



Title I Schoolwide Diagnostic

Arthur Vandenberg Elementary School

South Redford School District

Mrs. Lisa Hughes, Principal
24901 Cathedral
Redford, MI 48239

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Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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

How was the comprehensive needs assessment conducted?

The School Improvement Leadership team conducted the Comprehensive Needs Assessment. The team presented staff with academic, demographic, perception and program/process data. Staff split into groups to review areas of data and identify strengths and areas for improvement. This data was compiled in a priority list by grade level and content area. We then designed an appropriate School Improvement Plan (SIP) that addressed the deficits shown by the comprehensive needs assessment.

What were the results of the comprehensive needs assessment?

On MEAP 2012, we are performing better in reading than in math. In Grade 3, 27.5 percent met or exceeded standards in math, not met 72.5. Grade 3 reading: met 49, not met: 51. Grade 4 math, met:19.6, not met: 80.4. Gr. 4 reading, Met: 53.3, not met 46.7. Grade 4 writing, 17.8, not met:82.2. Grade 5, math, met 12.5, not met, 87.5. Gr. 5 reading met 55.6, not met, 44.4. Science, met 0.0, not met 100. Social Studies, met 9, not met 91.

Perception data is positive with parents and students when looking at aspects of teaching and learning. Parent/teacher interactions and teacher/student interactions are seen as a highlight at Vandenberg.

Demographic data shows consistent enrollment and a varied ethnic population. We have seen an increase in the number of students with disabilities. We continue to have subgroups in socio-economic and gender categories

What conclusions were drawn from the results?

The school needs to improve in all academic areas to meet state standards. The school also needs to increase parent involvement and teach students how to be kind and respectful. Continued emphasis on improving the bottom 30% is also needed to improve MEAP scores.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Perception data is strong from parents and students in the area of teaching/learning. Data shows that we need to continue to work on governance and leadership. The school needs to improve in all academic areas, especially math, science, writing and social studies. The enrollment has remained consistent from the previous year, however attendance/tardiness are areas of concern.

How are the school goals connected to priority needs and the needs assessment?

The school has goals in math, reading, science, writing, social studies and culture/climate. These goals include strategies and action plans to increase student achievement in all academic areas. Goals have been prioritized in areas of need. Our target goal for the 2013-2014 school year are Math-36.53% proficient, Reading-61.86% proficient, Science-21.14% proficient, Social Studies-32.48% proficient and Writing-40.34% proficient.

How do the goals portray a clear and detailed analysis of multiple types of data?

We are triangulating different data points such as MEAP, quarterly assessments and AIMS Web testing. Staff meets on a quarterly basis and have data discussions based on multiple data pieces. Through Class A, our data system, we are able to pull student test history and classroom performance on state, district and school assessments.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Vandenberg school improvement goals have been designed with the needs of all students in mind. For example, we are dividing targeted students into small intervention groups by student need.

Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State's standards?

A variety of strategies will be used with students to help them meet/exceed proficient levels on our statewide assessment. These strategies including grade level push in workshop, teaching across content areas and using hands on experiments. The schoolwide model provides services to students who are in need of remediation in reading and/or math. These students may be identified as strategic or intensive.

Students are identified through different screening tools including AIMSWeb and curriculum-based assessments.

Services in reading are provided by a general education teacher. Paraprofessional support is provided for those students who need challenge and enrichment activities. Students in greatest need may also receive push in help from the reading intervention specialist or special education support staff.

Next year, similar services are provided in math. All students receive help from the general education teacher and/or the math intervention specialist.

As part of our approach we are looking at the way we think about instructional practices. Providing interventions to address specific deficits is an ongoing part of the process which helps us targeted support to specific students. We deliver services which maximize the opportunity for students to be successful with the general education curriculum.

The ongoing monitoring of student progress provides current data to adjust the instructional focus of targeted groups. Interventions are provided to students whenever testing indicates student need. Data discussions and flexible grouping decisions are made with the entire team on a regular basis.

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

Research-based strategies are implemented based on the needs of our students. Reading improvement is an identified need. Staff Development on research-based strategies to improve instructional opportunities for our students is provided to all teachers.

