions to their school/district.

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?

We maintained a highly qualified staff regardless of the shifts in teaching staff and positions.

Component 5: High Quality and Ongoing Professional Development

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

The staff has received the following training:

Renaissance Learning - Accelerated Reader

Renaissance Learning - Accelerated Math

Next Generation Science Standards

Michigan Citizenship Collaborative Curriculum

Wayne County Social Studies Leaders

M-Step

MiStar DNA

Thinking Maps

AdvancEd

Rubicon Atlas

Engage New York

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

Romulus Elementary staff participate in twice monthly extended day professional development opportunities.

These PLC times are planned according to teacher needs. There is a staff member in place to train new teachers on Thinking Maps, Rubicon Atlas, Accelerated Reader, Accelerated Math, and Engage New York. The district Curriculum Director is coordinating the Rubicon Atlas system with all schools to maintain consistency among all grades/schools.

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

Component 6:   Strategies to Increase Parental Involvement

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

Parental involvement is limited, therefore only one parent came to a meeting, gave their input and was invited to the next School Improvement meeting.

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

Parents will be involved in implementing the school-wide plan by volunteering in classrooms, attending parent-teacher conferences, attending open house, special person's day, enrolling students in before and after school extended day opportunities,

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

Parents are involved in the evaluation of the school-wide plan through end of the year surveys and through communications with the school improvement team.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

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

1. Assistance is provided to parents to understand content standards, assessments, Title I programming, monitoring progress and how to work with educators through our schoolwide open house, parent teacher conferences, lunch bunch/parent workshops, Parent Connect though MISTAR, and Parents as Educational Partners (PEP) meetings.

2. Materials and training for parents are provided through schoolwide open house, parent teacher conferences, lunch bunch/parent workshops, Parent Connect though MISTAR, and Parents as Educational Partners (PEP) meetings.

3. Training for school staff on the importance of parent involvement is provided through bi-monthly PLCs and district provided professional development opportunities.

4. Parent involvement is coordinated with other programs in school through reading activities planned throughout the year, reading logs, parent volunteers for one-on-one math tutoring, weekly classroom newsletters and daily high five stamps for positive behavior.

5. Information is provided in a format that is understandable to parents through weekly classroom newsletters, weekly principal newsletters,

and through MISTAR Parent Connect.

14. Other reasonable support as requested is handled on an individual basis by the classroom teachers, Title I learning specialist, special education teacher, or principal.

1118 (f) Disabled parents will be given the same opportunities for parent involvement with the assistance and counsel of classroom teachers, special education staff, the Title I learning specialist, principal and additional assistance from RESA. Parents with limited English proficiency (LEP) will be provided the opportunity for parent involvement with support from the classroom teacher, ESL teacher, Title I learning specialist, principal and interpreters from RESA as needed. Parents of migratory children will be provided the opportunity for parent involvement with the assistance and counsel of classroom teachers, Title I learning specialist and the principal.

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

We will evaluate the parent involvement component of the school-wide plan through surveys and end of the year evaluation.

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

The results of our evaluation of our parent involvement component will be reviewed by our school improvement team and staff as a whole to look for ways to improve our schoolwide program.

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

The School-Parent Compact was developed at the district level by a team with representation from all stakeholder groups in our community. It was developed more than ten years ago and is reviewed on a yearly basis. It is used not only at our school but also district wide.

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

The School-Parent Compact is actually reviewed, discussed and signed by students, parents and teachers in the first few weeks of the school year. At conferences the School-Parent Compact is reviewed and discussed in more detail. Parents and students who are having difficulty abiding by the contract are given strategies to succeed.

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

This question does not apply to our K-5 building.

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

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

We provide individual student academic assessment results in a language parents can understand by using simplified reports that removed the educational language that parents might not know at first. We also take the time to educate parents specifically on the vocabulary used for Accelerated Reader, Accelerated Math, and NWEA/MAP reports. Parents with limited English skills are given an explanation of academic assessment results by our ESL teacher or with an interpreter from the Regional Educational Service Agency (RESA). I do not believe we have a structure in place for providing results to parents with disabilities.

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?

Our district as a whole and members of our staff in particular attend monthly committee meetings about preschool, our district preschool and transitions from preschool. As a school and as a district we conduct Kindergarten Round-Up more than once per year. We also hosted a district-wide open house in the spring to give preschool families an opportunity to visit the school and register their child before the summer.

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 are given the opportunity for training and skill acquisition through the monthly preschool meetings. Parents of preschool age children have the opportunity to learn about the necessary skills at the multiple Kindergarten Round-Ups throughout the year, through Kindergarten Orientation at the end of the school year and in the summer, and through preschool literature activities.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers provide input into decisions regarding school-based academic assessments through their involvement in the school improvement process, through our professional learning community (PLC) meetings and through bi-monthly data meetings.

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

Teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students by their own individual review of data for the purposes of their own planning. Teachers also review data with the grade level teaching partners during common planning time each week. Data is also reviewed during bi-monthly PLC meetings and bi-monthly data meetings between teachers, our Title I learning specialist, our special education teacher and our principal. Data is discussed with Core Instructional Aids and adjustments are made according to progress monitoring of student achievement.

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.

