



Title I Schoolwide Diagnostic

Abbot School

Ann Arbor Public Schools

Ms. Pamela Sica
2670 SEQUOIA PKWY
ANN ARBOR, MI 48103-2662

TABLE OF CONTENTS

Introduction.....	1
Component 1: Comprehensive Needs Assessment.....	2
Component 2: Schoolwide Reform Strategies	20
Component 3: Instruction by Highly Qualified Staff.....	28
Component 4: Strategies to Attract Highly Qualified Teachers.....	29
Component 5: High Quality and Ongoing Professional Development.....	31
Component 6: Strategies to Increase Parental Involvement.....	34
Component 7: Preschool Transition Strategies.....	40
Component 8: Teacher Participation in Making Assessment Decisions.....	42
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	43
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 46	
Evaluation:.....	48

Introduction

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

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

School Improvement Process:

The comprehensive needs assessment took place throughout the 2018-2019 school year. Our Title School Improvement Leadership Team met over the course of the year on the following dates: November 1, 2018; December 13, 2018; January 24, 2019; February 21, 2019; March 21, 2019. We will also meet on April 25, 2019 and May 23, 2019. Our team consists of the administrator, five teachers and two different parents have attended the meetings. We also had a separate parent meeting to review this information and to share information about our schoolwide transition process at our PTO meeting in March. The outcome of the C.N.A. was shared with staff during a staff meeting. It was shared with stakeholders at a PTO meeting.

Perception Data:

We looked at our Perception Data from our yearly climate survey. The survey is given in early spring each year. We looked at data from 15/16, 16/17, and 17/18. We receive the results of the survey before the next school year starts and we review the data during our opening staff days. The school improvement team analyzed the data. The results of the survey help us identify perceptions of staff, students, and parents. The analysis is used when planning activities in our SIP.

Demographic Data:

We collected demographic data from Powerschool for the 15/16, 16/17, and 17/18 school year. We also collected demographic data for teachers using a Google survey. The school improvement team analyzed the data.

Achievement Data, Local and State:

We collected achievement data from M-Step for the 15/16, 16/17, and 17/18 and NWEA data for the 17/18 school year. NWEA data was collected from the fall, winter, and spring of each year. M-Step data is collected from the end of the year assessment. All staff analyzes NWEA and M-Step data. The school improvement team analyzes the data to determine goals, activities, and strategies for the SIP.

Process Data:

Process data was reviewed by staff in the spring. The School Systems Review was completed by our staff as a whole. We assigned different Strands to small groups and then reviewed the document as a whole group activity. We rated ourselves as follows:

Strand I: Teaching for Learning - 3.3

Strand II: Leadership for Learning - 3.0

Strand III: Professional Learning Culture - 3.5

Strand IV: School, Family, and Community Relations - 3.25

What was concluded: Strengths and Challenges

Strengths: Strengths include the following:

Instruction is collaboratively planned to align to the district's written curriculum

Instruction is designed to meet the learning needs of students

School culture is one of high academic expectations for all

Support and classroom behavioral expectations are communicated to staff, students and families and are enforced consistently to support

student success

Students understand the criteria and expectations for demonstrating learning

Structures and systems are in place for collaborative planning time for learning teams

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?

When conducting the Comprehensive Needs Assessment, we looked at the following 4 Data Points:

DEMOGRAPHIC DATA:

Ann Arbor is the 4th largest school district in the state of Michigan with over 18,000 students. Abbot is one of 20 elementary schools in Ann Arbor Public Schools. Abbot is a Young Fives-5th grade school. As of 15/16 we had 293 students, as of 16/17 we had 299 students, and as of 17/18 we had 313 students. Free/reduced lunch count for 15/16 was 33%, 16/17 was 37% and 17/18 was 41%. Our current student demographic is 300 students - 170 Caucasian, 6 Latino/Hispanic, 49 African American, 3 Asian, 2 Arab American, and 66 Multi-Ethnic. We have 137 boys and 163 girls. Attendance Rate for each year is: 15/16 - 95.89%; 16/17 - 94.95%; 17/18 - 94.09%

We have had 0 expulsions over the past 3 years. Suspension numbers are low - 1 student suspended in 15/16, 3 students suspended in 16/17, and 5 students suspended in 17/18.

Abbot has 23 teachers, including specials and special education. 88% are female, 12% are male. 93% of teachers are caucasian, 7% are multi-ethnic. Their experience level is as follows:

0-4 years - 9%

5-10 years - 17%

11-15 years - 22%

16-20 years - 13%

21-25 years - 17%

26-30 years - 9%

31-35 years - 13%

Strengths - We have a diverse student body. We have an experienced group of teachers.

Challenges - We do not have a diverse staff. This is something we would like to change. Our economically disadvantaged student population has increased.

What was concluded: Strengths and Challenges: Attendance challenges are very few. We did not have percentage of tardy students available but we do have a few families who are regularly late getting their students to school.

The School Systems Review was completed by our staff as a whole. We assigned different Strands to small groups and then reviewed the document as a whole group activity. We rated ourselves as follows:

Strand I: Teaching for Learning - 3.3

Strand II: Leadership for Learning - 3.0

Title I Schoolwide Diagnostic

Abbot School

Strand III: Professional Learning Culture - 3.5

Strand IV: School, Family, and Community Relations - 3.25

What was concluded: Strengths: Strengths include the following:

Instruction is collaboratively planned to align to the district's written curriculum

Instruction is designed to meet the learning needs of students

School culture is one of high academic expectations for all

Support and classroom behavioral expectations are communicated to staff, students and families and are enforced consistently to support student success

Students understand the criteria and expectations for demonstrating learning

Structures and systems are in place for collaborative planning time for learning teams

Challenges: Challenges include the following:

School leaders support the process/system that allows teams to delve into the implications of data

Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills

Professional learning outcomes are developed specifically to address school improvement strategy areas

Student Achievement: State Assessment

Below is the breakdown of the 2018 M-STEP data, including trend data, by grade level and content area for Abbot Elementary.

ELA M-STEP Data

3rd Grade

ELA - Percentage of students in the Proficient/Advanced Category:

School Total:

15/16 - 73%

16/17 - 59%

17/18 - 51%

Female:

15/16 - 82%

16/17 - 56%

17/18 - 55%

Male:

15/16 - 62%

16/17 - 62%

17/18 - 48%

African American:

15/16 - 66%

16/17 - 0%

17/18 - 38%

Title I Schoolwide Diagnostic

Abbot School

Multi-Ethnic:

15/16 - 80%

16/17 - 60%

17/18 - 33%

Economically Disadvantaged:

15/16 - 50%

16/17 - 26%

17/18 - 31%

Special Education:

15/16 - 20%

16/17 - 20%

17/18 - 33%

4th Grade

ELA - Percentage of students in the Proficient/Advanced Category:

School Total:

15/16 - 58%

16/17 - 68%

17/18 - 48%

Female:

15/16 - 59%

16/17 - 70%

17/18 - 46%

Male:

15/16 - 57%

16/17 - 65%

17/18 - 50%

African American:

15/16 - 50%

16/17 - 33%

17/18 - 20%

Multi-Ethnic:

15/16 - 25%

16/17 - 80%

17/18 - 25%

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Title I Schoolwide Diagnostic

Abbot School

Economically Disadvantaged:

15/16 - 30%

16/17 - 46%

17/18 - 24%

Special Education:

15/16 - 13%

16/17 - 0%

17/18 - 25%

5th Grade

ELA - Percentage of students in the Proficient/Advanced Category:

School Total:

15/16 - 64%

16/17 - 67%

17/18 - 64%

Female:

15/16 - 77%

16/17 - 72%

17/18 - 63%

Male:

15/16 - 57%

16/17 - 59%

17/18 - 67%

African American:

15/16 - 29%

16/17 - 71%

17/18 - 17%

Multi-Ethnic:

15/16 - 60%

16/17 - 25%

17/18 - 67%

Economically Disadvantaged:

15/16 - 40%

16/17 - 37%

17/18 - 47%

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Title I Schoolwide Diagnostic

Abbot School

Special Education:

15/16 - 25%

16/17 - 10%

17/18 - 33%

3rd - 5th Grade:

3rd grade - While we don't have a subgroup of 30 or more at any grade level, when you look at ALL students with disabilities assessed, we found that students with disabilities overperformed the State students with disabilities by 14.1%

4th grade - While we don't have a subgroup of 30 or more at any grade level, when you look at ALL students with disabilities assessed, we found that students with disabilities overperformed the State students with disabilities by 5.8%

5th grade - While we don't have a subgroup of 30 or more at any grade level, when you look at ALL students with disabilities assessed, we found that students with disabilities overperformed the State students with disabilities by 14.2%

Accountability Proficiency Targets:

- 3rd grade students were under our accountability target by 8.9%
- 4th grade students were under our accountability target by 12%
- 5th grade students were over our accountability target by 4.1%
- Our economically disadvantaged subgroup was under the accountability target by 1.2%
- Students with disabilities subgroup was under the accountability target by 12.4%

Conclusions:

Strength: Our 5th grade M-Step scores are much higher than the state average. For 2018, our 5th grade M-Step score for all students was 64%. The state average was 47%. We were 17% points higher than the state. 3rd and 4th grade are much closer to the state average. Our 4th grade score was 48%, the state was 45%, meaning we were only 3% higher. Our 3rd grade score was 51%. The state score was 44%, meaning we were 7% higher.

Challenge: There is a significant gap between our Caucasian students and our African American Students.

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Gaps:

Significant gaps in achievement with African American, Economically Disadvantaged, and Special Education students in our building.

2018 ELA:

3rd grade:

All students - 51%, African American - 38% - 13% gap

All students - 51%, Economically Disadvantaged - 31% - 20% gap

All students - 51%, Special Education Students - 33% - 18% gap

4th grade

All students - 48%, African American - 20% - 28% gap

All students - 48%, Economically Disadvantaged - 24% - 24% gap

All students - 48%, Special Education Students - 25% - 23% gap

Title I Schoolwide Diagnostic

Abbot School

5th grade

All students - 64%, African American - 17% - 47% gap

All students - 64%, Economically Disadvantaged - 47% - 17% gap

All students - 64%, Special Education Students - 33% - 31% gap

MATH M-STEP Data

Below is the breakdown of the 2018 M-STEP data, including trend data, by grade level and content area for Abbot Elementary.

