



# **Title I Schoolwide Diagnostic**

**Reese Elementary School**

**Reese Public Schools**

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## **Introduction**

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

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

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

A small group of teachers and the principal worked spring and early summer to conduct the comprehensive needs assessment at MISchool Data TISD sessions and at staff meetings. Information was updated with information gathered from Child Studies data, MISchool Data site and Title 1 data

### **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?**

We continue work with a math and ELA curriculum team of coaches, Stephanie Hayward and Molly Sholten, to help increase our M-Step scores. We continue to analyze data on the NWEA, M-Step and DIBELS Next and on the FIM. For math we are K-12 initiative with math power standard warm ups, progress monitoring tests, and data walls.

We will continue to focus on our goals of reading, writing and math. We will design our strategies and SIP activities around these goals.

We focused heavily on math in the past, but will be shifting our focus to ELA, and strengthening the family engagement entity. Our Program Evaluation Tool will be Math FIM with IEE with the county.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

The math goal was connected to the results showing that a large number of students are not at the Proficiency Level or Advanced Level on the M-STEP. However we are seeing a gradual increase in the NWEA scores for our math.

The reading goal was connected to results showing that a large number of students are not at the Proficiency Level or Advanced Level on the M-STEP.

Writing goal will continue. We would like to increase our "economically disadvantaged" students' proficiency scores. We are focusing on FIM ELA with Grades 3-5.

We would also like to increase the achievement gap our bottom 30% are achieving.

A Title 1 Teacher is on her first year to assist principal and teachers with improving our RTI.

### **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?**

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Reese Elementary has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level in the following ways:

Teachers meet to identify students performing below state standards in reading and math by reviewing DIBELS Next and Math Progress Monitoring Tests and monitoring student progress in interventions.

Timely, effective, additional assistance is provided to assist students performing below grade level in the following ways:

Students receive research based interventions in math and reading in addition to the reading and math curriculum. The following research based interventions are provided. See component 2 for research regarding these interventions.

Compass Learning

Comprehension Plus

Road To Reading

Lively Letters

K-PALS, First Grade PALS, Teacher Directed PALS, and Math PALS

Phonics for Reading

Read Naturally/Read Live

Road to the Code

Moby Max

RAZ Kids

Reflex Math

Step Up to Writing

Writing Workshop

Fountas and Pinnell LLI

Fast ForWord

World of Words (WOW)

Individual needs of the students are being addressed in the classroom in the following ways:

Reteach

Wait time

Paraphrasing material into student's language

More time on assignments

Reduced assignments

Centers

Group work

Peer tutoring

Project-based learning

Small groups

Manipulatives

Phonic Ear system (TISD for HI students)

Parent and grandparent helpers

Field trips

Classroom guest speakers

Accommodation and modification are made based on child study and IEP meetings

Guided reading groups/book clubs accommodate different levels of reading

Use of graphic organizers

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Re-instituting daily 80-90 minutes reading blocks at all grade levels to insure quality uninterrupted reading instruction.

Daily 5 (1st-3rd grade)

Summer enrichment is offered for at-risk students

Students with special needs receive special education itinerant services through Tuscola ISD:

\*Psychologist

\*Social Worker

\*Speech Therapy

\*Physical Therapy

\*Occupational Therapy

\*Audiologist

\*Autism Experts

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

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

For Reading, Math, and Writing: Strategy 2-The Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) team and the staff will examine student discipline data through the Skyward system to determine the areas of concern in our Positive Behavior Support (PBS) program. Prevention and support will be given by the staff so as to reinforce Respect, Responsibility, and Safety--our students are "Reese Rocket Stars". Improving student self-esteem and decreasing the number of office referrals will allow students to spend more time improving their scores in reading.

For Reading: Strategy 3-It is important for on-level students and above level students to be continually monitored and challenged in the classroom. Therefore, classroom teachers administer the following reading instruction so students remain or surpass benchmarks.