Our school community developed a useful and clear flow chart documenting the process of instructional support for all of our students. For all subject areas, with special attention given to the areas of math, reading and writing, our staff begins with data from the Michigan Educational Assessment Program (MEAP), the Northwest Evaluation Association and Measures of Academic Progress (NWEA/MAP), district assessments and classroom assessments to identify areas of weakness.

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?

After identifying students who are having difficulty mastering the state's academic standards, the next step is to utilize the NWEA/MAP skills screening tool to obtain baseline data for the targeted skill and to meet with the Instructional Support Team (IST). The third step is to determine a research-based intervention and develop a plan to teach the skill including the frequency or intervention and duration. Each teacher monitors the progress weekly and keeps a copy of the assessments. After four weeks of monitoring progress the targeted skills is reassessed using the MAP skills tool. When a child is not making progress the teacher modifies the intervention or tries a new intervention at a higher tier of instruction. When a child does not respond to the higher tier of intervention (Tier 3) and has worked through the process a second time a child study meeting is scheduled. Students are also offered the opportunity to receive additional assistance through before and after school intervention programs as well as an extended year through a intervention summer school program. Students would exit the intervention plan by reaching mastery on a local, district, state or national assessment. Identification occurs on a weekly basis as students are typically assessed on a weekly basis.

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

Teachers differentiate instruction not only for different learning styles in the classroom but also through different levels of difficulty and meeting students where they are academically. Our staff utilizes Thinking Maps and Marzano's nine strategies to reach students with different learning strengths and weaknesses. As far as learning and instruction are concerned our staff uses a variety of strategies to put individual skill appropriate materials, skills and tasks in the hands of our students. Lesson plans are created with small groups and individuals in mind and instruction is differentiated to those groups and individuals. In an online environment teachers utilize the different levels available through Study Island, Accelerated Math (AM) and Accelerated Reader (AM). Teachers also use NWEA/MAP and Developmental Reading Assessment (DRA) to give students reading material at their independent reading level. Students who score below the 25th percentile on the NWEA/MAP have individual intervention plans created by their teachers. Our school also reaches out to students through the use of Core Instructional Assistants (CIA) who are able to work with individuals and groups throughout the school day.

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 programs provided to students are documented in the schoolwide strategies, activities or resources section of the school improvement plan.

We are supported by the Title I -- Improving The Academic Achievement Of The Disadvantaged federal program which provides for our Title I learning specialist, CIAs, books and online subscriptions to support our goals for all students in the five subject areas of our school improvement plan.

We are supported by funding through Section 31a of the State School Aid Act which supports our school improvement goals by providing for class size reductions at four grade levels based on our at-risk criteria.

We are supported by the federal level National School Lunch Program which provides over 85% of our students with a free or reduced cost lunch each day.

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.

The resources from the federal Title I program are used to support the schoolwide reform strategies, highly qualified staff, professional development, parental involvement, preschool transition and timely and additional assistance.

The resources from Section 31a of the State School Aid Act are used to support the schoolwide reform strategies, highly qualified staff, and timely and additional assistance.

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.

Romulus Elementary collaborates with the food service department to implement and integrate the National School Lunch Program for the maximum benefit to our students.

Evaluation:

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

Our school community and school improvement team reviews student assessment data no less than sixteen times a year through bi-monthly PLCs, bi-monthly data meetings and yearly schoolwide program and school improvement evaluations. Surveys of students, parents, and staff are also reviewed throughout the year, as they are conducted, and annually. Annual program evaluations are completed with one program evaluated in 2014-2015 and all programs across all subject areas being evaluated in the 2015-2016 school year as well as through our yearly schoolwide and school improvement plan evaluations.

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.

Throughout the year, with no less than sixteen opportunities, we evaluate the results we are achieving by reviewing data from the MEAP, NWEA/MAP, Accelerated Reader (AR), Accelerated Math (AM) and local assessments. Parents are provided with results from our assessments and give input into how their child is achieving academically.

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.

We evaluate schoolwide programs yearly through PLCs and by utilizing the MDE Program Evaluation Tool. In order to complete these evaluations we monitor student progress within intervention programs specific to individual students as well as reviewing MEAP data yearly, NWEA/MAP data three times a year, AR and AM date, and local assessments on a weekly basis. Students, parents and staff are also surveyed to determine the effectiveness of programs.

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?

After reviewing implementation, data and determining the effectiveness of our schoolwide programs our staff meets weekly with their grade level teaching partners, bi-monthly with our Title I learning specialist, special education teacher and principal, and bi-monthly in a PLC meeting to make necessary revisions to the plan. Parents are invited to attend school improvement meetings and to submit feedback on our schoolwide programs throughout the year.

Romulus Elementary 2015-2016

Overview

Plan Name

Romulus Elementary 2015-2016

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 Romulus Elementary School will increase their reading ability.	Objectives: 1 Strategies: 6 Activities: 11	Academic	$30100
2	All students at Romulus Elementary School will increase their writing ability.	Objectives: 1 Strategies: 2 Activities: 7	Academic	$15000
3	All students at Romulus Elementary School will increase their social studies abilities.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$4300
4	All students at Romulus Elementary School will increase their science abilities.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$23900
5	All students at Romulus Elementary School will improve their math ability.	Objectives: 1 Strategies: 4 Activities: 6	Academic	$87100
6	Romulus Community Schools' Parental and community engagement will be maximized	Objectives: 1 Strategies: 1 Activities: 7	Organizational	$4070
7	Maintain a safe and positive climates that support and enhance student	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$61033

Goal 1: All students at Romulus Elementary School will increase their reading ability.