3rd Grade

Math - Percentage of students in the Proficient/Advanced Category:

School Total:

15/16 - 73%

16/17 - 59%

17/18 - 55%

Female:

15/16 - 76%

16/17 - 65%

17/18 - 50%

Male:

15/16 - 69%

16/17 - 52%

17/18 - 60%

African American:

15/16 - 33%

16/17 - 50%

17/18 - 50%

Multi-Ethnic:

15/16 - 60%

16/17 - 40%

17/18 - 33%

Economically Disadvantaged:

15/16 - 40%

16/17 - 40%

17/18 - 344%

Special Education:

Title I Schoolwide Diagnostic

Abbot School

15/16 - 40%

16/17 - 20%

17/18 - 22%

4th Grade

Math - Percentage of students in the Proficient/Advanced Category:

School Total:

15/16 - 67%

16/17 - 65%

17/18 - 65%

Female:

15/16 - 65%

16/17 - 65%

17/18 - 677%

Male:

15/16 - 71%

16/17 - 64%

17/18 - 64%

African American:

15/16 - 66=7%

16/17 - 17%

17/18 - 40%

Multi-Ethnic:

15/16 - 50%

16/17 - 60%

17/18 - 63%

Economically Disadvantaged:

15/16 - 35%

16/17 - 28%

17/18 - 33%

Special Education:

15/16 - 13%

16/17 - 20%

17/18 - 71%

5th Grade

Math - Percentage of students in the Proficient/Advanced Category:

Title I Schoolwide Diagnostic

Abbot School

School Total:

15/16 - 56%

16/17 - 64%

17/18 - 59%

Female:

15/16 - 54%

16/17 - 66%

17/18 - 54%

Male:

15/16 - 57%

16/17 - 61%

17/18 - 67%

African American:

15/16 - 14%

16/17 - 25%

17/18 - 17%

Multi-Ethnic:

15/16 - 40%

16/17 - 50%

17/18 - 50%

Economically Disadvantaged:

15/16 - 20%

16/17 - 35%

17/18 - 29%

Special Education:

15/16 - 25%

16/17 - 9%

17/18 - 33%

3rd - 5th Grade:

3rd grade - While we don't have a subgroup of 30 or more at any grade level, when you look at ALL students with disabilities assessed, we found that students with disabilities overperformed the State students with disabilities by 1.2%

4th grade - While we don't have a subgroup of 30 or more at any grade level, when you look at ALL students with disabilities assessed, we found that students with disabilities overperformed the State students with disabilities by 54.6%

Title I Schoolwide Diagnostic

Abbot School

5th grade - While we don't have a subgroup of 30 or more at any grade level, when you look at ALL students with disabilities assessed, we found that students with disabilities overperformed the State students with disabilities by 23.3%

Accountability Proficiency Targets:

- 3rd grade students were over our accountability target by 8%
- 4th grade students were over our accountability target by 17.55%
- 5th grade students were over our accountability target by 11.45%
- Our economically disadvantaged subgroup was over the accountability target by 30.79% - According to MI School Data, our Math Target was 47.55% Number of Economically Disadvantaged Students meeting math target was 78.34%
- Students with disabilities subgroup was over the accountability target by 14.8%

Conclusions:

Strength: Our 3rd grade M-Step scores are higher than the state average. For 2018, our 3rd grade M-Step score for all students was 56%. The state average was 46%. We were 10% points higher than the state. 4th and 5th grade are significantly higher than the state average. Our 4th grade score was 65%, the state was 42%, meaning we were 23% higher. Our 5th grade score was 59%. The state score was 34%, meaning we were 25% higher.

Challenge: Our 3rd, 4th and 5th grade math scores are well below the score for all students for our African American, Economically Disadvantaged Students, and Special Education Students (3rd and 5th grade only).

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Gaps:

Significant gaps in achievement with African American, Economically Disadvantaged, and Special Education students in our building.

2018 Math:

3rd grade:

All students - 56%, African American - 50% - 6% gap

All students - 56%, Economically Disadvantaged - 44% - 12% gap

All students - 56%, Special Education Students - 22% - 34% gap

4th grade

All students - 65%, African American - 40% - 25% gap

All students - 65%, Economically Disadvantaged - 33% - 32% gap

All students - 65%, Special Education Students - 71% - no gap

5th grade

All students - 59%, African American - 17% - 42% gap

All students - 59%, Economically Disadvantaged - 29% - 30% gap

All students - 59%, Special Education Students - 33% - 26% gap

SCIENCE M-STEP Data

4th Grade

Title I Schoolwide Diagnostic

Abbot School

Science - this data is from 2016-2017

Science - Percentage of students in the Proficient/Advanced Category:

School Total:

15/16 - 18%

16/17 - 20%

Female:

15/16 - 18%

16/17 - 15%

Male:

15/16 - 19%

16/17 - 29%

African American:

15/16 - 0%

16/17 - 0%

Multi-Ethnic:

15/16 - 25%

16/17 - 20%

Economically Disadvantaged:

15/16 - 10%

16/17 - 9%

Special Education:

15/16 - 13%

16/17 - 0%

Accountability Proficiency Targets:

There was no accountability target score available for science. We analyzed our performance levels compared to the state levels.

Conclusions:

Strength: We were over the state average by 3% in 2016 and 6% in 2017.

Challenge: 80% of our students were partially or not proficient on this assessment. We have a new assessment aligned to the new Science Standards. Results were not released for 2018.

Gaps: There is a gap between our Caucasian students and our African American Students, Students with Disabilities, and Economically Disadvantaged students.

Title I Schoolwide Diagnostic

Abbot School

4th grade

All students - 20%, African American - 0% - 20% gap

All students - 20%, Economically Disadvantaged - 9% - 11% gap

All students - 20%, Special Education Students - 0% - 20% gap

SOCIAL STUDIES M-STEP Data

Below is the breakdown of the 2018 M-STEP data, including trend data, by grade level and content area for Abbot Elementary.

5th Grade

Social Studies - Percentage of students in the Proficient/Advanced

Category:

School Total:

15/16 - 28%

16/17 - 46%

17/18 - 33%

Female:

15/16 - 23%

16/17 - 50%

17/18 - 29%

Male:

15/16 - 30%

16/17 - 39%

17/18 - 40%

African American:

15/16 - 0%

16/17 - 12%

17/18 - 0%

Multi-Ethnic:

15/16 - 20%

16/17 - 25%

17/18 - 50%

Economically Disadvantaged:

15/16 - 0%

16/17 - 10%

17/18 - 12%

Special Education:

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Title I Schoolwide Diagnostic

Abbot School

15/16 - 25%

16/17 - 0%

17/18 - 17%

Accountability Proficiency Targets:

There was no accountability target score available for social studies.

We analyzed the M-Step data for the past three years

Conclusions:

Strength: We were over the state average by 15.1%. For the 85% Accountability Target in 24/25, we are 52% points away.

Challenge: 66.7 of our students were partially or not proficient on this assessment.

Gaps: There is a gap between our Caucasian students and our African American Students, Students with Disabilities, and Economically Disadvantaged students.

5th grade

All students - 33%, African American - 0% - 33% gap

All students - 33%, Economically Disadvantaged - 12% - 21% gap

All students - 33%, Special Education Students - 17% - 16% gap

LOCAL ASSESSMENTS:

Reading NWEA

Abbot Elementary uses NWEA as an indicator for current reading proficiency.

Kindergarten

- 70% of Kindergarteners had a Proficient Composite Score indicating a need for support for 30% of our students.

1st Grade

- 65% of 1st Graders had a Proficient Composite Score indicating a need for support for 35% of our students.

2nd Grade

- 74% of 2nd Graders had a Proficient Composite Score indicating a need for support for 26% of our students.

3rd Grade

- 67% of 3rd Graders had a Proficient Composite Score indicating a need for support for 33% of our students.

4th Grade

- 59% of 4th Graders had a Proficient Composite Score indicating a need for support for 41% of our students.

5th Grade

- 74% of 5th graders had a Proficient Composite Score indicating a need for support for 26% of our students.

Conclusions:

Strength:

Students are showing growth according to NWEA. However, our end of the percentage of students meeting target needs to increase. No grade level should be below 80%.

Fall to Spring growth showing students at or above normative data mean values, including end of year percentage below 80%

Fall - Spring

K - 50% - 69% - 11% below target of 80%

1st - 60% - 65% - 15% below target of 80%

2nd - 68% - 74% - 6% below target of 80%

3rd - 52% - 67% - 13% below target of 80%

4th - 53% - 59% - 21% below target of 80%

5th - 68% - 74% - 6% below target of 80%

Challenge:

A gap exists between our Caucasian students (82%) and our African American students (40%) on end of the year NWEA reading proficiency.

Caucasian Students - African American Students by grade level

K - 88% - 38% - 50% gap

1st - 91% - 18% - 73% gap

2nd - 81% - 33% - 48% gap

3rd - 71% - 75% - no gap

4th - 72% - 40% - 32% gap

5th - 88% - 33% - 55% gap

Math:

Abbot Elementary uses NWEA as our screener in math.

Kindergarten

- 72% of Kindergarteners had a Proficient Composite Score indicating a need for support for 28% of our students.

1st Grade

- 69% of 1st Graders had a Proficient Composite Score indicating a need for support for 31% of our students.

2nd Grade

- 90% of 2nd Graders had a Proficient Composite Score indicating a need for support for 10% of our students.

3rd Grade

- 59% of 3rd Graders had a Proficient Composite Score indicating a need for support for 41% of our students.

Title I Schoolwide Diagnostic

Abbot School

4th Grade

- 72% of 4th Graders had a Proficient Composite Score indicating a need for support for 28% of our students.