Accelerated Reader Program

Peer tutoring opportunities (K-3)

Regular book clubs for individualized instruction

Compass Learning reading instruction on the computers for individualized learning

Daily 5 (Grades 1-3)

80-90 minutes reading block will be added

For Writing: Strategy 1-Writing Workshop-Our direction has been to incorporate Step Up to Writing and best practices from Writing Workshop. We will continue work on a scope and sequence and common rubrics for our teachers. Striving towards a common language of key writing words for students and will be adopting a new reading series K-5.

Handwriting Without Teachers -This program is implemented in our preschool and Kindergarten classes in addition to our writing curriculum since the 09-10 school year. Research by Graham, Harris and Fink (2000) suggest that "children who experience difficulty mastering this skill (handwriting) may avoid writing and decide that they cannot write, leading to arrested writing development." Handwriting affects both fluency and the quality of composition. Our staff monitors this strategy and has decided to continue to implement the program in preschool and kindergarten and transition it to first grade with a modified version.

For Mathematics: Strategy 3-It is important for on-level students and above level students to be continually monitored and challenged in the classroom. Therefore, classroom teachers administer the following math instruction so student remain or surpass benchmarks.

Math manipulatives

Reflex Math, Prodigy

Peer tutoring

Compass Learning math instruction on the computer for individualized learning

Math centers focusing on current math concepts

After-school math tutoring for Grades 2-5

Daily Power Standard warm ups

Bi-weekly progress monitoring of warm ups

### **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).**

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Currently Reese Elementary School provides instruction in all general education classrooms and intervention program using the following methods and strategies that we have found increase the quality and quantity of instruction: Compass Learning, Comprehension Plus, K-PALS, First Grade PALS, Teacher Directed PALS, and Math PALS, Moby Max, RAZ Kids, Lively Letters Phonics for Reading, Read Naturally, Road to the Code, Reflex Math, Accelerated Math, Step Up to Writing, Summer Challenge, Math Tutoring, Accelerated Reader, Handwriting Without Teachers, Fast ForWord and Daily 5.

Based on students' needs, the above methods and strategies are used to increase student achievement. Students are monitored on a regular basis and student data is analyzed weekly.

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

For reading

The Daily 5 - The Daily 5 is a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals. There is explicit modeling practice, reflecting, and refining that takes place during the launching phase, preparing the foundation for a year of meaningful content and instruction tailored to meet the unique needs of each child. Read to someone gives children the opportunity to read out loud which helps with fluency. Part of read someone is doing check for understanding. Good readers understand (comprehension) what they read which is the purpose of check for understanding. When children work on writing it helps them become better writers. This in turn helps children with reading as reading and writing go hand in hand. Children listen to fluent readers (listen to reading) because it models for them what good readers sound like as they read. Children must work with words, manipulate words (word work) in order to become better spellers. The whole training part of Daily 5 (building stamina, modeling correct and incorrect behaviors, I-charts) is to build muscle memory.

For math

Compass Learning - CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn.

Math PALS - Vanderbilt Kennedy Center for Research on Human Development; numerous studies by Fuchs, Fuchs, et al., indicated added value of preparing students to formulate conceptual mathematical explanations during PALS; results showed that (a) students with LD, as well as other low-, average-, and high-performing classmates, provides better explanation more when taught to formulate conceptual explanations, and (b) students who were taught methods to formulate conceptual mathematical explanations achieved better in mathematics. Based on the study, PALS incorporates training for students in formulating conceptual mathematical explanations.

Reflex math: <https://www.reflexmath.com/research>

Also aligning with the findings and a driving force for the following:

After-school math tutoring for Grades 2-5

Daily Power Standard warm ups with bi-weekly progress monitoring

IEE Curriculum Coaches

A total of a 5 year math plan with IEE

Title 1 Teacher

**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.**

Grade level meetings and common prep times are where our staff analyze the interventions and level of interventions needed. Although we had limited time for grade-level meeting this year, we plan to re-institute them for the upcoming year.