Measurable Objective 1:

68% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending grade level text in English Language Arts by 05/31/2018 as measured by the state assessment.

Strategy 1:

Non-linguistic Representations - Teachers will use non-linguistic representations more specifically Thinking Maps to scaffold and support critical reading skills. Thinking Maps will be embedded throughout the day within the content areas.

Category:

Research Cited: Marzano

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The student will create Thinking Maps to help develop concepts visually in connection with specific thought processes. Teachers will collaborate on modeling, monitoring, mentoring, and mastering the use of thinking maps to increase comprehension of grade level text.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	05/31/2018	$3600	Title II Part A	K-5 Teachers; Title 1 Staff; Principal and Ancillary Staff

Strategy 2:

Independent Reading Strategies - Teachers will encourage self monitoring in fiction and non-fiction text.

Category:

Research Cited: Best Practices in Literacy Instruction;fourth edition;Lesley Morrow; Linda Gambrell;2011

Tier: Tier 1

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will set a reading goal that will be shared with parents. Students will read books at their independent level in school and at home, and take ar quizzes. Students must achieve 80%comprehension to earn AR goals.	Technology , Academic Support Program	Tier 1	Monitor	09/08/2015	05/31/2018	$20000	Title I Schoolwide	All Romulus Elementary School Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use technology to enhance their use of 21st century learning skills.	Technology, Implementation	Tier 1	Implement	09/08/2015	05/31/2018	$0	Other	Teachers

Strategy 3:

Small Group Intervention - The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. Teachers and Core Instructional Assistants will work with students during the reading block.

Category:

Research Cited: Title I

Tier: Tier 3

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not meeting their benchmarks according to NWEA data will receive small group instruction.	Technology, Direct Instruction	Tier 1	Implement	09/08/2015	05/31/2018	$0	No Funding Required	Title I Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in Professional Development Workshops, teleconferences, on-line training, book studies, unit integration training, national conferences, and district workshops.	Technology, Professional Learning	Tier 1	Implement	09/08/2015	05/31/2018	$500	Title II Part A	Romulus Staff Members

Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small groups with the reading interventionist using the LLI program.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/15/2018	$0	Title I Schoolwide	Title 1 Staff

Strategy 4:

Extended Learning Opportunities - Teachers will provide students with extended day reading support opportunities. During learning sessions students will be provided with teacher or Core Instructional Assistants and or interventions while improving critical reading skills.

Category:

Research Cited: Marzano, Sunday Cumminings

Tier: Tier 2

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extend day opportunities will be offered throughout the school year. Focus groups will be determined based on assessment data. Instruction will focus on critical reading, fluency and leveled reading.	Technology, Academic Support Program	Tier 1	Implement	09/08/2015	05/31/2018	$4000	Title I Schoolwide	Title I

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade students will visit the state capital, historical musuem and the Native American artifacs village. The fifth grade students will attend camp to build on thier social skills, science strands and socail studies units.	Field Trip	Tier 1	Implement	09/01/2014	06/17/2016	$1200	Title I Schoolwide	Third and fifth grade teachers and parents

Strategy 5:

Increase Parent Involvement - The teachers will provide many opportunities for parents to participate in their child's education. For example, events to explain the

Common Core, reading night, professional development on "how to read to your child," book fairs, academic celebration, and how to access at home reading and math

opportunities.

There will be an opportunity for pre K students to participate in reading activities too. Romulus Elementary will work with Starfish Family Services.

Category:

Research Cited: Marzano

Tier:

Activity - Reading Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in a month of thrilling reading events. A committee will create motivational reading opportunities during reading month. Parents will also take part in the month long event. The scholastic Book Fair will be available for students to shop.	Academic Support Program	Tier 1	Implement	09/08/2015	05/31/2018	$800	Title I Schoolwide	Title I, Romulus Elementary Staff

Strategy 6:

Learning Targets - The teacher will use student data to set student learning targets.

Category:

Research Cited: March 2011 | Volume 68 | Number 6

What Students Need to Learn Pages 66-69

Knowing Your Learning Target

Connie M. Moss, Susan M. Brookhart and Beverly A. Long

Tier: Tier 1

Activity - 'I Can' Statements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will apply 'I Can' statements to lessons to improve reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/15/2018	$0	Other	Teachers

Activity - Data Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will set goals and monitor their progress towards Student Learning Objectives (SLOs) throughout the school year by maintaining a student data binder.	Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/15/2018	$0	Other	Teachers

Goal 2: All students at Romulus Elementary School will increase their writing ability.

Measurable Objective 1:

52% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency writing in English Language Arts by 06/15/2018 as measured by the MEAP assessments and formative writings.

Strategy 1:

Non-Linguistic Representations - Teachers will use non-linguistic representations more specifically Thinking Maps to scaffold and support critical reading skills.

Thinking Maps will be embedded throughout the day within the content areas.