5th Grade

- 82% of 5th graders had a Proficient Composite Score indicating a need for support for 18% of our students.

Conclusions:

Strength:

Students are showing growth according to NWEA. However, our end of the percentage of students meeting target needs to increase. No grade level should be below 80%.

Fall to Spring growth showing students at or above normative data mean values, including end of year percentage below 80%

Fall - Spring

K - 40% - 72% - 8% below target of 80%

1st - 54% - 70% - 10% below target of 80%

2nd - 80% - 90% - NO students below target of 80%

3rd - 55% - 59% - 21% below target of 80%

4th - 62% - 72% - 8% below target of 80%

5th - 68% - 82% - NO students below target of 80%

Challenge:

A gap exists between our Caucasian students (86%) and our African American students (45%) on end of the year NWEA math proficiency.

Caucasian Students - African American Students by grade level

K - 94% - 25% - 69% gap

1st - 92% - 18% - 74% gap

2nd - 94% - 50% - 44% gap

3rd - 71% - 50% - 21% gap

4th - 78% - 60% - 18% gap

5th - 88% - 67% - 21% gap

Perceptions

What data was reviewed:

We administer staff, parent, and student perception surveys in the spring of each school year. The data collected from the surveys is analyzed by our building leadership team and shared out with all staff and parents through written communication including newsletters, online/social media, and monthly staff and parent meetings. Parents are involved in the analysis during School Improvement and PTO Meetings. Concerns are addressed and parents are given the opportunity to make suggestions/improvements. Upon reviewing the data, staff determines the biggest area for improvement. We incorporate new strategies into our school improvement plan to address the identified challenges.

Title I Schoolwide Diagnostic

Abbot School

Conclusions:

According to the survey results the following information was determined.

Parents:

73 parents responded out of 157, which is 46%

Strengths:

My child has access to computers at school for learning purposes - 97%

I feel welcome in my child's school - 96%

My child's teachers are available to discuss my child's learning needs with me - 96%

My child has access to the Internet at school for learning purposes - 95%

Teachers set high learning standards for my child - 93%

Challenges

Fresh, high-quality food is served at my child's school - 26%

Teachers give me timely and helpful feedback on my child's schoolwork - 22%

Teachers give me useful information about how to help my child do well in school - 20%

The homework supports my child's learning - 16%

Staff:

52 staff members responded out of 60, which is 87%.

Strengths:

There is a teacher, counselor, or other staff member at school to whom a student can go for help with a school problem - 100%

The principal and assistant principal provide useful feedback about my instructional practices - 100%

I feel respected and supported by the principal in this school - 100%

Parents are welcome and encouraged to attend activities at this school - 100%

I have the support I need to maintain order and discipline in this school - 100%

Challenges:

The professional development sessions I have attended this year have helped me to better meet the learning needs of my students - 33%

Fresh, high-quality food is served in this school - 28%

I have the materials I need, such as textbooks, computers, and visual aids, to effectively teach my classes - 20%

The school is well maintained, with a comfortable climate, adequate lighting, and well-kept grounds - 13%

Students:

117 students responded out of 133, which is 88%. Students in 3rd, 4th, and 5th grade are the only students who take the survey.

Strengths:

My teacher checks to see if everyone understands before moving on - 88%

My teacher cares about me and wants me to do well - 87%

My principal cares about me - 79%

Title I Schoolwide Diagnostic

Abbot School

I know what it takes to do well on tests - 78%

Adults care about how students feel about this school - 77%

Challenges:

My schoolwork is challenging - 73%

My teacher talks to me about how I am doing in school - 70%

In this class, students work together on schoolwork and assignments - 65%

Students in this school behave well - 64%

PRIORITIES

What are your areas of priority?

Demographic trends - We need to focus on hiring a more diversified staff so students can identify with someone who looks like them. Our Free and reduced lunch population has grown significantly, from 33% in 15/16 to 41% in 17/18.

Program Changes - Professional learning outcomes are developed specifically to address school improvement strategy areas - We need to focus on core instruction during Reader's and Writer's Workshop. This focused instruction will support Literacy achievement as well as achievement in Science and Social Studies. We also need to focus on Guided Math differentiation during Math Workshop

Changes in Services Provided

Content Areas - Focus on the Essentials Instructional Practices for Literacy that will support achievement in Literacy as well as Science and Social Studies. We need to focus on Guided Math differentiation during Math Workshop. We need to strengthen our Tier One literacy and math framework.

Subgroup Concerns

Increase proficiency in all subject areas for our Economically Disadvantaged, African American, and Special Education subgroups.

Professional Development Needs - Focus on the Essentials Instructional Practices for Literacy.

Perception Issues - increase the quality professional development opportunities for staff. Provide students and parents with timely and effective feedback. Provide parents with ideas for ways to support their child's learning.

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.

Alignment to GOALS

Goals are written for ELA, Math, and Science. Social Studies is addressed in our ELA goal. Goals are written to address the gaps identified according to the data. Our School Improvement Team meets regularly to analyze data.

Language Arts - All students will increase proficiency in English Language Arts.

Math - All students will increase proficiency in grade-level math objectives.

Science - All students will increase proficiency in science.

Positive Behavioral Interventions & Supports - All students will increase proficiency in content areas by contributing to a climate and culture that focuses on PBIS expectations: respect, responsibility, and safety.

Which subgroups (if any) will be the focus of objectives and interventions:

African American students, Economically Disadvantaged students, Students with Disabilities.

Explain WHY any content area is not included in goals, or how all content areas are covered in the goals you have chosen. - Social Studies is not a separate goal. In ELA we focus on: Informational Reading Instruction - Teachers will read and discuss informational text, focusing on informational text features and close reading strategies. This will help students reading and understanding social studies content.

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

The goals address the needs of the whole school population because they focus on all students. All students are instructed at their level by their general education teacher and academically disadvantaged students receive additional support from our Title One teacher and Building Literacy Expert. Support provided includes individual and/or small group instruction, leveled reading materials and small group math instruction. Abbot uses a Multi-Tiered System of Support (MTSS) with a layered continuum of support for students. Tier One support and instruction is provided to all students in their general education classroom. Balanced Literacy provides all students with small group instruction from their classroom teacher. Teachers analyze reading assessments to address individual needs and to differentiate instruction.

Tier Two support includes support from our Title One Teacher and Building Literacy Expert, using Fountas and Pinnell Leveled Literacy Intervention. Math support is differentiated through guided math rotations using Everyday Math. Math Workshop includes conferring with individual students based on their reading goals and strategies. Push-in support is provided for students who are disadvantaged, including students with IEPs. Universal Accommodations as decided by teachers, students and families (ex: proximity seating, noise cancelling headphones, flexible seating, small groups for test taking, fidget tools, taking sensory breaks, shorting/chunking assignments, etc).

Component 2: Schoolwide Reform Strategies

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

The following strategies are designed to focus on all students and are part of our School Improvement Plan.

Goal: Language Arts - All students will increase proficiency in English Language Arts.

Measurable Objective - 100% of all students will demonstrate a proficiency by showing growth in reading and writing in English Language Arts by 6/14/2020 as measured by State Assessment, Reading Benchmark Scores, NWEA Reading Data, Report Card Outcomes.

Strategy 1: Data Analysis - Instructional staff, including administrator, will meet regularly to conduct in-depth analysis of data to determine future learning goals.

Activities

- Data Team Meetings
- o Meet regularly to review data
- o Develop SMART goals
- o Monitor progress of goals
- o Determine additional support needed
- o Develop Personal Learning Plans for students

Strategy 2: MTSS (Multi-Tiered System of Support) - Students below grade level will receive reading intervention support five days per week. This support is in addition to daily classroom guided reading instruction.

Activities

- Grade Level Data Review Meetings
- o Teachers and administrator will meet to review data and interventions for students performing below grade level
- Supplemental Phonics Instruction
- o Title 1 Teacher and Title Tutors will provide supplemental phonics support to students below grade level
- Leveled Literacy Intervention, grades 3-5
- o Students below grade level reading target in grades 3-5 will receive an additional daily guided reading lesson
- Reading Intervention, grades K-2
- o Students reading below grade level in Grades K-2 will receive reading intervention support, five days a week for 20-30 minutes, from the Building Literacy Expert(BLE) who uses Fountas and Pinnell's Leveled Literacy Intervention Program. The Title One Teacher and Tutor support kindergarten students that the BLE's caseload does not accommodate.

Strategy 3: Parent Involvement - Teachers will assist parents in understanding reading strategies and activities that they can use at home to help their child increase reading proficiency.

Activities

- Parent Communication
- o Staff will meet with parents to share reading strategies parents can use at home
- o Parents will receive materials to use at home
- Family Literacy Night

Title I Schoolwide Diagnostic

Abbot School

- o Staff will host two Family Literacy Night events, one for K-2 and one for 3-5
- o Parents will receive instructional materials such as books, games, and writing ideas to use at home

Strategy 4: Professional Development - Staff will participate in professional development opportunities that enhance reading instruction.

Activities

- Reading Conferences/Training
- o Staff will attend state and/or national reading conferences. Funds will be used to pay for conference registration fees, hotel, travel, food, parking, memberships
- Student Goal Setting
- o Staff will participate in training in student goal setting, learning how to write Professional Learning Plans and Individualized Reading Improvement Plans
- Essential Practices in Early Literacy
- o Staff will participate in professional development using the Essential Practices in Early Literacy to strengthen Tier I reading and writing instruction

Strategy 5: Informational Reading Instruction - Teachers will read and discuss informational text, focusing on informational text features and close reading strategies.

Activities

- Reading in Science and Social Studies
- o Teachers will provide appropriate supplementary reading materials related to science and social studies concepts in grade K-5.
- o Discussion questions will be included to encourage conversation related to science and social studies topics.
- o Teachers will provide supplementary read aloud books in science and social studies for grades K-2.
- Increased Comprehension
- o Teachers will teach and model comprehension strategies at all grade levels.