The strategies in the school wide plan that provide a level of interventions for the students who need the most instructional support in reading are:

Compass Learning, Comprehension Plus,, Daily 5 best practices, K-PALS, First Grade PALS, Teacher Directed PALS, Phonics for Reading, Read Naturally and Road to the Code.

For those who need the most instruction support in math:

Compass Learning, Math PALS, Moby Max and Reflex Math.

After-school math tutoring has been a helpful support system for our school.

Continuing Title 1 Teacher to focus and lead the RTI process with the principal, teachers and Title 1 Paraprofessionals.

For those in need of more instruction in writing:

Inclusion of a Title 1 Paraprofessional in the classroom.

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

Monthly Grade Level Meetings (to be reinstated)

Regular Progress Monitoring

Notes

Charts tracking progress and interventions used

RTI report to teachers and school psychologist weekly

Team Meetings

Child Studies

**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	Yes, all of our instructional paraprofessionals are highly qualified. One hundred percent of the Reese Elementary School Instructional Paraprofessionals have passed the ACT WorkKeys Assessments for Title 1 Paraprofessionals as required by the Michigan Department of Education under the No Child Left Behind Act of 2001. We are a Title 1 School-wide Program.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, currently one hundred percent of Reese Elementary School teaching staff is highly qualified. All teachers possess state certification and are highly qualified to teach in their content area.	

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

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

Currently, Reese Elementary School does not have a problem with high teacher turnover rates.

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

Years of Teaching Experience (2016-2017)

0-3 years 0

4-8 years 2

9-15 years 7

15 + 11

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

The following are specific initiatives to attract and keep high-quality teachers:

Three-year mentoring program for non-tenured teachers

Professional development and conference opportunities

Welcoming community and staff

Supportive family association (REFA)

Competitive salary and benefits

Renovations to technical equipment and security

Updated textbooks and curriculum

Addition of gym, library, and computer lab

Newer playground equipment, nature playground

New technology items like document cameras, interactive white boards, tablets

Common grade level prep times for teachers

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

The following are specific initiatives the district has to attract and keep high-quality teachers:

New Teacher Academy at ISD

Three-year mentoring program for non-tenured teachers

Professional development and conference opportunities

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Welcoming community and staff

Athletic passes to home events

Competitive salary and benefits

Renovations to technical equipment and security

Math and ELA curriculum coaches from Education in Excellence FIM

New playground equipment (2008)

New technology items like document cameras, interactive whiteboards, tablets, and a focus on pursuing more grant money

Support of common grade level prep times for teachers

### **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?**

Currently, Reese Elementary School does not have a problem with high teacher turnover rates.

## **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.**

Reading:

MISchool Data for School Improvement and State Reporting Training Team Workshops

Compass Learning Training

Read Naturally Training

DIBELS Next Training

Daily 5 Literature

FIM ELA Curriculum Grades 3-5

IEE Curriculum Coaching

Math:

MISchool Data for School Improvement and State Reporting Training Team Workshops

Compass Learning/NWEA

FIM Math Curriculum

IEE Power Standards and Progress Monitoring Coaching

Professional Development days are aligned around the math curriculum development/alignment

Writing:

Step Up to Writing

Handwriting Without Tears K-1

Writing Workshop Process

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

Reese Elementary School staff receives ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the three goals of our school improvement plan. Principal keeps a chart of rotating grade level teams for conferences.

The building completes the annual Advanc-ed ASSIST Education YES! Assessment to help the school identify areas of strengths and opportunities for improvement. This information is used to determine appropriate professional development to meet the needs of students and staff. Principal also looks at each teachers goals to see where PD in certain areas is requested or needed.

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Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Learning Plan 2016-2017

## Component 6: Strategies to Increase Parental Involvement

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

Parents were involved in the design of the parental involvement component of the school-wide plan by meeting with the school improvement team at monthly school improvement meetings throughout the school year. Parents also took home several drafts and revised ideas with red pen or conversed at our Reese Elementary Family Association (REFA) Meetings.