Category:

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The student will create Thinking Maps to help develop concepts visually in connection with specific thought processes. Teachers will collaborate on modeling, monitoring, mentoring, and mastering the use of thinking maps to increase writing fluency.	Implementation	Tier 1	Monitor	09/08/2015	06/15/2018	$2000	General Fund	Principal, Title I Learning Specialist, K-5 Classroom Teachers and Core instructional Aids

Activity - Special Person's Day Parent Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in the writing process to complete a published writing about a special or influential person in their life. Students will share their writing with parents during a school event honoring students special people. During the school event teacher will share writing information, strategies and support with parents and families.	Parent Involvement	Tier 1	Implement	09/03/2013	06/12/2015	$1000	Title I Schoolwide	Romulus Elementary Staff

Activity - Timely and Addition Interventions Through Extended Day Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended day learning support opportunities will be available for students. During learning sessions students will be provided with teacher support and or interventions in writing and the use of technology in writing.	Academic Support Program	Tier 3	Monitor	09/03/2013	06/12/2015	$12000	Title I Schoolwide	Romulus Elementary Staff

Strategy 2:

Writing Process - Writing Process - Teachers will use the components of the writing process that is embedded in their reading unit.

Category:

Research Cited: Research Cited: "Studies show that students who learn the writing process score better on state writing tests than those who receive only specific

instruction in the skills assessed on the test. This type of authentic writing produces lifelong learners and allows students to apply their writing skills to all subjects." -

International Reading Association

Tier: Tier 1

Activity - Mini-Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in mini-lessons throughout their reading unit instruction on the six components of the writing process.	Direct Instruction	Tier 1	Implement	09/08/2015	06/15/2018	$0	No Funding Required	Teachers

Activity - Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conference with teachers based on their individual needs.	Implementation	Tier 3		09/08/2015	06/15/2018	$0	Title I Schoolwide	Teachers

Activity - Cross-Curricular Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in informational writing in content area and cross-curricular writing pieces.	Implementation	Tier 1	Implement	09/08/2015	06/15/2018	$0	No Funding Required	Teachers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in weekly keyboarding sessions and use technology to publish their writing pieces.	Technology	Tier 1	Getting Ready	09/08/2015	06/15/2018	$0	Other	Teachers

Goal 3: All students at Romulus Elementary School will increase their social studies abilities.

Measurable Objective 1:

25% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the geography strand in Social Studies by 06/17/2016 as measured by state assessment and Study Island..

Strategy 1:

Project Based Learning - Teachers will integrate social studies texts into classroom reading instruction. Students will master their MC3 geography objectives through reading.

Category:

Research Cited: Johnson, M. J., & Janisch, C. (1998). Connecting literacy with social studies content. Social Studies & the Young Learner, 10(4), 6-9.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will use thinking maps to process, learn, and demonstrate geography knowledge.	Implementation	Tier 1	Implement	09/08/2015	06/15/2018	$0	No Funding Required	All classroom teachers, classroom instructional aides, and special education staff.

Activity - Project based learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will demonstrate geography knowledge through a minimum of one project based learning unit.	Implementation	Tier 1	Implement	09/08/2015	06/15/2018	$1000	Title I Schoolwide	All classroom teachers, classroom instructional aides and special education teachers.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in Professional Development Workshops, teleconferences, on-line training, book studies, MC3 unit integration training, national conferences, district workshops, but not limited to.	Professional Learning	Tier 1	Monitor	09/08/2015	06/15/2018	$1000	Title II Part A	Romulus Staff Members

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in various field trip that support emphasis Social Studies concepts example: Lansing, historical musuem, green field village,	Community Engagement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$2300	Title I Schoolwide	instructional support staff

Goal 4: All students at Romulus Elementary School will increase their science abilities.

Measurable Objective 1:

45% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the Physical domain in Science by 06/19/2015 as measured by Accelerated Reader Informational Text, Class A, and State Assessment..

Strategy 1:

RTI science - Students identified as not meeting grade level expectations, through data will be given timely and additional services. Small groups of students will work with a CIA in a RTI model. Students will receive re-teaching with informational text analysis for identification of core concepts and proven laws.

Category:

Research Cited: Title I

Tier: Tier 3

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sudents will create thinking maps appropriate for the task of restating and summarizing ideas gathered from multiple resources and information, including data charts, equation analysis, and diagrams demostrating concepts and correlations between scientific theroies. Thinking map presentation and discussion between the student and peers will identify the concept and at least five supporting facts about the concepts. Science committee will attend conferences to keep up with the latest and best practices. These teachers will return to their building to share their new found knowledge and implement these practice within the school with their colleagues.	Monitor	Tier 1	Implement	09/08/2015	06/15/2018	$12900	Title I Part A, Title I Schoolwide	Romulus Elementary Staff

Activity - Science Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All School Science Day: A variety of resources will be used for this activity including: science boards, experiment materials, or inviting a science center or museum outreach program. For example but not limited to: Ann Arbor Hands on Museum or Detroit Science Center.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$1000	Title I Schoolwide	The Science Committee along with the Romulus Elementary staff will plan and organize an all school science day. Parents will be invited to come in and work with the students and staff colaboratively.