Strategy 6: Targeted Writing Instruction - Teachers will provide targeted writing instruction with a focus on vocabulary enrichment and writing within the expository genre.

Activities

- Informational Writing
- o Teachers will incorporate informational writing that supports science and social studies grade level standards.
- o Students will participate in shared research related to science and social studies standards.
- o The Library Media Specialist will support research by providing instruction in research skills.

Strategy 7: Intentional Vocabulary Instruction - Teachers will provide targeted vocabulary instruction based on best practice strategies.

Activities

- Vocabulary Supports
- o Teachers will provide vocabulary supports including student generated dictionaries, graphic organizers, and vocabulary word walls/word banks.

Goal: Math - All students will increase proficiency in grade-level math objectives.

Measurable Objective - 100% of all students will demonstrate proficiency by showing growth on end of the year outcomes in mathematics by 6/14/2020 as measured by state assessment, NWEA MAP Assessments, Report Card Outcomes

Title I Schoolwide Diagnostic

Abbot School

Strategy 1: Data Analysis - Instructional staff, including administrator, will meet regularly to conduct in-depth analysis of data to determine future learning goals.

Activities

- Data Team Meetings
- o Meet regularly to review data
- o Develop SMART goals
- o Monitor progress of goals
- o Determine additional support needed
- Specific ELL Focus in Data Teams
- o Data Teams will collaborate to make data-driven plans for ELL students as part of the Data Team process

Strategy 2: Differentiated Instruction - Teachers will provide effective math instruction to meet the individual needs of student learners.

Activities

- Guided Math Lessons
- o Teachers will meet with students in small groups to provide instruction and set learning goals.
- o Teachers will use manipulatives, provide verbalization of thought processes and guided practice.
- Rapid Recall of Facts
- o Students will have automatic recall of grade-level math facts using flashcards, math websites and daily practice
- o Mastery of facts will be measured using weekly timed tests in the classroom.
- o Students needing additional support will be provided with this support before, during, or after school
- Applied Problem Solving
- o Additional support will be provided for students in grades 3-5 to teach applied problem solving
- o Pre and Post Tests will be given to measure the impact of the support

Strategy 3: Parent Involvement- Teachers will assist parents in understanding math strategies and activities that they can use at home to help their child increase math proficiency.

Activities

- Parent Communication
- o Staff will meet with parents to share math strategies and activities they can use at home
- o Parents will receive materials to use at home

Strategy 4: Supplemental Math Support - Staff will provide supplemental math support for students who have not reached targeted outcomes with a focus on numeration and algebraic strands.

Activities

- Individual/Small Group Instruction
- o Teachers will provide supplemental math instruction to students who have not mastered grade level outcomes with a focus on numeration and algebraic strands.
- Technology
- o Students will use websites, Everyday Math, and IXL.com, at home and at school to increase math proficiency

Strategy 5: Professional Development - Staff will participate in professional development opportunities that enhance mathematics instruction.

Activities

- Guided Math
- o Staff will participate in PD designed to strengthen guided math and differentiation

Title I Schoolwide Diagnostic

Abbot School

- Math Conferences/Training
- o Staff will attend state and/or national math conferences to gain insight into implementation and assessment of the Common Core State Standards for Mathematics
- o Funds will pay for conference registration fees, hotel, travel (gas and/or airfare), food, parking

Goal: Positive Behavioral Interventions & Supports - All students will increase proficiency in content areas by contributing to a climate and culture that focuses on PBIS expectations: respect, responsibility, and safety.

Measurable Objective - 100% of all students will demonstrate a proficiency by showing growth in reading levels in English Language Arts by 06/14/2020 as measured by NWEA MAP Assessments, Reading Benchmarks, Report Card Outcomes, and the state assessment.

Strategy 1: Behavior Management Techniques - Professional development will be provided for all instructional staff focusing on behavior management techniques and social/emotional learning using the context of race, gender, disabilities, and poverty to help students improve their sense of belonging, competency, and value.

Activities

- Responsive Classroom Training PD - staff will learn behavior management techniques to create safe and joyful learning communities where every student can thrive - while helping students develop strong social and academic skills. Staff will discover how to do the following:
Begin and end the day positively with Morning Meeting and Closing Circle
Integrate energizers and interactive learning structures throughout the school day
Teach students how to complete academic tasks, interact with classmates, and maintain routines with Interactive Modeling
- Parent Lending Library
- o PBIS team will create and maintain a Parent Lending Library to provide literature to parents giving information on different topics related to behavior management techniques. Information related to the Parent Lending Library will be regularly communicated during Curriculum Night and during the year via parent emails/newsletters
- Class Meetings
- o Teachers will conduct class meetings with students to discuss issues of fairness, respect, and inclusion and to learn pro-social skills and problem solving skills. Funds will be used for school/classroom incentives.
- Parent Training
- o Parents will be trained on what PBIS is and how they can support the program and/or use it at home. Training will include how to model and reinforce positive expectations
- o PBIS will be introduced to incoming families during K Round Up. PBIS brochures will be distributed during this time.
- o PBIS brochures will be provided to new families when they enroll throughout the year.

Strategy 2 - Assessment Literacy - Teachers will model strategies for providing feedback and self-assessment to and with students.

Teachers will help students understand state standards and they will teach students how to set appropriate, measurable goals. Goals will be understood so students can monitor/self-assess their learning. Students will take ownership of their learning.

Activities

- Thinking Routines/Professional Development
- o Teachers will create opportunities for students to make their thinking visible and to use effective questioning to create cultures of thinking.
- o School will participate in professional development based on Ron Ritchhart's book, Creating Cultures of Thinking. Staff will use different routines with students - See, Think, Wonder and Chalk Talk. Staff will share different examples of routines to use at staff meetings
- Feedback
- o Teachers will provide timely feedback to students related to personal learning goals, on a bi-monthly time schedule
- o Students will monitor their own progress and provide their own feedback on a bi-monthly time schedule

Title I Schoolwide Diagnostic

Abbot School

- Personal Learning Plans

- o Teachers will create Personal Learning Plans. These plans will include goals to help students recognize where they are as learners and where they need to be in order to be successful. This will be done 3 times per year, at report card time. Students are involved in the development of the goal in the plan. It is shared with parents at report card time.

Strategy 3 - Culturally Relevant Teaching - Teachers will focus on strategies and activities to maximize learning for all students using the context of race, gender, economic disadvantages, and student disabilities.

Activities

- Equity Rubric

- o Equity team and staff will use the Equity Rubric as a guide to monitor implementation and progress of culturally relevant strategies.
- o Equity team will continue to purchase books to add to classroom multicultural libraries for independent reading time so students can see characters that look like them in stories. Teachers will use the books for class read alouds.

Strategy 4: Professional Development - Staff will participate in professional development opportunities that encourage Parent Participation

Activities

- Training

- o Staff will be trained to use Powerschool to communicate with parents
- o Staff will participate in training to learn to develop relationships with all parents, including those who do not usually attend school events

Goal: Science - All students will increase proficiency in science.

Measurable Objective - 100% of all students will demonstrate a proficiency in achieving end of the year outcomes in Science by 06/14/2020 as measured by State Assessment, Report Card Outcomes, Nonfiction Benchmark Scores.

Strategy 1: Targeted Reading Instruction - Teachers will read and discuss informational science text, focusing on informational text features and scientific comprehension

Activities

- Reading in Science

- o Teachers will provide appropriate supplementary reading materials related to science concepts in grades K-5. Discussion questions will be included to encourage conversation related to science topics

Strategy 2: Targeted Writing Instruction - Teachers will provide targeted science instruction with a focus on vocabulary enrichment and writing in science

Activities

- Vocabulary Review

- o Teachers will incorporate scientific writing, including scientific vocabulary, during science instruction

Strategy 3: Project Lead the Way - Teachers will implement Project Lead the Way lessons into their science curriculum. Students will use structured approaches, like the engineering and design process, and employ critical thinking skills.

Activities

- Teacher Training

- o K-5 grade level teachers will participate in training to learn the Project Lead the Way approach and to understand the grade level modules they will implement

Strategy 4: Professional Development - Staff will participate in professional development opportunities that enhance science instruction

Activities

- Teacher Training

- o Teachers will participate in training to develop an understanding of the Next Generation Science Standards

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).

The evidence-based methods and strategies in the school wide plan increase the quality of instruction in several ways. Meeting in data teams and developing smart goals makes instruction more focused. Goals are student created and both teachers and students monitor progress. Creating Personalized Learning Plans allows teachers to instruct more toward students' needs as does our use of guided reading and math. Book studies and professional development allow Abbot teachers to learn more about the craft and be more confident in the implementation of our researched based programs like Readers' Workshop and Everyday Math.

The evidence-based methods and strategies in the school wide plan increase the quantity of instruction in several ways. The implementation of guided math and guided reading allows students to receive more small group instruction and review and practice outcomes that are needed. Title One's use of The Leveled Literacy Intervention program allows for targeted students reading below grade level to receive an extra guided/strategy group four days a week. The use of Positive Behavioral Interventions & Supports program supports behavior strategies diminishes the number of distractions in the classroom creating more time for instruction.

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

Several of the evidence-based reform strategies in our schoolwide plan align with the findings of the needs assessment. Because our school continues to see an achievement gap between our Caucasian students and our African American students we chose to focus on improving tier one classroom instruction by having Professional Development focusing on the Essential Instructional Practices in Literacy Documents produced by General Education Leadership Network (GELN). Abbot also continues to utilize The Everyday Math Program which is affiliated with the University of Chicago Mathematics Program.

Abbot uses a reading intervention program, Fountas and Pinnell's Leveled Literacy Intervention, to give students performing below target additional reading lessons that help accelerate their progress. The What Works Clearinghouse found Fountas & Pinnell's Leveled Literacy Intervention to have a positive effect on general reading achievement based on a comprehensive review of available evidence.

