MICHIGAN
Department of Education

Priority School Improvement Plan

Dickinson School

Grand Rapids Public Schools

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GRAND RAPIDS, MI 49507-2671

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Introduction

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

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

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

Student Demographic Data

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

Dickinson's student enrollment data shows challenges with retention throughout the a complete year.   The student population has high mobility. During 13-14 school year we had 117 students coming from other schools as well as 41 students leaving Dickinson, having a net change of 76 students. During the 14-15 school year we had 136 students coming from other schools as well as a 42 students leaving Dickinson.
Currently during the 2015-2016 school year, at Dickinson 23 students are on a transfer. We had a total of 18 students dis-enroll this year.

Student Demographic Data

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

2015-2016 Attendance Data (Chronic Absences):

Subgroups (K-5)

Males	22 %
Females	15%
African American	25%
Hispanic	12%
Caucasian	21%
Multiracial	17%

2015-2016 Attendance Data (Chronic Absences): Subgroups 6-8

Males	7 %
Females	10%
African American	15%
Hispanic	0%
Caucasian	50%
Multiracial	0%

Dickinson's challenge with attendance is around mobility of students and parents understanding and adhering to the district's attendance policies and procedures as it pertains to tardiness and absenteeism.

Student Demographic Data

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

Suspension Data

2013-2014   K-8   316 students   157 suspensions

2014-2015   K-8   327 students   77 suspensions

2015-2016 K-8   310 students   71 suspensions

2015-2016 Suspension Data: Subgroups (K-8)

   71 Scholars suspended during the school year 2015-2016 (which is roughly 24% of our K-8 student population)

o 47 -Males (66%)

o 24 -Females (34%)

·   African-American: 68%

·   Hispanic: 11.5%

·   Caucasian: 9%

·   Multiracial: 11.5%

Student Demographic Data

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

This year, in partnership with KSSN and DHHS, Dickinson will begin a green/yellow/red light system which communicates to them their level of absenteeism. This system will be tied in to incentives for both parents and the child. There is also high mobility with our students which creates academic challenges. The high mobility rates negatively affect our performance ratings each year. Welcoming phone calls will be made at the beginning of the year. An open house and grade-level night will help involve parents in their child's learning. PTTC meetings will be held monthly in order to create a safe and welcoming environment for students and parents, and to involve parents in their child's learning. Some challenges based on student attendance include: students with poor attendance struggle academically because they miss critical lessons and activities. Also, students with high absenteeism do not make the required annual yearly academic growth. To address these challenges, the school will monitor the amount of absences, and deal with it accordingly. Also, there will be special incentives given to students who have good or perfect attendance. We will continue to encourage our parents to work with us as partners to maximize teaching and learning at Dickinson.

Teacher/School Leader(s) Demographic Data

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

During the 2015-2016 school year, Dickinson Academy saw many teachers not return, specifically, there were five new teachers to the

building, including a new administrator. Of the five new teachers, 3 teachers were new to teaching. Chartering Professional Learning Communities and defining ways of working was a priority so that collaboration could take place. There are instances in which there is one teacher at each grade level, which limits co-planning, however, much vertical articulation took place.

Teacher/School Leader(s) Demographic Data

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

In 2015-2016, there were 3 teachers who have been teaching 0-3 years. There are 5 teachers who have been teaching 4-8 years. There are 4 teachers who have been teaching 9-15 years. There are 4 teachers who have been teaching >15 years.

Teaching experience among teachers is varied as well as experience with particular grades or teaching all core content areas. Maintaining consistency with teachers and grade levels would positively impact student achievement and allow teachers to become solid in the curriculum as it aligns to student achievement.

Teacher/School Leader(s) Demographic Data

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

School leader was absent one day for the 2015/2016 school year for personal business.
School leader was absent a total of 13 school days for professional learning and/or meetings.

Because leader absence was kept to a minimum, negative impact on student achievement was avoided.

Teacher/School Leader(s) Demographic Data

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

Teaching and learning are not as significant when teachers are absent. This can cause a set back in the teaching and learning process which negatively affects students achievement.

Teacher/School Leader(s) Demographic Data

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

-Building trust (climate of collaboration to address concerns and challenges)

-Engage cultural competencies (ability to form authentic and effective relationships addressing differences)

-Streamline (support to meet students needs: social emotional and academics)

-Transforming instructional practice (transform teaching and learning to focus on curriculum and delivery)

-Engaging (entire school community)

Process Data

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

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

Results taken from the school wide Tripod survey show:

Overall 7C score 82% satisfactory

Care: 84%

Challenge: 80%

Clarify: 79%

Captivate: 81%

Confer: 80%

Consolidate: 84%

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

Results taken from the school wide Tripod survey show:

Clarify= 79%

12. How might these challenges impact student achievement?

When students are unsure about the expectations (whether related to behavior or instructional expectations), it diminishes their chances for success. Clear expectations related to behavior results in better learner outcomes.