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

Parents were involved in the implementation of the parental involvement component of the school wide plan by meeting with the school improvement team at monthly school improvement meetings throughout the school year.

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

In the spring of each school year the school improvement team, including parents, analyzes results and program for all students. Our building school improvement plan is revised as necessary to ensure continuous student improvement. We add revisions in ASSIST. Our Title 1 Teacher helps lead in evaluating at meetings more and monitoring the Program Evaluation Tool with the principal and staff.

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		Title 1 Parent Involvement Policy

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

In accordance with Section 1118 (e) (1) through (5) and (14) and Section 1118 (f) our school offers opportunities for family engagement in the following areas.

Reese Elementary assists parents in understanding the State's content standards and assessments and how to monitor their child's progress by:

- Mailings to parents explaining intervention and progress monitoring sessions to update and inform parents of student progress
- Sending quarterly report cards and mid-quarter progress reports
- School Messenger (EduLink) announcements
- Providing online access to student progress (Parent Access Portal/Skyward)
- Inviting parents to quarterly Title I/school wide parent meetings

Reese Elementary provides materials and training to help parents work with their children by:

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Holding parent-Teacher conferences - high participation

Hosting STEM night

Hosting a math game night

Hosting a reading pajama party

Hosting monthly AR reading nights

Back to School Family Blast-off orientation (August 30, 2016)

Currently, parents are informed of Common Core State Standards via weekly homeroom newsletters. Our plan is to provide parents with content standard booklets (these are in a parent friendly format meaning they were designed for parents) from the state website at Open House and they will also be available by request.

Reese Elementary trains staff to build effective parent involvement by:

Training our preschool staff to conduct GSRP home visits.

Informing parents at Open House how to communicate in student planners and daily communication folders

Providing staff with professional development on strategies to increase parental involvement (Deb Dewey)

Encouraging weekly teacher newsletters (currently, all Reese Elementary teachers/principal send weekly or monthly newsletters)

Providing in-services for teachers/principal to develop and update their classroom/school web page which includes things like calendars, spelling words, weekly updates, newsletters, learning links, etc.

Providing in-services for Skyward training which allows parents to check and monitor their child's academic progress

Providing in-services on proper E-mail usage and effective/professional communication with parents, teachers, and school personnel

School Messenger (EduLink) phone messages

Reese Elementary collaborates with other programs to coordinate parent involvement by:

Working with the Great Start Readiness Program (GSRP) and Kindergarten staff to organize an Open House, schedule parent/teacher conferences, invite parents on field trips, and Kindergarten Round-up

Assisting the Reese Elementary Family Association to invite all parents to monthly meetings and fundraising activities. We do this by including meeting information in newsletters and on webpages and sending REFA flyers home with students

Accommodating Boy Scout and Girl Scout troops to hold their meetings in our building and sending flyers home with students for parents to become involved

Working with Little League and Softball to get parent volunteers for coaching/concessions for games

Reese Elementary provides information in a format and language that parents can understand by:

Holding a yearly open house for preschool thru fourth grade to explain classroom procedures and expectations in a format and language that parents can understand. Accommodations are made for parents who are unable to attend like phone calls or schedule a conference sending weekly teacher newsletters in clear, concise language (currently, all Reese Elementary teachers/principal send weekly or monthly newsletters)

Providing access to Skyward and Accelerated Reader HomeConnect which allows parents to check and monitor their child's academic progress (clear instructions are sent home to parents explaining how to access and decipher information)

Corresponding with parents through e-mail in a format and language that parents can understand

Reese Elementary provides other reasonable support for parent involvement as parents may request by:

Inviting parents to monthly parent committee meetings (Reese Elementary Family Association)

Providing parents who are unable to meet during regularly scheduled conference times the following alternatives: alternate date, before/after school, phone conferences, texting and e-mail.