Positive Behavioral Interventions & Supports (PBIS) - PBIS provides more time for classroom instruction because students are taught a common set of behavioral expectations, which provides students with increased time on task for all students. Teachers teach and review the expectations, which are modeled by all staff members. The positive expectations are included in classroom procedures and grounded in the core values of Respect, Responsibility, and Safety.

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.

The first level of support for students needing intervention comes from the classroom teacher. After meeting in data teams and analyzing smart goals, NWEA, benchmark and unit data, teachers decide on the level of support that is needed. Classroom teachers provide

intervention though differentiation of instruction like: individual and/or small group instruction, flexible grouping, leveled reading materials, including science and social studies, accommodations in the classroom setting, individualized assignments or materials, parent involvement and support.

As teachers continually monitor progress, it is decided if classroom level interventions are working or if another layer of support may be needed. Progress monitoring occurs and adjustments are made every 6-8 weeks.

Students failing to make progress in reading and writing may receive support from the Title One Teacher or Building Literacy Expert who utilize the Leveled Literacy Intervention materials for guided reading and strategy groups. Title One Teacher and Building Literacy Expert may also give additional phonics and writing support as needed. The classroom teacher and Title One teacher decide together whether the support will be through a push-in or pull-out mode.

Students failing to make progress in math may receive support from the Title One Teacher or Title One tutor. Title One teacher and Title One tutors push in to classrooms, 3-5 times a week, during math time and support targeted students through conferring or meeting with specific students during guided math rotations. Support is provided to finish daily assignments and/or review targeted outcomes. Students are pulled out during non direct instruction math times, 3-5 times a week, to meet in strategy groups with the Title One teacher or Title One tutor. Everyday Math unit tests are used to decide on focused outcomes, students are given a pretest on the specific outcome; students that score below 75% on the pretest receive small group instruction on the outcome. A post test is given after 3-5 weeks of intervention. This allows students to fluently enter and exit Title One Support Groups throughout the year.

Science and Social Studies

Grade Span: K-5

Informational reading instruction is included as one of our Language Arts SIP goals. Title One Science and social studies support is given to students using data from informational text reading benchmarks and classroom teacher observation. Classroom teachers use observation, science journals, and differentiated assessments (like drawing and labeling, written response, etc) to know which students need more support for each unit. Students identified as needing more support in social studies and science receive additional instruction with informational texts in their Title One literacy support groups.

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

Reading/Writing: Students in K-5th grade are assessed using Fountas and Pinnell benchmarks in the fall, winter, spring and end of year. We administer the NWEA MAP assessment to all students in K-5th grade in the fall, winter, and spring. Classroom and support teachers continually monitor students by giving and analyzing informal running records and observational assessments. Based on this progress monitoring, adjustments are made to their instruction.

Math: We administer the NWEA MAP assessment to all students in K-5th grade in the fall, winter, and spring. Everyday Math (EDM) unit tests are used to decide on focused outcomes, students are given a pretest on the specific outcome; students that score below 75% on the pretest receive small group instruction on the outcome. A post test is given after 3-5 weeks of intervention to check progress.

Students that meet the above criteria are put on our general Title One list. Classroom teachers and the Title One teacher then meet to decide who, of those students, will be directly serviced by Title One and who will receive more differentiated classroom instruction. After assessment rounds, classroom, Building Literacy Expert, and Title One teachers meet again to decide if intervention is still needed, if it needs to be changed or if it just needs to continue as is. These meetings are done informally throughout the year but also officially after

Title I Schoolwide Diagnostic

Abbot School

report cards go home in November and March during grade level meetings that include the classroom grade level team, principal, Building Literacy Expert and Title One teacher.

Science/Social Studies: We administer social studies and science unit assessments. We look at M-Step scores of partially or not proficient on M-Step Science and Social Studies. Title One science and social studies support is provided for students using data from unit assessments, exit tickets, M-Step from informational text reading benchmarks and classroom teacher observation. Classroom teachers use observation, science journals, exit tickets and differentiated assessments (like drawing and labeling, written response, etc.) to know which students need more support for each unit.

Students enter and exit Title One support groups throughout the year, most often after district assessment times in November, January and March.

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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 instructional paraprofessionals at Abbot are 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	All teachers at Abbot Elementary meet the ESSA requirement of meeting State certification requirements.	

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Component 4: Strategies to Attract Highly Qualified Teachers

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

We had a 20% turnover rate this school year, which equates to four teachers leaving Abbot. One teacher took a leave of absence because he changed careers, one teacher retired, one teacher, because she desired to spend more time at home with her small children, reduced to a half-day teaching position and is working at another building in the district, and one teacher took a new teaching position in the district (Project Lead the Way). He is split between two other buildings.

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

We have 23 teachers at Abbot. Their experience levels are listed below.

0-4 years - 9%

5-10 years - 17%

11-15 years - 22%

16-20 years - 13%

21-25 years - 17%

26-30 years - 9%

31-35 years - 13%

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

The school is able to retain quality teachers due to the climate and culture that exists in the building. Teachers support one another and frequently collaborate. Mentors are provided to new teachers during their first year and they meet regularly. New teachers are provided with four days of professional development before the school year begins. These sessions provide them with a thorough review of curriculum (Math, ELA, Science and Social Studies).

Abbot follows PBIS (Positive Behavioral Interventions & Supports). The schoolwide program was developed over the course of one year. Staff collaborated to determine expectations for all areas of the school. Expectations are reviewed with students on a regular basis and the program is consistent throughout the building.

At Abbot, we make it a priority that teachers always feel supported. Teachers' academic and behavioral interests and concerns are continuously supported. Teachers are able to expand their pedagogy as extra professional development is presented by our non classroom instructors including our Title One teacher, Building Literacy Expert (BLE), Behavior Interventionist, social worker, and speech pathologist. Classroom teachers are also supported by the Title One teacher and BLE as they meet with them weekly to co-plan and analyze student data.

When needed, highly qualified teaching assistants are included to support students on caseload for academic and behavioral needs.

Technology is accessible through laptop, Chromebook and iPad carts that can be easily checked out to be used with and by students. Every classroom has a Soundfield sound system which includes a teacher and student microphone, a projector, and lumens Ldibug that make

whole group instruction easier to deliver.

Abbot has had consistent leadership for the past nine years. The principal has an open door policy that creates a supportive environment for teachers. Questions and concerns are addressed quickly. Teacher evaluations allow for a pre and post conferences where teachers and the principal can talk openly.

Abbot has a shared bookroom that contains multiple copies of leveled books that help teachers deliver guided reading strategy groups and interactive read alouds.

Abbot's PTO supports teachers with classroom funds at the beginning of the school year. Funds are spent at the discretion of the teacher for needed supplies. PTO purchases IXL Math for all students, Scholastic Classroom Magazines for all grades, and they bring in speakers and assemblies for students.

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

Ann Arbor Public Schools respects diversity, celebrates and benefits from a rich, diverse learning and work environment, and understands that diversity strengthens the organization. The school district has a salary and benefits package that competes with neighboring districts. Ann Arbor Public Schools recruits high quality candidates. They work with local universities through job fairs and in partnership with university teaching preparation programs.

Ann Arbor Public Schools supports teachers. Newly hired teachers, and teachers that make significant grade level changes, are given specific professional development sessions. A minority retention committee meets monthly to support newly hired teachers and discuss high interest topics. New teachers are also paired with a mentor teacher whom they meet regularly with and get support from for the first three years of their employment. A variety of professional development sessions are also offered for all teachers throughout the year. Each teacher is provided with a MacBook Air. The opportunity to take a free Ann Arbor Rec and Ed class is built into Ann Arbor Public Schools' Master Teacher Agreement.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The school does not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Positive Behavioral Interventions & Supports Goal: All students will increase proficiency in content areas by contributing to a climate and culture that focuses on PBIS expectations: respect, responsibility, and safety.

Professional Development - Staff will participate in professional development opportunities that foster a climate and culture of respect, responsibility, and safety.

- Responsive Classroom Training PD - staff will learn behavior management techniques to create safe and joyful learning communities where every student can thrive - while helping students develop strong social and academic skills. Staff will discover how to do the following:
 - Begin and end the day positively with Morning Meeting and Closing Circle
 - Integrate energizers and interactive learning structures throughout the school day
 - Teach students how to complete academic tasks, interact with classmates, and maintain routines with Interactive Modeling
- Cultures of Thinking
 - o School will participate in professional development based on Ron Ritchhart's book, Creating Cultures of Thinking. Staff will use different routines with students - See, Think, Wonder and Chalk Talk. Staff will share different examples of routines to use at staff meetings
- Training
 - o Staff will be trained to use Powerschool to communicate with parents
 - o Staff will participate in training to learn to develop relationships with all parents, including those who do not usually attend school events

ELA Goal: All students will increase proficiency in English Language Arts

Professional Development - Staff will participate in professional development opportunities that enhance reading and writing instruction
Activities

- Essential Practices in Early Literacy
 - o Staff will participate in professional development using the Essential Practices in Early Literacy to strengthen Tier I reading and writing instruction
- Student Goal Setting
 - o Staff will participate in training in student goal setting, learning how to write Professional Learning Plans and Individualized Reading Improvement Plans

Parent Involvement - Teachers will assist parents in understanding reading strategies and activities that they can use at home to help their child increase reading proficiency.

Activities

- Parent Communication
 - o Staff will meet with parents to share reading strategies parents can use at home
- Family Literacy Night
 - o Staff will host two Family Literacy Night events, one for K-2 and one for 3-5
 - o Parents will receive instructional materials such as books, games, and writing ideas to use at home

Math Goal: All students will increase proficiency in grade-level math objectives

Professional Development - Staff will participate in professional development opportunities that enhance mathematics instruction.

Activities

- Guided Math
- o Staff will participate in PD designed to strengthen guided math and differentiation
- Math Conferences/Training
- o Staff will attend state and/or national math conferences to focus on Scholastic Do the Math, and to gain insight into implementation and assessment of the Common Core State Standards for Mathematics
- o Funds will pay for conference registration fees, hotel, travel (gas and/or airfare), food, parking

Parent Involvement - Teachers will assist parents in understanding math strategies and activities that they can use at home to help their child increase math proficiency.