- Continuous Improvement and the Quality Tools Process are a part of our school improvement plan.
- Data-Driven Decision Making is collaboratively used across grade levels and within our school to track student progress and plan interventions accordingly.
- Cooperative learning strategies are encouraged through staff development opportunities.
- Use of formative and summative assessments
- Professional Learning Communities model is used at some grade levels

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

- Students will be engaged in small group instructions
- Some grade levels will begin using student data folders
- Class achievement data is displayed in some classrooms

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

Strategies are designed to increase the amount and quantity of learning time and help provide an enriched and accelerated curriculum.

Vandenberg Elementary School utilizes a differentiated learning workshop model to support individual growth and progress for all students.

Differentiated learning focusing on building enrichment skills and challenge interventions.

- Push-in literacy/math support
- Comprehensive researched based reading and math programs

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

Students at Vandenberg Elementary School are scheduled into the regular education program and are supported by an academic support team. This intervention structure includes class support, a speech therapist, teacher consultants in the areas of reading, writing, and math, resource specialists, a school social worker, and school based counseling. This structure allows for quick identification of students at risk of not meeting state common core standards and district standards. Our reform strategies include strategies that are both long and short-term in nature.

- RTI referral process
- Differentiated learning focusing on building basic skills and strategic interventions
- Push-in/Pull -out math support
- Comprehensive researched based reading and math support programs

Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All paraprofessionals have met the No Child Left Behind (NCLB) requirements. Teacher qualifications are available to parents at the district board office.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

Vandenberg instructional staff meets all state and federal requirements prior to hiring for "highly qualified" status. Staff updates their credentials annually with the Personnel Department and submits logs of professional development electronically. Staff is only assigned to positions in their qualification area.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Vandenberg Elementary School has had a zero turnover rate for this school year.

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

All teaching staff members have achieved a minimum of five years teaching in Michigan public schools. All but one are currently tenured in the South Redford School District (the sole exception having received prior tenure in another Michigan school district). In addition, over 95% of Vandenberg's teaching staff has attained a Masters Degree or higher.

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Vandenberg strives to retain highly qualified staff by offering school, district and outside professional development opportunities, participation in the Galileo Leadership Consortium, as well as many informal recognition programs.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

District and building administrators attend college and universities within the state to recruit highly qualified teaching staff. During the interview process, only highly qualified candidates, per state and federal requirements, are selected. All references and academic records are reviewed for accuracy.

Our school district website also promotes our district and seeks to attract potential qualified staff. Initial applications can be submitted online.

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

At Vandenberg Elementary School there is not a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

On going professional development has been put in place and is aligned with the comprehensive needs assessment and the goals of the school improvement plan. Our school has utilized our staff meeting time as on going professional development and learning time therefore, embedding learning and growing within set timeframes. Our teachers continue to learn and apply learning within our PLC groups or team time during the normal school day. Our daily schedule provides time for teams to meet, discuss, and grow collaboratively. Staff and paraprofessionals have various opportunities for staff development at district, building, and individual levels. The school district has training days throughout the year. Grade-level teams meet to work on curriculum. Shared grade-level planning time allows for additional opportunities to collaborate, plan, and increase professional development through personal learning networks.

Describe how this professional development is “sustained and ongoing.”

All professional development is based around our current school improvement goals. We are working to increase professional development opportunities for our teachers. Professional development opportunities will be offered though Wayne County Regional Education Center and various other professional organizations. Teachers return from the workshops & conferences and share information with staff at staff meetings. Principals also attend conferences and use the new knowledge for informal discussions and educational coaching. Principals perform walk-throughs to determine the effect of professional development on learning.

Goals

1. Improve instruction in the content areas.
2. Increase fidelity of the curriculum
3. Align Common Core State Standards to instruction and assessment

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

In working to involve parents in our plan, Vandenberg developed a parent advisory committee that meets once per semester to review student data and parent programming. Parent feedback and suggestions are encouraged.

All parents are encouraged to sign our Parent-Student-Teacher Compact.

In addition, through Title I we have been able to develop and impliment parent/family events. Events include Grade Level Parent Orientations, Math, Reading, History and Writing/Poetry nights.

How were parents involved in the implementation of the schoolwide plan?

The parent advisory committee helps to monitor and adjust the schoolwide plan. Parents offer ideas and suggestions to incorporate into the schoolwide plan.