Providing additional materials such as leveled readers, A.R. books, math manipulatives or worksheets are sent home if parents request

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Reese Elementary provides full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children by:

Currently, Reese Elementary does not have parents with a disability that would interfere with carrying out parental involvement.

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

We plan to evaluate the parent involvement/family engagement component through surveys. The results will be reviewed by the school improvement team and necessary revisions will be made.

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

The results will be discussed with the staff and parents at School Improvement Plan and staff meetings to see which strategies, activities and interventions are working or not working for student achievement and school wide success.

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

The school-parent compact was developed originally by looking at other samples from other schools. Then a focus group of teachers and parents put together what best represented our school. Then we revised and edited the compact over several SIP meetings. We re-look at this compact for possible revisions once a year.

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

The school-parent compact is handed out at our Back To School Family Blast-Off Open House in August. Then teachers go over the compact with each family during the November Parent-Teacher Conferences. The compact is also a link on our elementary webpage.

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

Reese Elementary School is a Preschool-5th Grade. The school-parent compact is on our elementary webpage [www.reese.k12.mi.us](http://www.reese.k12.mi.us).

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		RES School-Parent Compact 2016-2017

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

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Teachers meet annually with all parents at parent-teacher conferences to review student progress, and provide individual student assessment results in a language that the parents can understand, including an interpretation of those results by Section 1111 (b) (3). The results will be personally interpreted by teachers and relayed to parents so they fully understand. Parents of student receiving additional support (interventions) will receive regular "parent-friendly" updates on their child's progress. If the need arises, phone calls will be made to verify parents understanding of information. Monthly Child Studies, where staff can go into more detail and explanation, are also available.

## **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?**

Reese Elementary School has transition plans that follow the Great Start Readiness Program guidelines. The school has a plan for connecting with preschool age children such as:

Routine planning meetings to articulate curriculum flow

Bi-annual home visits

Preschool orientation

Kindergarten Open House / round-up

Get Set For School - Literacy, Math, & (K & 1) Handwriting without Tears

Parent - Community Advisory / Curriculum Committee meets twice a year

Bi-annual Parent - teacher conferences

Educational field trips

Developmental Screening Instrument - Early screening inventory used to identify children who may need special educational services in order to perform successfully in school. Screening covers visual-motor, adaptive language and cognition, and gross motor

Provides resources and weekly newsletters/web page to parents

Literacy kits and library books sent home on a weekly basis

Creative Curriculum assessment tool and TS Gold, the child progress and planning report is used to inform parents of child's progress and provides proper placement for Kindergarten

### **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?**

The preschool transitioning program includes providing training to preschool parents and preschool teachers/aides on the skills the students will need when they enter Kindergarten. The training includes:

Annual attendance to the NAEYC Early Childhood Conference

CPR & First Aid certified

Referrals to support learning through the TISD (Tuscola Intermediate School District) as needed for suspected or diagnosed disabilities

Monthly parent volunteer opportunities so proper literacy strategies can be observed

Parents are provided with Parent & Child Magazine

Parents are offered opportunities to attend county workshops (i.e. Love & Logic, Early-On, 4-C's)

Exposure to multiple languages (basics in sign language, Spanish, & Chinese)

Weekly computer lessons

4 I-Pads in classroom; plus projector and Apple TV--one to one training by our tech person

New phonic ear system--one to one training by system company

## **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?**

Reese Elementary staff have input into the decisions regarding the use of school-based academic assessments in the following ways:

Teachers work together with curriculum building team leaders to talk about new strategies to improve student scores.

Teachers attend monthly staff meetings to share data and analyze to improve academic achievement of all students.

Teachers attend district-wide curriculum meetings to discuss current assessment needs.

Kindergarten through fifth grade teachers meet to discuss results of the Northwest Evaluation Association (NWEA) test, which measures students reading and math skills.

The PBS team and the staff currently collect reading/behavioral data to determine the needs of all students. Each grade level team meets monthly to analyze data which they use to implement their research validated methods for reading interventions.