Activities

- Parent Communication
- o Staff will meet with parents to share math strategies parents can use at home
- o Parents will receive materials to use at home

Science Goal - All students will increase proficiency in science.

Professional Development - Staff will participate in professional development opportunities that enhance science instruction

- Training
- o Teachers will participate in training to develop an understanding of the Next Generation Science Standards
- o K-5 grade level teachers will participate in training to learn the Project Lead the Way approach and to understand the grade level modules they will implement

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

Ann Arbor has Curriculum & Instruction Specialists from each building in the four content areas. They meet to develop professional development for the district, which is scheduled on the first Wednesday of each month during the school year. The focus of the professional development is aligned with our district goals, which we use to develop and support our school improvement goals. We have focused on professional development based on the Essential Instructional Practices in Early Literacy. This PD is ongoing because it started during the 17/18 school year, continued this year, and we will continue to focus on it during the 19/20 school year. PBIS was started at Abbot 8 years ago. New teachers receive PBIS training with members of the PBIS team. They are introduced to the behavior expectations and continuum of consequences. PBIS is revisited for all staff each year during staff meetings. Next Generation Science Standards are new for all teachers so everyone will be participating in this during the 19/20 school year. New teachers or teachers teaching a different grade level always receive training through the district at the beginning of the year. The following trainings were implemented at Abbot within the last two years and support all core content areas- Reader's Workshop, Assessment and Word Study, Writer's Workshop, Phenomenal Science, Everyday Math and Social Studies.

Title I Schoolwide Diagnostic

Abbot School

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

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Component 6: Strategies to Increase Parental Involvement

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

Parents/guardians are part of our School Improvement Team and they provide input for our goals. They attend meetings, when appropriate, and provide feedback. Parent/Guardian involvement in the PTO provides an opportunity for families to have input regarding enrichment activities for our students. Parents/guardians are also given the opportunity to give feedback on programs through beginning and end of the year surveys sent out and through evaluations they are given after Family Literacy Nights during the school year. Our annual perception survey is another opportunity for parents to provide input. Parent also give input during the school year during the review process of the Parent Involvement Policy and Parent Compact.

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

1. Comprehensive Needs Assessment: Parents/Guardians help our school create and carry out our school wide plan by continuously being engaged stakeholders. Sharing information that helps us in understanding our students, such as socio-economic data, languages spoken in the home, parents' background information, accessibility to technology and internet services that is collected during the district's enrollment procedure helps school staff to take better consideration of the needs of our diverse community. Families continue to share information and provide feedback during parent teacher conferences, phone and email communication with teachers, completing annual perception surveys, participating in our Parent Teacher Organization (PTO) and School Improvement Team (SIT). Parents/Guardians that serve on our School Improvement Team are involved in analyzing data to aid in planning reform strategies. Information from surveys are used to plan family information activities.

3. Highly Qualified Staff: Parents/guardians give input on the hiring of new teachers as we have at least one on each new teacher interview committee. Information regarding all Abbot teachers meeting the legal requirements for being Highly Qualified is shared during curriculum nights and through staff web pages. Professional development opportunities are share with parents during School Improvement meetings.

4. Attract and Retain Highly Qualified Staff: Parents/Guardians are involved in decision making around providing supports for staff and students with funding for field trips, assemblies, programs, event planning and execution, volunteering, and approving teacher P.T.O mini-grants. Parents are invited to participate in class field trips, working with students during center activities, and during special activities like disability awareness day and fifth grade deer heart dissection. Our P.T.O has brought in the Ann Arbor Hands on Museum for Super Science Day, motivational speaker Jim Basketball Jones, along with organizing and running our annual Scholastic Book Fair.

6. Parent and Family Engagement: Parents are involved in the development of the school improvement plan and Title I Program development in the following ways: Parents are surveyed after activities to provide input regarding the session. Parents are invited to be part of the School Improvement Leadership Team. Parents assist with the development of the Parent Involvement Plan and the Schoolwide Title Plan. Coordination with other programs for parent involvement includes: National African American Parent Involvement Day; Transition information for preschool students and 5th grade students; Coordination with Peace Neighborhood Center; Family Literacy Night; Washtenaw Science Olympiad

7. Transition: To ease transition from preschool to kindergarten, families are invited to kindergarten round-up during the February prior to

Title I Schoolwide Diagnostic

Abbot School

starting school in the fall. Parents/guardians are presented with general school and curriculum information while the children spend time doing activities in their future classrooms. Families are asked to bring students back in for a kindergarten screening where they can also talk to some Abbot staff and express any questions or concerns they may have.

8. Assessment Decisions: Assessment results are shared and discussed with parents minimally three times a year when report cards are sent home and during parent meetings such as IEP's, parent conferences, and achievement team meetings. Decisions regarding interventions and supports are shared with parents and their input is included in the decisions made.

9. Timely & Additional Assistance: Parents are provided information regarding the school programs in the following ways: Abbot Parent Engagement Plan; Abbot Parent Compact; Title One Progress Reports; Teacher Emails/Websites, newsletters, Seesaw, Twitter, NWEA parent reports, M-Step parent reports, Parent-Teacher Phone Calls, Home-School Folders, Student Planners, Student IEP's, Class DoJo.

10. Coordination & Integration of Federal, State, & Local Resources: Coordination of resources include the following:
Ann Arbor Parent Advisory Committee - parents serve on this committee whose focus is on supporting children in AAPS who have IEPs or 504 Plans. They meet with members of the district's special education team.

Ann Arbor Preschool and Family Center during transitions - parents are on the transition team, deciding what transitions and supports are appropriate as students transition to other schools

Peace Neighborhood Center - parents of our students attending Peace Neighborhood Center use the center as a resource for their families. There is two-way communication between Peace Neighborhood Center and Abbot staff members.

Ann Arbor Community Center - parents can access resources from the Ann Arbor Community Center to support them with food, household items, etc.

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

Parents have the opportunity to ask questions and provide input during SIT meetings and PTO meetings. They also have the opportunity to provide feedback during our annual perception survey. An Annual Title I Meeting is held at the beginning of the school year, before and after Curriculum Night. Parents are provided with information regarding what Title I is and what services are provided through Title One. Parents receive a copy of the Compact and Parent Engagement Plan at Curriculum Night. Teachers discuss the compact during parent-teacher conferences.

Parents are provided information regarding the school programs in the following ways: Abbot Parent Engagement Plan; Abbot Parent Compact; Title One Progress Reports; Teacher Emails/Websites, newsletters, Seesaw, Twitter, NWEA parent reports, M-Step parent reports, Parent-Teacher Phone Calls, Home-School Folders, Student Planners, Student IEP's, Class DoJo. The School-Parent Compact was developed with parents and staff on 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		Parent Involvement Plan

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

1116 (e) (1) Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators

School staff annually shares the State's content expectations with parents, the state's annual assessment (MEAP) with parents, and how to monitor their child's progress.

Curriculum Night - state content expectations are shared and suggestions for monitoring their child's progress.

Content expectations are shared on the district website

Report Cards

M-Step reports

NWEA reports

WIDA reports

Title I Progress Notes

Parent Teacher Conferences held annually

Achievement Team Meetings

Family Literacy Nights

1116 (e) (2) Provide materials and training for parents

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

These include:

Literacy Workshops

Class Dojo

Seesaw

PLTW Expo

Science Olympiad

RAZ Kids

IXL Math

Lexia

Dreambox

Teacher websites

Newsletters

Teachers provide informational letters and training during Curriculum Night and any other time it's needed for families

1116 (e) (3) Training for school staff on the importance of parent involvement

On-going professional development for staff on effective ways to increase parent involvement occurs annually.

Staff has participated in training in student goal setting, learning how to write Professional Learning Plans and Individualized Reading Improvement Plans

Staff is trained to use Powerschool to communicate with parents

Parents volunteer in classrooms

Staff will participate in training to learn to develop relationships with all parents, including those who do not usually attend school events

1116 (e) (4) Coordinate with parent involvement in other programs in the school

Coordination with other programs for parent involvement includes:

National African American Parent Involvement Day

Transition information for preschool students and 5th grade students

Coordination with Peace Neighborhood Center

Family Literacy Night

Washtenaw Science Olympiad

1116 (e) (5) Provide information in a format that is understandable to parents

Information is shared with parents in a language and format they can understand. Examples include:

Translators are available, as needed, for Parent Teacher Conferences, Achievement Team Meetings. Translated materials are available for parents, as needed. McKinney Vento resources are available for qualifying families. Materials will be written in an easier-to-understand format for parents with literacy needs.

1116 (e) (14) Provide other reasonable support as requested

Parents are provided with other reasonable support such as:

List of county resources to support parents with basic needs, such as food, clothing, housing needs

List of county resources to support parents with mental health services

Mobile Dentist

AAPS Rec. and Ed. Scholarships

USDA Food and Nutrition Program

1116 (f) Accessibility for disabled parents, LEP parents, parents of migratory children: Describe how you handle (or will handle) each of these parent groups.

Staff provide opportunities for full parent participation:

EL tutor provided to support student learning

Two and one half resource room/teacher consultants, full time speech therapist and social worker to support students with disabilities

School communications translated into different languages

Language translators for students with IEPs, Achievement Team Meetings, Conferences

Community resources for families, including migratory, through McKinney-Vento Act

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

Parents have the opportunity to ask questions and provide input during SIT meetings and PTO meetings. They also have the opportunity to provide feedback during our annual perception survey and Title One Surveys. The Parent/Family Engagement Plan is evaluated at the May SIT meeting, It is reviewed during that time and revised, if necessary, for the next school year. The draft is reviewed at the May PTO meeting for additional input.

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

Our School Improvement team that includes parents reviews the evaluation data from the C.N.A. in the spring to improve our current plan and to make improvements to our strategies and actions listed in the plan. The School Improvement Team shares out to the staff during staff meetings in order get feedback and to plan for reform.