Activity - Science Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in Professional Development Workshops, teleconferences, on-line training, book studies, unit integration training, national conferences, district workshops, Next Generations Science Standards	Professional Learning	Tier 1	Implement	09/08/2015	06/15/2018	$10000	Title I Schoolwide	Romulus Elementary Staff

Strategy 2:

Khan Academy - 3-5 grade teachers will use Khan Academy when introducing new science concepts. Students will make use of extensive library of content, including interactive challenges, assessments, and videos from any computer with access to the web.

Category:

Research Cited: Khan Academy

Tier: Tier 1

Activity - Khan Science Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After watching the initial science video, students will record important facts and details introduced in the Khan Academy video	Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/15/2018	$0	No Funding Required	all classroom teachers

Goal 5: All students at Romulus Elementary School will improve their math ability.

Measurable Objective 1:

40% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the Mathematical Strand of Numbers and Operations by improving their math computational skills in Mathematics by 06/12/2015 as measured by the MEAP..

Strategy 1:

Extended Learning Opportunities - Teachers provide students with the opportunity to attend a before and/or after school program led by teachers and Core Instructional

Assistants (CIAs) focused on improving math skills.

Category:

Research Cited: The Regional Education Laboratory for the Southeast

(SERVE). Making the Most of Out-of-School Time Through

Expanded Learning Opportunities. The Vision Magazine,

Volume 3, Number 1. (2004).

Tier: Tier 1

School Improvement Plan
Romulus Elementary School

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities (ELOs) include a broad range of programs, such as Accelerated Math, Study Island, and Compass Odyssey, that provide children with academic enrichment and/or supervised activites in math beyond the typical school day.	Technology, Implementation	Tier 2	Implement	09/08/2015	06/15/2018	$5000	Title I Schoolwide	Teachers, support staff,Core Instrutional Assistants (CIA)

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in Professional Development Workshops, teleconferences, on-line training, book studies, unit integration training, national conferences, district workshops, but not limited to.	Professional Learning	Tier 1	Implement	09/08/2015	06/15/2018	$8000	Title II Part A	Teachers and Support Staff

Strategy 2:

Non-Linguistic Representations - Teachers will use non-linguistic representations such as Thinking Maps to scaffold and support organization and comprehension of

math computational skills and math vocabulary through modeling and practicing. Thinking Maps will be embedded throughout the day within the content areas.

Category:

Research Cited: Marzano

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use thinking maps throughout the school year to increase their comprehension of grade level math concepts.	Implementation	Tier 1	Monitor	09/08/2015	06/15/2018	$3600	Title I Schoolwide	All Romulus Staff

Strategy 3:

 Parent Involvement - Teachers will provide opportunities for parents to participate in extended learning sessions to support student achievement.

Category:

Research Cited: Marzano

Tier: Tier 1

Activity - Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Parents will participate in activities designed to inform them of various strategies they can utilize to assist their children with mathematical concepts.	Parent Involvement	Tier 1	Implement	09/08/2015	06/15/2018	$500	Title I Schoolwide	All Romulus Staff

Strategy 4:

Math Intervention - Teachers will place students in small groups for individualized instruction based on students' needs and data. Small group interventions instruction will be provided by teacher and or CIAs.

Category:

Research Cited: Marzano

Tier: Tier 2

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in small RTI groups for math interventions based on needs and data. Groups will use resources such as Accelerated Math, Study Island, NWEA Pathway, Touch Math, Compass and iPad math applications to increase students academic progress	Technology , Academic Support Program	Tier 2	Implement	09/08/2015	06/15/2018	$70000	Title I Schoolwide	Core Instructional Assistants (CIAs) and Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded coaching and grade level professional development.	Professional Learning	Tier 1	Implement	09/08/2015	06/15/2018	$0	Title II Part A	Teachers

Goal 6: Romulus Community Schools' Parental and community engagement will be maximized

Measurable Objective 1:

collaborate to enrich and improve parent and community engagement by 06/30/2015 as measured by district sponsored events and positive surveys.

Strategy 1:

Partnership Schools -Parent and Community Engagement - Provide opportunities for parents/community to implement (School, Family and

Community Partnerships principles--Joyce Epstein"s 6 Types of Involvement-- Type 1-Parenting, Type 2-Communicating, Type 3-Volunteering,Type 4-Learning at

Home, Type 5-Decision Making, andType 6- Collaborating with the Community.

Schools will follow network guidelines and plan activities supported in the 6 identified involvment types. The district will focus on invovlement types 5 and 6.

Category:

Research Cited: Research Cited: DEVELOPING AND SUSTAINING

RESEARCH-BASED PROGRAMS OF

SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS:

Summary of Five Years of NNPS Research (September 2005) The Partnership Schools model is one of the few research-based approaches designed to help schools, districts, and state departments of education organize, implement, and sustain goal-linked programs of family and community involvement. The NNPS studies document the importance of understanding new ways to think about school, family, and community partnerships (Epstein & Sheldon, in press). The research identifies "essential elements" for effective programs and specific processes and paths that strengthen (1) leadership for partnerships, (2) program plans, (3) outreach to involve more families, (4) responses of families and community partners, and (5) impact on student achievement and other indicators of success in school.