Third, Fourth, Fifth grade teachers meet annually to analyze M-Step data and create an action plan. Now looking at whatever new state test will be.

Teachers attend district-wide curriculum meetings to discuss results of the Northwest Evaluation Association (NWEA) test, and some staff went to a previous training.

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

Reese Elementary staff have input into the decisions regarding student achievement data analysis for the purpose of improving the academic achievement of all students in the following ways:

Using our NWEA, DIBELS Next, CNA information, teachers work together with curriculum building team leaders to talk about new strategies to improve student scores. Teachers work together with curriculum building team leaders to talk about new strategies to improve student scores.

Teachers work together with building team leaders and FIM Leaders to talk about new strategies to improve student scores.

Teachers attend monthly staff meetings to share data and analyze to improve academic achievement of all students.

Teachers attend district-wide curriculum meetings to discuss current assessment needs.

Assigned a Teacher to be Title 1 Teacher.

Our GSRP Teachers and Principal attend Early Childhood Meetings at the TISD.

Kindergarten through fourth grade teachers meet to discuss results of the Northwest Evaluation Association (NWEA) test, which measures students reading and math skills.

The PBS team and the staff currently collect reading/behavioral data to determine the needs of all students. Each grade level team meets monthly to analyze data which they use to implement their research validated methods for reading interventions.

Third, Fourth, Fifth grade teachers meet annually to analyze M-Step data and create

an action plan.

## **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.**

Reese Elementary has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level in the following ways:

Teachers meet to identify students performing below state standards in reading and math by reviewing DIBELS Next and Math monitoring student progress in interventions.

Teacher review their math power standard progress monitoring results--graphing or creating data walls. IEE coaches available in person, PD, text or email.

### **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?**

Timely, effective, additional assistance is provided to assist students performing below grade (the proficient) level in the following ways:

Students receive research based interventions in math and reading in addition to the reading and math curriculum.

The following research based interventions are provided. See component 2 for research regarding these interventions.

Compass Learning

Comprehension Plus

K-PALS, First Grade PALS, Teacher Directed PALS, & Math PALS

Phonics for Reading

Read Naturally/Read Live

Lively Letters

RAZ Kids

Moby Max

Road to Reading

Road to the Code

Reflex Math

Fast ForWord

Step Up to Writing

Writing Workshop

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

Individual needs of the students are being addressed in the classroom in the following ways:

Reteach

Wait time

Paraphrasing material into student's language

More time on assignments

Reduced assignments

Centers

Group work

Peer tutoring

Project-based learning

Small group teaching

Manipulatives

PhonicEar system--TISD for HI students

Parent and grandparent helpers

Field trips

Classroom guest speakers

Accommodations and modifications are made based on child study and IEP meetings.

Guided reading groups / book clubs accommodate different levels of reading.

Use of graphic organizers

Daily 80-90 minute reading blocks are in place at all grade levels to insure quality uninterrupted reading instruction.

Daily 5 (1st - 3rd grade)

Summer Challenge

Students with special needs receive special education itinerant services through Tuscola ISD:

\*Psychologist

\*Social Worker

\*Speech Therapy

\*Physical Therapy

\*Occupational Therapy

\*Audiologist

## **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.**

Reese Elementary School coordinates and integrates all programs and resources toward the achievement of the school wide goals. Funds will be used to provide a positive educational experience for all children.

**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.**

Support Programs: Title I, Title IIA, Reese Elementary Family Association (REFA), general fund, Great Start Readiness Program (GSRP), 31A, PE-Nut Grant, 35a, and elementary principal's fund.