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

The school-parent compact was developed during our School Improvement Meeting at the beginning of the school year. Parents are included on the School Improvement Team. In order to reach all parents, the principal shares the compact with all parents at Curriculum Night in the school presentation and parents are invited to provide additional input. The compact is also available on our webpage.

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

A hard copy of the compacts are sent out to parents/guardians prior to conferences to give them time to review them. The compact is shared at conferences as teachers and parents discuss ways they can work together to support the child in the learning process. The individual plan for students is developed during this time.

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

Abbot is a Kindergarten-5th grade school.

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

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

User Friendly: District report cards were recently revised and condensed to make them easier for stakeholders to understand. Teachers return emails and phone calls within 24 hours to answer any questions from parents/guardians.

Title I Schoolwide Diagnostic

Abbot School

Limited English: Information is shared with parents in a language and format they can understand. Examples include:

Translators are available, as needed, for Parent Teacher Conferences, Achievement Team Meetings. Translated materials are available for parents, as needed. McKinney-Vento resources are available for qualifying families.

Parents with Disabilities: Depending on the need for a parents/guardians with disabilities, Abbot staff will have phone conversations rather than making them come into school. We have also worked with Community Mental Health to provide transportation and support to parents who experience challenges in getting to the building for meetings. Staff provide opportunities for full parent participation:

EL tutor provided to support student learning

Two and one half resource room/teacher consultants, full time speech therapist and social worker to support students with disabilities

School communications translated into different languages

Language translators for students with IEPs, Achievement Team Meetings, Conferences

Community resources for families, including migratory, through McKinney-Vento Act

Literacy Issues: All of the support strategies listed above support ease of communication with parents/guardians that may have literacy issues with print materials sent home. Materials will be written in an easier-to-understand format for parents with literacy needs.

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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?

Pre-School Transitions:

Teachers attend meetings at the preschool throughout the year, particularly when planning for transitions.

Pre-K families are given personal tours and meet with the principal and teachers, when requested.

Abbot has a full day and half day Young Fives (Y5) program. Children and families that participate in the Y5 programs are invited to all school events and interact with teachers and office staff on a regular basis.

Kindergarten Round Up, held in February, welcomes all pre-kindergarteners, including young fives students, with student centered experiences in the classrooms as well as parent-friendly information. Families are encouraged to attend school activities that take place in the spring, such as Books and Bingo and the Ice Cream Social. Information about kindergarten round-up and other school activities dates and times are found on our school and district websites.

Middle School Transition:

Many things have been put in place to make the transition from elementary to middle school easier for both Abbot students and parents. In February, middle school counselors and administrators from the school Abbot feeds to visit the fifth graders at Abbot to talk about course selections. Fifth grade students take a trip to the middle school to see a performance by the band and orchestra. In March, parents are invited to attend an information night where they see the school and attend presentations from various middle school staff. In May, fifth graders visit the middle school for a day where they receive a tour from current middle school students and visit classrooms. Shortly after their visit, Abbot fifth graders are invited to attend an after school Fun Night at the middle school. Also, transition IEPs are held for students receiving special education services.

Transitions for Students Entering and Exiting Abbot Throughout the Year:

For students entering Abbot, families are offered a school tour before their student(s) start. School and registration information can be found on our district and school websites. A majority of the registration process can be completed online. Abbot's office professional (OP) lets families know that if they do not have internet access they can come in to our office and use a computer.

For students exiting Abbot, our office professional informs families to let the new school know that we will need an official records request sent to us. Once this request is received, the OP sends child's records, including school attendance and academic, history to child accounting and then it is sent to the new district. Abbot teachers and administration make themselves available to speak with teachers or administrators from the new school when requested and approved by the parents/guardians.

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?

At our February kindergarten open house, families are asked to sign up to bring their child back in for a kindergarten screening that looks at motor skills, letter and number recognition, developmental language use and counting. We discuss this screening with families before they leave, noting any areas that they could work on. At this time, each family is given a bag filled with number and alphabet cards, crayons, counters, a notebook, letter chart, magnetic numbers and letters, an information sheet about ways to use magnetic letters, and a couple

small books. Families are encouraged to work with these materials over the summer.

PreSchool Teachers from the Ann Arbor PreSchool have transition meetings with kindergarten teachers where student history, possible IEPs, placement and kindergarten expectations are discussed.

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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?

Abbot teachers provide their input into the decisions regarding the use of school-based academic assessments by determining how to use the data from various formative and summative assessments. AAPS Curriculum and Instruction shares a test calendar that outlines all required assessments for the school year. The district required assessments include Fountas and Pinnell Benchmarks, Everyday Math(EDM) Beginning/End of Year and Unit Assessments, NWEA (Northwest Evaluation Assessment) and students in grades 3-5 take the state test, M-Step.

While the district requires reporting of the Fountas and Pinnell Benchmark Level, the Fountas and Pinnell Benchmark Assessment System contains several optional assessments which teachers can choose to use to gather more information on their students in order to create strategy groups, groups supported by interventionists and to better inform phonics and whole group instruction. Benchmark assessments are required in November, March and June although they may be given at other times when a teacher desires to check in on a student's growth. Optional assessments are completed whenever a teacher feels they need more information to better help a student.

Abbot's Title One teacher and grade level teachers meet weekly to share any recent data, like running records or EDM unit tests, in order to coordinate support and plan for instruction. Classroom teachers meet during their planning time to go over curriculum, formative and summative assessments to plan for small and whole group instructional practices.

Abbot teachers serve on district curriculum-instruction committees (Math, ELA, Science and Social Studies). When these committees meet, teachers participate in decisions regarding curriculum and assessment. Teachers on these committees provide professional development for staff.

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

Teachers collaborate to determine interventions for students (Tier I and Tier II).

Classroom teachers meet multiple times a year, in grade level teams, with the building administrator, Title I Teacher, and Building Literacy Expert to analyze NWEA, Benchmark, EDM, Words Their Way, and Lexia data to plan how classroom and interventionist supported instruction will be implemented.

Staff meeting time has been used to look at NWEA and M-STEP data to determine Tier I and Tier II supports for students.

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.

English Language Arts

Reading and Writing

Grade Span:

K-5

Identification/Criteria for Selection:

Entrance Criteria: NWEA score 49 percentile or lower, reading one level or more below grade level benchmark target.

3-5

Entrance Criteria: M-STEP score of partially or not proficient

Students that meet the above criteria are put on our general Title One eligibility list. Classroom teachers and the Title One teacher then meet to decide who, of those students, will be directly serviced by Title One and who will receive more differentiated classroom instruction. Those decisions are typically based on reading and writing behaviors, as evidenced through miscue analysis and comprehension questions, that help the teachers form relevant strategy grouping.

Students in K-5th grade are assessed using Fountas and Pinnell benchmarks in the fall, winter, spring and end of year. We administer the NWEA MAP assessment to all students in K-5th grade in the fall, winter, and spring. Students in intervention groups are continually monitored through running records and observational assessments. Students enter and exit Title One support groups throughout the year, most often after district assessment times.

Math

Grade Span: K-5

Identification/Criteria for Selection: NWEA score 49 percentile or lower

3-5

Entrance Criteria: M-STEP score of partially or not proficient

We administer the NWEA MAP assessment to all students in K-5th grade in the fall, winter, and spring. Students that meet the above criteria are put on our general Title One eligibility list. Classroom teachers and the Title One teacher then meet to decide who, of those students, will be directly serviced by Title One and who will receive more differentiated classroom instruction. Everyday Math (EDM) unit tests are used to decide on focused outcomes, students are given a pretest on the specific outcome; students that score below 75% on the pretest receive small group instruction on the outcome. A post test after 3-5 weeks of intervention. This allows students to fluently enter and exit Title One Support Groups throughout the year.

Science and Social Studies

Grade Span: K-5

Identification/Criteria for Selection. Entrance Criteria - below 60% on social studies and science unit assessments. M-Step score of partially or not proficient on M-Step Science and Social Studies. Title One Science and social studies support is provided for students using data from unit assessments, exit tickets, M-Step from informational text reading benchmarks and classroom teacher observation. Classroom teachers use observation, science journals, exit tickets and differentiated assessments (like drawing and labeling, written response, etc.) to

know which students need more support for each unit.

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?

English Language Arts and Writing

Reading

Grade Span: K-5

Interventions:

Push in support: Title One teacher and Title One tutors push in to classrooms, 3-5 times a week, during reading and writing time and support targeted students through conferring or small strategy groups that focus on the classroom teacher's mini lesson. Sessions are 20 minutes.

Fourth and fifth grade targeted students have received push-in support for half hour periods, four to five days a week.

Pull out support: Students are pulled out during non direct instruction, 3-5 times a week, during reading and writing times to meet in strategy groups with the Title One teacher or Title One tutor. The focus of each group can be phonemic awareness, phonics, fluency, comprehension, or vocabulary depending on goals set by the classroom teacher and Title One teacher based on data. Kindergarten receives reading strategy groups that are for 20 minutes, four times a week along with targeted outcome groups that are 10 minutes, three times a week. A majority of first and second grade students' reading needs are served by our Building Literacy Expert (non Title funded) for 30 minutes a day, four to five times a week. Third, fourth and fifth grade intervention groups are 20 minutes a day, four to five days a week.

Math

Grade Span: K-5

Interventions:

Push in support: Title One teacher and Title One tutors push in to classrooms, 3-5 times a week, during math time and support targeted students through conferring or meeting with specific students during guided math rotations. Support is provided to finish daily assignments and/or review targeted outcomes.

Students' time for push in support is as follows: first grade: 45 minutes- one hour three to four days a week; second grade: 45 minutes- one hour two days a week; third grade 45 minutes- one hour three to four days a week; fourth grade: one hour for two days a week; fifth grade: thirty minutes four to five days a week.