How were parents involved in the evaluation of the schoolwide plan?

The parent advisory board helps to analyze survey data and evaluate the schoolwide plan.

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)?

We are currently developing a Title 1 Parent Involvement policy that will address how the school carries out all activites. We hope to have a draft of this policy ready within the first three months of the 2013-2014 school year.

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

Vandenberg's parent coordinator plans parent/family events, and encourage building staff to provide instruction for many of the evening events. A budget is set for parent programming in the spring of the prior school year. Staff recieves a stipend for participating in parent events.

How will the parent involvement component of the schoolwide plan be evaluated?

Vandenberg has been working on ways to further evaluate parent satisfaction and use of materials and training provided from our parent programming. For the 2013-2014 school year we plan to conduct surveys after each event to gain feedback about the sessions. Currently, we rely on attendance data from our events to gauge participation, as well as oral feedback from the Parent Advisory Council which meets quarterly.

How will the results of the evaluation be used to improve the schoolwide program?

We have made various adjusts to parent/family event nights in areas of content, hours and materials based on input from the Parent Advisory Committee. In the future we hope to use the survey data to evaluate and make necessary adjustments to the evening events.

How was the school-parent compact developed?

The parent school compact was developed with the input of both the School Improvement Leadership team and Parent Advisory Council. It was then brought to the entire staff and presented for comment to the Parent Teacher Organization (PTO) before adaptation and publication.

How is the parent compact used at elementary-level parent teacher conferences?

Vandenberg Elementary School encourages parents and families to participate in their child's school career in a meaningful way. All parents are encouraged to sign the Student/Parent/School Compact. The Compact outlines the responsibilities of the school staff, parents and students in striving to meet the educational goals of the school. At Vandenberg, we do not simply send home the parent-school compact. It is printed for teachers and given to them to be discussed at the required fall (November) parent/teacher conference, where it is signed together by the teacher and the family.

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

How does the school provide individual student academic assessment results in a language the parents can understand?

Vandenberg provides student assessment results during our parent teacher conferences. Parents are given the assessment results by the classroom teacher and the results are share in a parent friendly language. Parents are also given strategies and ideas of how they can assist and connect learning at school and at home.

Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

In the spring of each school year, Vandenberg hosts many kindergarten registration workshops and open houses before the start of the next school year. Siblings of Vandenberg students, students enrolled in the district preschool program and other members of the community are mailed information about visitation and registration requirements.

Our district has made connections with local preschools to assist with the transition of these students into our kindergarten program through extended mailings and advertisements on the local cable networks. .

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?

Training is provided at our spring registration seminars to incoming kindergarten parents about expectations and specific skills needed before their children enter kindergarten in the fall. Parents are sent home with a bag which includes the common core for kindergarten, a list of sight words and skills needed upon entry to kindergarten. Our school provides various websites that parents can visit with their students to promote and continue various learning opportunities for their children. Parents are also provided with a book and bookmark that has questioning stems to ask their children when reading.

Teachers meet in the Spring, as teams to help facilitate the transition of students to their next grade. Information is transferred to ensure timely implementation of accommodations and modifications necessary for students. When transitioning to a different building, children are given the opportunity to visit and transition based on their individual needs and support level. Parents visit buildings and are given an opportunity to learn systems and participate in the transition of their child.

Component 8: Teacher Participation in Making Assessment Decisions

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

Vandenberg's school improvement plan is continually updated with input from teaching staff at building staff meetings. Currently staff regularly meets district administration to analyze AIMS web, quarterly assessments and MEAP data (when available). District wide professional development sessions regularly focus on teacher input for curriculum and assessment decisions by grade level. All teachers at Vandenberg Elementary understand that data drives instruction. Vandenberg Elementary provides opportunities for staff members in the school to interact with one another via staff meetings, grade level common meeting time, and professional development.

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

Grade level teams have been scheduled at least one weekly common prep time to review student data and facilitate grade level planning. Teachers use these sessions to review student results and implement plans to further student achievement, including the use of flexible grouping, intervention and extension strategies. Building wide, MEAP item analysis is used to identify areas for growth and improvement by all staff. Common quarterly assessment data in Math and Reading is also reviewed at building staff meetings.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Vandenberg utilizes Class A as a data management tool. Using this program ,we are quickly able to identify students having difficulty mastering state standards on MEAP assessment. Item analysis reports are used to further identify the specific areas for intervention and lists of students having difficulty in those areas.