1) \*Title 1= Reese Elementary School wide Plan

2) \*Title 1 & General Fund= Reese Elementary School Improvement Plan/School wide Title 1

3) \*All instructional staff is currently highly qualified

4)\*Title 1

\*Title 11, Part A

\*General Fund

\*REFA

\*31 A = New Teacher Mentoring Program, Professional Development and Conference Opportunities, Competitive salary and benefits

5) \*Title 1

\*General Fund

\*PE-Nut

Institute of Excellence In Education (IEE) coaching and training

FIM Model coaching and training

Math PALS training

Writing training

Handwriting Without Teachers

Compass Learning Training

Bureau of Education & Research Conferences

Common Core State Standards math alignment

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## Title I Schoolwide Diagnostic

Reese Elementary School

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MACUL conference

Skyward

6) \*Title 1

\*REFA

\*General Fund

\*PE-Nut

Family Math Game Night

Family Orientation

Family Reading Night

Child Studies

Parent-Teacher Conferences

DIBELS Next Informational Meeting (K-5)

Accelerated Reader Parent Night (Grade 1)

7) \*GSRP

\*General Fund =

Kindergarten Round Up (Pre K)

Orientation (Pre K)

Kidnergarten room visitation (Pre K)

GSRP Program Looking to add second room/more slots

Advertising in newspaper, Facebook and marquee

NAEYC Early Childhood Conference

8) \*Principal's Fund

\*General Fund =

Grade Level Meetings

Staff Meetings

SIP Meetings

District Curriculum Professional Development Meetings

9) \*Title 1

\*General Fund =

Summer Challenge (K-5)

Paraprofessionals

Title 1 Teacher

After school tutoring (K-5)

Reading & Math Interventions ((K-5)

Reading & Math Intervention training

Child Studies

Handwriting Without Teachers (Pre K-1)

10) \*Title 1

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\*General Fund =

Coordination and integration of Federal, State, and local programs and resources is completed by administration and Central Office.  
Free and reduced universal breakfast and lunch program.

**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.**

We have Physical Education and Nutrition Program (PE-Nut) and continuing various Building Healthy Communities activities as well. Funds will be used to provide a positive educational experience for all children.

## **Evaluation:**

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

The Reese Elementary school improvement team annually evaluates and analyzes data from M-STEP, ASSIST Ed YES!, DIBELS Next, and Northwest testing (NWEA) and reports results in the AER. School improvement team monitors implementation and makes revisions as needed.

Grade level teams meet monthly to analyze results and programs for at risk students to maximize achievement. Individual student intervention plans are revised as needed to make sure that students are achieving the standards.

In the spring of each school year the school improvement team analyzes results and programs for all students. Our building school improvement plan is revised as necessary to ensure continuous student improvement.

Our Title 1 Teacher works in connection with our Title 1 Directors (Principal & Business Manager).

### **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.**

The Reese Elementary school improvement team annually evaluates and analyzes data from M-STEP, Ed YES!, DIBELS Next, and Northwest testing and reports results in the Annual Report and to the Board of Education. School improvement team monitors implementation and makes revisions as needed.

IEE coaches assist us the the indicators and power standards of the mathematics growth.

Grade level teams meet monthly to analyze results and programs for at risk students to maximize achievement. Individual student intervention plans are revised as needed to make sure that students are achieving the standards.

In the spring of each school year the school improvement team analyzes results and programs for all students. Our building school improvement plan is revised as necessary to ensure continuous student improvement.

### **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 will be taking notes, checklists, and using our graph data for reading and math intervention for students at Tier 3.

We meet at a child study for students who are struggling. We discuss the interventions that have been used--to see how to better assist a student or modify our interventions.

We will be monitoring the Program Evaluation Tool.

### **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 Reese Elementary school improvement team annually evaluates and analyzes data from M-STEP, ASSIST Ed YES!, DIBELS Next, and

## **Title I Schoolwide Diagnostic**

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Northwest testing and reports results in the Annual Report and to the Board of Education. School improvement team monitors implementation and makes revisions as needed.

Grade level teams meet monthly to analyze results and programs for at risk students to maximize achievement. Individual student intervention plans are revised as needed to make sure that students are achieving the standards.

In the spring of each school year the school improvement team analyzes results and programs for all students. Our building school improvement plan is revised as necessary to ensure continuous student improvement.

Using Program Evaluation Tool for FIM Math through IEE.