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

In order to address control challenges as noted in TRIPOD, we will continue to implement PBIS, while focusing on explicit instruction with fidelity to positively impact climate/culture and improve student achievement.

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

Students with disabilities receive supports as noted via IEP, 504 plan or identified interventions from child study meetings or PBIS plans.

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

Dickinson offers LOOP during the school year for grades 1-8 Monday through Friday for 2 hours. Summer programming is offered June through July for grades 1-8 Monday through Thursday for 6 hours.

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

Dickinson offers the opportunity to all students on a first come first serve basis during the school year. Summer programming targets students based on academic deficits and is offered to all students. Parents are notified by the school as well as the district via mailings, robo calls and application process.

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

The education component for summer programming is dictated by the school district.

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

Achievement/Outcome Data

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

19a. Reading- Strengths

Reading MAP and SIP Goals

SY 15/16

% of students at Norm, which is 50th percentile or higher:

Kinder: 17%

First: 16%

Second:16%

Third: 26%

Fourth: 10%

Fifth: 9%

Sixth: 17%

Seventh: 20%

Eighth: 17%

19b. Reading- Challenges

Reading MSTEP and SIP Goals

SY 15/16 With Regard to M-STEP

3rd grade= 5% proficient

4th grade= 14.29% proficient

5th grade=5.77% proficient

6th grade= 8% proficient

7th grade= 16% proficient

8th grade= 24% proficient

19c. Reading- Trends

Dickinson students are not meeting or exceeding reading goals in all grades.

19d. Reading- Summary

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

The SIP will focus on Explicit Instruction.

Explicit Instruction: is systematic, direct, engaging, and success oriented- and has been shown to promote achievement for all students. This approach gives all teachers the tools to implement explicit instruction in any grade level or content area. The use of Explicit Instruction with fidelity provides clear procedures for identifying key concepts, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master skills. Dickinson will implement the use of an Explicit Instruction lesson plans, walk-through tool, incorporate a book study and participating in on-going cycles of learning through PLCs and other professional development opportunities. The Explicit Instruction Model encompasses: Explicit Instruction/Models (Teacher Does It), Guided Instruction/Collaborative (Teacher and Student), and Independent Practice/Transition from Guided Practice (Student Does It).

20a. Writing- Strengths

N/A

20b. Writing- Challenges

Writing not assessed.

20c. Writing- Trends

Dickinson students need to spend more time writing in content areas daily and using a rubric to score weekly writing pieces.

20d. Writing- Summary

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

Dickinson teachers will focus on explicit instruction which will increase writing across the core content areas. Teachers will provide a writing rubric for students to use to score writing pieces weekly.

21a. Math- Strengths

SY 15/16 answer

Math MAP and SIP Goals

% of students meeting or exceeding typical growth

% of All students n/100

Kindergarten 45%

Second 59%

Third 52%

Fourth 56%

Sixth 50%

Seventh 45%

% of FM/M

Kindergarten 45% F, 44% M

Second 67%F

Third 64% M

Fourth 61%M

Sixth 67% F, 43% M

Seventh 63%M

Eighth 99% M

21b. Math- Challenges

SY 15/16

Math MAP and SIP Goals

% of students Not meeting or exceeding typical growth

% of All students n/100

Kindergarten 55%

First 54%

Second 41%

Third 48%

Fourth 44%

Fifth 71%

Sixth 50%

Seventh 55%

Eighth 50%

21c. Math- Trends

We saw huge gains this year in Math. This can be attributed to our work around academic vocabulary.

21d. Math- Summary

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

As indicated in previous questions, Math fact fluency and computation is a deficit at Dickinson. As outlined in the Unpacking Tool, teachers will use Direct Instruction to address this deficit. In Math, Dickinson Academy will improve teaching and learning with the implementation of effective Direct Instruction using a model for explicit instruction for all K-8 teachers

22a. Science- Strengths

MSTEP Science Assessment
May 2016,
4th= less than 5% proficient
7th grade= less than 5% proficient

22b. Science- Challenges

Challenges that teachers and students experience in the area of Science are limited instructional time and available resources/ materials.

22c. Science- Trends

There has been an increased focus on teaching Science in all grades. Teachers are incorporating Science curriculum with Reading and Writing Instruction to increase proficiency.

22d. Science- Summary

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

As indicated in previous questions, Science has not been a priority at Dickinson Academy in previous years because the focus has been on increasing reading, writing, and math achievement. The majority of instructional time has been spent on addressing these deficits. But teachers are learning how to integrate Science curriculum with Reading, Writing, and Math instruction.

23a. Social Studies- Strengths

54% of Dickinson students were proficient on the District Social Studies Assessments.

23b. Social Studies- Challenges

Challenges that teachers and students experience in the area of Social Studies are limited instructional time and available resources/ materials.

23c. Social Studies- Trends

There has been an increased focus on teaching Social Studies in all grades. Teachers are incorporating Social Studies curriculum with Reading and Writing Instruction to increase proficiency.