AIMsweb data is used as a predictor of student success with national norms which help to identify students at risk of failure.

Data from common quarterly assessments in math and reading are also used to predict success on standards and identify at-risks students for intervention programs.

Data is reviewed from AIMsweb (K-5) three times annually.

Students are can also be referred to intervention programs by teachers and/or by parent request.

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?

Students identified as not proficient are reviewed by teaching staff and proper interventions are selected. Interventions include: Small group instruction, Work with Title I Aides, Reading Specialist or Speech and Language Teacher, Social Work Services, Summer School, Additional teacher assistance and Special education services.

The Student Support Team, composed of the Principal, Classroom Teacher, Special Education Resource Teacher, School and District Social Worker, District Psychologist, Speech and Language Teacher and Reading Specialist, which meet quarterly to review and recommend interventions for students.

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

Individual needs of students are being addressed through differentiated instruction in the classroom during team time in the areas of Reading, Writing, and Math.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

All programs offered at Vandenberg are funded through federal and state resources. These programs used facilitate strategies to help achieve our school improvement goals.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Resources: Vandenberg will use Title I funds, state and other federal funds to enhance the academic achievement of all students.
Support Programs: Title IA, Title IIA, Title IID, Title VA, 31A, Early Childhood Grant, and IDEA
All for these programs/resources are aligned to help students achieve schoolwide goals.

Describe how the school will use the resources from Title I and other sources to implement the ten required schoolwide components.

In order to plan, review and implement our School Improvement Plan we have planned for the following resources:

1. Resources will be allocated for School Improvement Leadership Team.
2. School-wide Reform Strategies: Resources will be allocated.
3. Highly Qualified Status: No funds are allocated at this time as all staff is highly qualified.
4. Strategies to Attract Highly Qualified Teachers: No funds are allocated at this time.
5. Ongoing Professional Development: Title 1A funds will be used to support training in the core content areas.
6. Strategies to Increase Parental Involvement: Title 1A will be allocated to support parent engagement (4 parent nights, PTO Conference, etc.)
7. Preschool Transition Programs: District general funds are budgeted for Kindergarten Round-up, Health Fair and Mailing Costs in this area.
8. Teachers Involved in Decision Making: District general funds have been budgeted for curriculum and grade level meetings.
9. Activities/Programs for At-Risk Students: Paraprofessional Staffing from Title IA/31A, Social Work Support from 31A, Reading Specialist from 31A.
10. Coordination of Programs: District coordinator works with staff, administration and Central Office to organize the funds at the state and federal level, there is no cost to Vandenberg. Related expenses come from district general fund.

How does the school coordinate and integrate the following Federal, State and local 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.

District coordinator works with administration to organize the funds from the state and federal level. The building principal and School Improvement leadership team work at the building level to plan and coordinate programming.

Vandenberg participates in the Positive Behavior Support (PBS) program building wide and is a model program for the county. In addition,

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our school social worker offers social skills classes in grades K-5. Behavior data is reviewed monthly by the PBS committee and reported to staff.

Vandenberg participates in and promotes the district Wellness Policy. In addition, we partnered with Redford Township and DTE to install a quarter mile walking track to be used by the school and community members. The school participates in an after school running club, Fit Club and SPLASH education at some grade levels. We have developed partnerships with Detroit Diesel, American Cancer Society (Relay for Life) and Jump Rope for Heart.

For the past four years Vandenberg has also had an in-school mental health clinic in partnership with Lincoln Behavioral Services. Students and families are serviced before, during, and after school hours.

Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

Vandenberg evaluates the schoolwide program annually through Title1 and 31A Evaluation tools.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Vandenberg will evaluate the results from the state assessments, quarterly data and AIMS web results to determine program effectiveness. We hope to see an increase in the achievement of students in meeting the state academic standards.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school uses the bottom 30 percent to determine program effectiveness. Students should be moving up and individually displaying growth.

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 schoolwide plan will be revised based on the results of the state assessment, quarterly data and AIMS web results. This data will drive our instruction to ensure continuous improvement of all students.