Pull out support: Students are pulled out during non direct instruction math times, 3-5 times a week, to meet in strategy groups with the Title One teacher or Title One tutor. Everyday Math unit tests are used to decide on focused outcomes, students are given a pretest on the specific outcome; students that score below 75% on the pretest receive small group instruction on the outcome. A post test is given after 3-5 weeks of intervention. This allows students to fluently enter and exit Title One Support Groups throughout the year. Pull out support times varies throughout the year as they are decided as need arises but they are for the same number of days as push-in support is but given in 20 minute sessions.

Science and Social Studies

Grade Span: K-5

Interventions:

Push in support: Title One teacher and Title One tutors push in to classrooms during reading ,writing, science or social studies time , 3-5 times a week, and support targeted students through conferring or small strategy groups that focus on the classroom teacher's mini lesson focusing on informational text strategies.

Pull out support: Students are pulled out during non direct instruction during reading ,writing, science or social studies time, 3-5 times a week,to meet in strategy groups with the Title One teacher or Title One tutor. The focus of the groups can be how to read through the science or social studies text from the classroom, or reading about a science or social studies topic from a text closer to their current reading level in order to provide prior knowledge for when they are reading grade level texts in class.

Due to schedules and budget for Title one tutors and teachers most Title One science and social studies support is given during literacy intervention times using data from informational text reading benchmarks and classroom teacher observation. Classroom teachers use observation, science journals, and differentiated assessments (like drawing and labeling, written response, etc) to know which students need more support and give it through small group,individual instruction and finding on topic texts at appropriate reading levels.

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

Classroom teachers differentiate throughout the day during individual and small group instruction through Guided Reading, Guided Writing, and Guided Math. They also differentiate for students during whole group and independent work times through:

Reading Strategy Groups utilizing Abbot's leveled book room

Guided Reading Groups 4-5 times a week

Math Workshop conferring with individual students based on their reading goals and strategies.

Lexia/Core5 time on iPads

Using Lexia Core 5 lessons and Lexia skill builder lessons during strategy groups.

Utilizing Reading A-Z multilevel texts

Creating and implementing K-3 Individualized Reading Instruction Plans (IRIP)

Guided Math Groups

Creating Dreambox assignments that target math concepts that need review and/or are aligned with students' NWEA RIT range

IXL

Universal Accommodations as decided by teachers, students and families (ex: proximity seating, noise cancelling headphones, flexible seating, small groups for test taking, fidget tools, taking sensory breaks, shorting/chunking assignments, etc)

Student goal setting

Multiple forms of presentation (visual, audio, tactile)

Utilizing parent and community volunteers to work with individuals and small groups on teacher designated activities.

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.

Federal - Title I federal funds support our school wide program which includes a Title I teacher and Title I tutor. Both individuals provide support for students performing below grade level. The USDA Food & Nutrition Program provides breakfast and lunch to students whose families meet the requirements for this program. Title II funds pay for professional development for staff throughout the school year. Title III funds are used to support our English Language Learners by providing a Bilingual Tutor. IDEA funds support students with special needs.

State - Hearing and Vision Screenings are funded through the Michigan Department of Health & Human Services. The Mobile Dentist is also funded through the same source.

Foundation Grant - Curriculum Instructional Specialists in all buildings for Math, Science, Social Studies, and English Language Arts are funded through the foundation grant. Building Literacy Experts, providing reading intervention, are funded through the foundation grant.

Local - Peace Neighborhood Center supports students and families through after school programs. The Ann Arbor Community Center provides Abbot with a Care Closet, which contains food for students to eat during the school day. Magic of Christmas provides families with holiday gifts. The Ann Arbor Area Community Foundation funds Warm the Children, which provides students in need with coats during the winter season. Shop with a Cop provides our students the opportunity to shop with an Ann Arbor Police Officer during the month of December. PTO supports enrichment activities, such as author visits and musical performances. PTO also supports teachers at the beginning of the year by providing them with funds for classroom supplies. Domino's Pizza supports us with a monthly fundraiser, giving 5% back to the school on a designated day. Avalon Housing provides support to families who have experienced homelessness and face the challenge of a mental or physical disability. West Arbor Community Partners Meetings, which include representatives from the district, Abbot Elementary, Peace Neighborhood and Avalon Housing, meet about every six weeks to help coordinate support for students and families.

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.

Component 1: Title I funds, along with district funding, support the Comprehensive Needs Assessment. We use data to plan instruction and intervention to increase the academic achievement for all students, focusing on our subgroups.

Component 2: General funds support best practice for high quality instruction, supporting Schoolwide Reform Strategies.

Component 3 - The district provides the majority of the funding for Highly Qualified Staff. A portion of Title funds are used to pay for Title staff, along with funds from the Foundation Grant.

Component 4 - The Foundation Grant funds strategies to attract and retain Highly Qualified Staff. Abbot attracts and supports staff through mentor/mentee pairings, a focus on collaboration and support.

Component 5 - The Foundation Grant and Title IIA provide professional development for Abbot's staff. Staff has participated in professional development focused on literacy.

Component 6 - The Foundation Grant and Title I funding support strategies to increase parental involvement. Abbot hosts the following

events to increase parent involvement: Multicultural Night, Parent-Teacher Conferences, PTO Meetings, NAAPID (National African American Involvement Day), Books and Bingo, Family Literacy Night, Title I Parent Night, and PLTW (Project Lead the Way) events. Peace Neighborhood host events that invite families and school staff.

Component 7 - The Foundation Grant supports all transition opportunities. Preschool students are invited and families to Kindergarten Round Up, Kindergarten screening, and school visits. The Foundation Grant also supports middle school transitions when counselors from middle school come to Abbot to speak to our 5th grade students. 5th grade students visit the middle school at the end of the year, supported by the foundation grant.

Component 8 - The school district general funds support us in purchasing and determining how to use the data from various formative and summative assessments. Benchmark assessments are required in November, March and June although they may be given at other times when a teacher desires to check in on a student's growth. Optional assessments are completed whenever a teacher feels they need more information to better help a student. Abbot's Title I teacher and grade level teachers meet weekly to share any recent data, like running records or EDM unit tests, in order to coordinate support and plan for instruction. Classroom teachers meet during their planning time to go over curriculum, formative and summative assessments to plan for small and whole group instructional practices.

Component 9 - General funds, and funds from Title I, II, and III, along with IDEA funds, support Timely and Additional Assistance. The supports include school psychologist, social workers, speech and language, resource room support, reading intervention, Title I support, and ESL tutors.

Component 10 - Coordination & Integration of Federal, State, and Local Resources is funded by the general fund, along with Title I dollars. The School Improvement Team meets to review supports included in the plan to ensure the plan is implemented with fidelity.

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.

Nutrition Program - The USDA Food & Nutrition Program funds our free and reduced breakfast and lunch program.

McKinney Vento resources are provided to students based on referrals with the district McKinney Vento Director.

Avalon Housing provides support to families who have experienced homelessness and face the challenge of a mental or physical disability.

Peace Neighborhood Center provides families with emergency assistance and advocacy, an after-school program, summer day camps and food distribution.

West Arbor Community Partners Meetings, which include representatives from the district, Abbot Elementary, Peace Neighborhood and Avalon Housing, meet about every six weeks to help coordinate support for students and families.

Evaluation:

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

The school evaluates the implementation of the schoolwide program in the spring of each school year. We review our demographic data for students, specifically related to subgroups. We also review demographic data for teachers. We reviewed the process data from the SSR to look at the strengths and challenges in the different strands. We review the goals, strategies, and activities and focusing on what we are doing that has a strong impact on student achievement. We also reflect on what we aren't doing, and why. If we find things in the schoolwide plan that need to be added, revised, or deleted, we do this at this spring meeting. We also evaluate the schoolwide program during our School Improvement Team meeting, which includes parents. Parent input is also received through program surveys and our annual perception survey. The School Improvement Team analyzes student achievement data from reading benchmarks, math assessments, NWEA, M-Step, social studies and science assessments, and report card data. Interventions and supports are determined and shared with parents.

The MDE Program Evaluation Tool is used to evaluate an intervention program we use. This year we evaluated the Lexia Core 5 (reading). The report is submitted for review by the Director of Elementary Education.

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.

Collaboration occurs with grade level teams, principal, Title One Teacher, and Building Literacy Expert. We analyze data from reading benchmarks, math assessments, NWEA, M-Step, social studies and science assessments, and report card data. Data analysis is shared with parents during our School Improvement Team meetings. We evaluate the results achieved by the schoolwide program by reviewing our goals, activities, and strategies in the schoolwide plan.

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

We determine whether the schoolwide program has been effective in increasing student achievement of our most impacted students by digging deeper into the data. We receive data reports disaggregating reading benchmark data, NWEA (math and reading) and M-Step data. This data is reviewed in the fall, winter, and spring to determine whether or not we are meeting the needs of our most impacted students - Economically Disadvantaged, Special Education, and African American. We meet in grade level teams, three times per year at a minimum, to determine interventions and support, and to examine the strengths and weaknesses of our Tier I program. Progress monitoring takes place every four-six weeks to make adjustments to instruction, interventions, and instructional groups. Intervention plans are determined, with parent input, and implemented with fidelity.

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

The plan is reviewed during monthly School Improvement Team meetings, which includes parents. We review our demographic data for students, specifically related to subgroups. We also review demographic data for teachers. We reviewed the process data from the SSR to look at the strengths and challenges in the different strands. We review the goals, strategies, and activities and focusing on what we are doing that has a strong impact on student achievement. We also reflect on what we aren't doing, and why. If we find things in the schoolwide plan that need to be added, revised, or deleted, we do this at this spring meeting. We also evaluate the schoolwide program during our School Improvement Team meeting, which includes parents. Parent input is also received through program surveys and our annual perception survey. The School Improvement Team analyzes student achievement data from reading benchmarks, math assessments, NWEA, M-Step, social studies and science assessments, and report card data. Interventions and supports are determined and shared with parents. The MDE Program Evaluation Tool is used to evaluate an intervention program we use. This year we evaluated the Lexia Core 5 (reading). The report is submitted for review by the Director of Elementary Education. The plan is revised in April of each year to ensure continuous improvement of students in the schoolwide program.

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