Tier:

Tier: Tier 1

Activity - Parent Facilitator/Coordinator/Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
curriculum nights designed to give parents / families an opportunity to learn ways to help reinforce reading, writing, math, science, and or social studies concepts at home.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$3000	Title I Part A	Instructional staff/parent liaison

Activity - Transitons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host parent and student events to assist in the transition to kindergarten, between elementary and middle school	Parent Involvement	Tier 1	Implement	09/08/2015	06/15/2018	$200	Title I Part A	instructional staff/parent coordinator

Activity - Community Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
community to meet with families to address progress of school integration.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$0	No Funding Required	instructional staff

Activity - Academic Fun Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent and community event to raise awareness of academic programs offered to Romulus students	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$420	Title I Part A	Instructional staff

Activity - National Network of Partnerships Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Schools will join National Network of Partnerships Schools to help meet initiatives to increase parent involvement. | Parent Involvement | Tier 1 | Getting Ready | 09/08/2015 | 06/15/2018 | $250 | Title I Part A | parent liasion and school staff |

Activity - Parent Home Visit Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will visit parents at their homes, with permission, to support families with academic success	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$200	Title I Schoolwide	school staff and parent liasion

Activity - Summer School Parent Event	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School program hosts two events for parents to come and see the activities and projects students have worked on in summer school.	Parent Involvement	Tier 1	Implement	09/08/2015	06/15/2018	$0	No Funding Required	summer staff

Goal 7: Maintain a safe and positive climates that support and enhance student

Measurable Objective 1:

demonstrate a behavior   that supports student learning by 06/02/2015 as measured by reduction in office referrals, detentions, and school suspensions...

Strategy 1:

Positiver behavior support - - Positive Behavior intervention strategies focusing on improved self image, academic engagement, anti-bullying, peer relationships, cooperative learning/working, restorative justice, and personal improvement plans for students.

Adult support will include mentors, social workers, student behavior deans, learning specialists, along with teachers, and administrators. Support will include full class, small group and individualized student support.

PBIS and Resiliency INC frames will provide specific steps and strategies needed to attain the goal.

Category:

Research Cited: Battistich, V, Solomon, D, and Kim, D. 1995. Schools as communities, poverty levels of student populations, and students' attitudes, motives, and performances impact

brain function and student behavior and academic performance.

Tier: Tier 1

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will receive training in Brain Based instruction through Resilience Inc, OZ ,Flipside and PLC book studies.	Professional Learning	Tier 1	Getting Ready	09/04/2014	06/17/2016	$2000	Title II Part A	instructional staff

Activity - CEIS-PBIS Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS coaches at elementary level will work with students identified through PBIS data to decrease disruptive behavior and increase student engagement to reduce the number of students referred for special education.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/15/2018	$34833	Special Education	Special Ed Director, Building administrators,CEIS PBIS behavior coaches, classroom teachers

Activity - Behavioral Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in various field trip that support emphasis on positive behvior i.e. Youth Court Participation, Leadership Teams, Volunteer teams, college tours emphasizing need to have positive behavior and learning practices that help with college entrances, etc.	Behavioral Support Program	Tier 1		09/08/2015	06/15/2018	$0	No Funding Required	Administrator teachers, etc.

Activity - Parent Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trainings will be provided for parents to help them support their children's positive behavior. Sessions will address how behavior impacts achievement, bullying - identifying when your child is being bullied or is bullying, ways to help enhance positive behavior and eliminate non productive school behavior. Outside consultants and school teams will provide training.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$200	Title I Part A	Administrators and CIES/PBIS coaches

Activity - Student Behavioral Support Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Supporters will provide large group, small group and individualized support for students to address academic needs, behavior issues, bullying issues, etc. These supporters, including School Social Worker, Behavior /Academic Mentor-Counselor, Dean of Instruction, etc. will provide direct support to students and will work with parents and staff to help identify student needs and further support student achievement and promote high school graduation and school attendance.	Behavioral Support Program	Tier 3	Implement	09/08/2015	06/15/2018	$24000	Title I Part A	Social Workers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Field Trips	Third grade students will visit the state capital, historical musuem and the Native American artifacs village. The fifth grade students will attend camp to build on thier social skills, science strands and socail studies units.	Field Trip	Tier 1	Implement	09/01/2014	06/17/2016	$1200	Third and fifth grade teachers and parents
Science Inquiry	Teachers will engage in Professional Development Workshops, teleconferences, on-line training, book studies, unit integration training, national conferences, district workshops, Next Generations Science Standards	Professional Learning	Tier 1	Implement	09/08/2015	06/15/2018	$10000	Romulus Elementary Staff
Science Day	All School Science Day: A variety of resources will be used for this activity including: science boards, experiment materials, or inviting a science center or museum outreach program. For example but not limited to: Ann Arbor Hands on Museum or Detroit Science Center.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$1000	The Science Committee along with the Romulus Elementary staff will plan and organize an all school science day. Parents will be invited to come in and work with the students and staff colaborativ ely.

Accelerated Math	Students will be placed in small RTI groups for math interventions based on needs and data. Groups will use resources such as Accelerated Math, Study Island, NWEA Pathway, Touch Math, Compass and iPad math applications to increase students academic progress	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/15/2018	$70000	Core Instructional Assistants (CIAs) and Teachers
Timely and Addition Interventions Through Extended Day Opportunities	Extended day learning support opportunities will be available for students. During learning sessions students will be provided with teacher support and or interventions in writing and the use of technology in writing.	Academic Support Program	Tier 3	Monitor	09/03/2013	06/12/2015	$12000	Romulus Elementary Staff
Reading Month	Students will engage in a month of thrilling reading events. A committee will create motivational reading opportunities during reading month. Parents will also take part in the month long event. The scholastic Book Fair will be available for students to shop.	Academic Support Program	Tier 1	Implement	09/08/2015	05/31/2018	$800	Title I, Romulus Elementary Staff
Parent Home Visit Project	School staff will visit parents at their homes, with permission, to support families with academic success	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$200	school staff and parent liasion
Accelerated Reader	Students will set a reading goal that will be shared with parents. Students will read books at their independent level in school and at home, and take ar quizzes. Students must achieve 80%comprehension to earn AR goals.	Technology, Academic Support Program	Tier 1	Monitor	09/08/2015	05/31/2018	$20000	All Romulus Elementary School Staff
Reading Interventionist	Students will work in small groups with the reading interventionist using the LLI program.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/15/2018	$0	Title 1 Staff
Thinking Maps	Students will use thinking maps throughout the school year to increase their comprehension of grade level math concepts.	Implementation	Tier 1	Monitor	09/08/2015	06/15/2018	$3600	All Romulus Staff
Thinking Maps	Sudents will create thinking maps appropriate for the task of restating and summarizing ideas gathered from multiple resources and information, including data charts, equation analysis, and diagrams demostrating concepts and correlations between scientific theroies. Thinking map presentation and discussion between the student and peers will identify the concept and at least five supporting facts about the concepts. Science committee will attend conferences to keep up with the latest and best practices. These teachers will return to their building to share their new found knowledge and implement these practice within the school with their colleagues.	Monitor	Tier 1	Implement	09/08/2015	06/15/2018	$12000	Romulus Elementary Staff

Field Trips	Students will participate in various field trip that support emphasis Social Studies concepts example: Lansing, historical musuem, green field village,	Community Engageme nt	Tier 1	Getting Ready	09/08/2015	06/15/2018	$2300	instructiona l support staff
Project based learning	Students will demonstrate geography knowledge through a minimum of one project based learning unit.	Implementa tion	Tier 1	Implement	09/08/2015	06/15/2018	$1000	All classroom teachers, classroom instructiona l aides and special education teachers.
Tutoring	Extend day opportunities will be offered throughout the school year. Focus groups will be determined based on assessment data. Instruction will focus on critical reading, fluency and leveled reading.	Technology , Academic Support Program	Tier 1	Implement	09/08/2015	05/31/2018	$4000	Title I
Conferencing	Students will conference with teachers based on their individual needs.	Implementa tion	Tier 3		09/08/2015	06/15/2018	$0	Teachers
Math Night	Parents will participate in activities designed to inform them of various strategies they can utilize to assist their children with mathematical concepts.	Parent Involvemen t	Tier 1	Implement	09/08/2015	06/15/2018	$500	All Romulus Staff
Tutoring	Extended learning opportunities (ELOs) include a broad range of programs, such as Accelerated Math, Study Island, and Compass Odyssey, that provide children with academic enrichment and/or supervised activites in math beyond the typical school day.	Technology , Implementa tion	Tier 2	Implement	09/08/2015	06/15/2018	$5000	Teachers, support staff,Core Instrutional Assistants (CIA)
Special Person's Day Parent Connection	Students will engage in the writing process to complete a published writing about a special or influential person in their life. Students will share their writing with parents during a school event honoring students special people. During the school event teacher will share writing information, strategies and support with parents and families.	Parent Involvemen t	Tier 1	Implement	09/03/2013	06/12/2015	$1000	Romulus Elementary Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Teacher Training	Staff will receive training in Brain Based instruction through Resilience Inc, OZ ,Flipside and PLC book studies.	Professiona l Learning	Tier 1	Getting Ready	09/04/2014	06/17/2016	$2000	instructiona l staff

Professional Development	Teachers will engage in Professional Development Workshops, teleconferences, on-line training, book studies, unit integration training, national conferences, district workshops, but not limited to.	Professional Learning	Tier 1	Implement	09/08/2015	06/15/2018	$8000	Teachers and Support Staff
Professional Development	Job embedded coaching and grade level professional development.	Professional Learning	Tier 1	Implement	09/08/2015	06/15/2018	$0	Teachers
Thinking Maps	The student will create Thinking Maps to help develop concepts visually in connection with specific thought processes. Teachers will collaborate on modeling, monitoring, mentoring, and mastering the use of thinking maps to increase comprehension of grade level text.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	05/31/2018	$3600	K-5 Teachers; Title 1 Staff; Principal and Ancillary Staff
Professional Development	Teachers will engage in Professional Development Workshops, teleconferences, on-line training, book studies, unit integration training, national conferences, and district workshops.	Technology, Professional Learning	Tier 1	Implement	09/08/2015	05/31/2018	$500	Romulus Staff Members
Professional Development	Teachers will engage in Professional Development Workshops, teleconferences, on-line training, book studies, MC3 unit integration training, national conferences, district workshops, but not limited to.	Professional Learning	Tier 1	Monitor	09/08/2015	06/15/2018	$1000	Romulus Staff Members

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
CEIS-PBIS Coach	PBIS coaches at elementary level will work with students identified through PBIS data to decrease disruptive behavior and increase student engagement to reduce the number of students referred for special education.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/15/2018	$34833	Special Ed Director, Building administrators,CEIS PBIS behavior coaches, classroom teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Community Outreach	community to meet with families to address progress of school integration.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$0	instructional staff
Summer School Parent Event	Summer School program hosts two events for parents to come and see the activities and projects students have worked on in summer school.	Parent Involvement	Tier 1	Implement	09/08/2015	06/15/2018	$0	summer staff
Thinking Maps	Students will use thinking maps to process, learn, and demonstrate geography knowledge.	Implementation	Tier 1	Implement	09/08/2015	06/15/2018	$0	All classroom teachers, classroom instructional aides, and special education staff.
Differentiated Instruction	Students who are not meeting their benchmarks according to NWEA data will receive small group instruction.	Technology, Direct Instruction	Tier 1	Implement	09/08/2015	05/31/2018	$0	Title I Staff
Mini-Lessons	Students will be engaged in mini-lessons throughout their reading unit instruction on the six components of the writing process.	Direct Instruction	Tier 1	Implement	09/08/2015	06/15/2018	$0	Teachers
Behavioral Support Program	Students will participate in various field trip that support emphasis on positive behvior i.e. Youth Court Participation, Leadership Teams, Volunteer teams, college tours emphasizing need to have positive behavior and learning practices that help with college entrances, etc.	Behavioral Support Program	Tier 1		09/08/2015	06/15/2018	$0	Administrator teachers, etc.
Cross-Curricular Writing	Students will engage in informational writing in content area and cross-curricular writing pieces.	Implementation	Tier 1	Implement	09/08/2015	06/15/2018	$0	Teachers
Khan Science Journals	After watching the initial science video, students will record important facts and details introduced in the Khan Academy video	Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/15/2018	$0	all classroom teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Thinking Maps	The student will create Thinking Maps to help develop concepts visually in connection with specific thought processes. Teachers will collaborate on modeling, monitoring, mentoring, and mastering the use of thinking maps to increase writing fluency.	Implementation	Tier 1	Monitor	09/08/2015	06/15/2018	$2000	Principal, Title I Learning Specialist, K-5 Classroom Teachers and Core instructional Aids

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Binders	Students will set goals and monitor their progress towards Student Learning Objectives (SLOs) throughout the school year by maintaining a student data binder.	Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/15/2018	$0	Teachers
Technology	Students will engage in weekly keyboarding sessions and use technology to publish their writing pieces.	Technology	Tier 1	Getting Ready	09/08/2015	06/15/2018	$0	Teachers
Technology	Students will use technology to enhance their use of 21st century learning skills.	Technology, Implementation	Tier 1	Implement	09/08/2015	05/31/2018	$0	Teachers
'I Can' Statements	Students will apply 'I Can' statements to lessons to improve reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/15/2018	$0	Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Student Behavioral Support Sessions	Student Supporters will provide large group, small group and individualized support for students to address academic needs, behavior issues, bullying issues, etc. These supporters, including School Social Worker, Behavior /Academic Mentor- Counselor, Dean of Instruction, etc. will provide direct support to students and will work with parents and staff to help identify student needs and further support student achievement and promote high school graduation and school attendance.	Behavioral Support Program	Tier 3	Implement	09/08/2015	06/15/2018	$24000	Social Workers
Thinking Maps	Sudents will create thinking maps appropriate for the task of restating and summarizing ideas gathered from multiple resources and information, including data charts, equation analysis, and diagrams demostrating concepts and correlations between scientific theroies. Thinking map presentation and discussion between the student and peers will identify the concept and at least five supporting facts about the concepts. Science committee will attend conferences to keep up with the latest and best practices. These teachers will return to their building to share their new found knowledge and implement these practice within the school with their colleagues.	Monitor	Tier 1	Implement	09/08/2015	06/15/2018	$900	Romulus Elementary Staff
Parent Support	Trainings will be provided for parents to help them support their children's positive behavior. Sessions will address how behavior impacts achievement, bullying - identifying when your child is being bullied or is bullying, ways to help enhance positive behavior and eliminate non productive school behavior. Outside consultants and school teams will provide training.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$200	Administrators and CIES/PBIS coaches
Transitons	Host parent and student events to assist in the transition to kindergarten, between elementary and middle school	Parent Involvement	Tier 1	Implement	09/08/2015	06/15/2018	$200	instructional staff/parent coordinator
National Network of Partnerships Schools	Schools will join National Network of Partnerships Schools to help meet initiatives to increase parent involvement.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$250	parent liasion and school staff

Parent Facilitator/Coordinator/Liaison	curriculum nights designed to give parents / families an opportunity to learn ways to help reinforce reading, writing, math, science, and or social studies concepts at home.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$3000	Instructional staff/parent liaison
Academic Fun Fair	Parent and community event to raise awareness of academic programs offered to Romulus students	Parent Involvement	Tier 1	Getting Ready	09/08/2015	06/15/2018	$420	Instructional staff