23d. Social Studies- Summary

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

As indicated in previous questions, Social Studies has not been a priority at Dickinson Academy in previous years because the focus has been on increasing reading, writing, and math achievement. The majority of instructional time has been spent on addressing these deficits. But teachers are learning how to integrate Social Studies curriculum with Reading, Writing, and Math instruction.

Perception Data

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

24a. Student Perception Data

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

The evidence from the Elementary TRIPOD Survey show below indicates that the highest level of satisfaction among students is CARE and CAPTIVATE.

The evidence from the TRIPOD Survey show: Early Elementary (75 responses)

7Cs Score: 85%
Care- 93%
Challenge: 83%
Classroom Management: 67%
Clarify: 66%
Captivate: 89%
Confer: 93%
Consolidate: 88%

The evidence from the TRIPOD Survey show: Middle School (34 responses)

7Cs Score: 64%
Care- 68%
Challenge: 67%
Classroom Management: 38%
Clarify: 66%
Captivate: 65%
Confer: 68%
Consolidate: 74%

24b. Student Perception Data

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

The evidence from the TRIPOD Survey below indicates the overall lowest level of satisfaction among students is CLASSROOM MANAGEMENT AND CLARIFY.

The evidence from the TRIPOD Survey show: Early Elementary (75 responses)

7Cs Score: 85%

Care- 93%

Challenge: 83%

Classroom Management: 67%

Clarify: 66%

Captivate: 89%

Confer: 93%

Consolidate: 88%

The evidence from the TRIPOD Survey show: Middle School (34 responses)

7Cs Score: 64%

Care- 68%

Challenge: 67%

Classroom Management: 38%

Clarify: 66%

Captivate: 65%

Confer: 68%

Consolidate: 74%

24c. Student Perception Data

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

We selected PBIS because it is a district supported initiative and to improve climate and culture at Dickinson based on past years' data and transformation. PBIS implementation has made a significant impact on decreasing suspensions, improving attendance and parental involvement and showing growth in student achievement. The lack of the consistent implementation of behavioral expectations over the past five years has had a direct impact on overall student achievement (attendance, academics, climate, culture, and parental involvement.

25a. Parent/Guardian Perception Data

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

The evidence from Parent Satisfaction Surveys below indicates the overall highest level of satisfaction among parents/guardians is that (76%) the school keeps me informed of my child's progress in school.

61% would recommend this school to other families.

63% believe the school promotes academic success for all students and has high achievement expectations for students.

69% believe their child feels safe at school and is given challenging work.

76% believe the school is clean and well-maintained

71% believe that the school promptly responds to phone calls, messages or emails.

68% believe that the school provides their child with additional support when needed.

72% believe that the school actively seeks out the input of parents.

76% believe that the school keeps them informed of their child's progress.

61% believe that they are able to assist their child/children with homework.

74% ask what their child is learning about in school.

42% said they attend school events.

64% attend parent/teacher conferences.

52% say they are aware of the many different ways that they can be involved in their child's school

25b. Parent/Guardian Perception Data

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

The Parent/Guardian Perception Data below indicate the overall lowest level of satisfaction among parents/guardians is (42%) of parents say that they attend school events.

61% would recommend this school to other families.

63% believe the school promotes academic success for all students and has high achievement expectations for students.

69% believe their child feels safe at school and is given challenging work.

76% believe the school is clean and well-maintained

71% believe that the school promptly responds to phone calls, messages or emails.

68% believe that the school provides their child with additional support when needed.

72% believe that the school actively seeks out the input of parents.

76% believe that the school keeps them informed of their child's progress.

61% believe that they are able to assist their child/children with homework.

74% ask what their child is learning about in school.

42% said they attend school events.

64% attend parent/teacher conferences.

52% say they are aware of the many different ways that they can be involved in their child's school

25c. Parent/Guardian Perception Data

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

Staff and administration will continue to provide multiple opportunities for parents/guardians to be involved at Dickinson. Parents/ guardians can volunteer at Dickinson, attend parent-teacher conferences and curriculum nights, and express their satisfaction by taking perception surveys. We will be extending more opportunities to parents with ELL classes to gain more community involvement. Communication might be a barrier, communication will begin to go out in Spanish as well.

26a. Teacher/Staff Perception Data

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

School leadership was given a 3.55 out of a 5.0 scale.
The district average was 3.61.

26b. Teacher/Staff Perception Data

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

The quality of professional development was given a 2.63 out of a scale of 5.
The district average was 3.64

26c. Teacher/Staff Perception Data

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

Teachers will be surveyed more about their needs for professional development.
Heat maps will be utilized to target areas of need for teachers.

27a. Stakeholder/Community Perception Data

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

The Stakeholder/Community Perception Data results indicate the overall highest levels of satisfaction among stakeholders/community are:

1. Quality of the Instructional Prgram (staff has high expectations of students)
2. School Climate
3. Community and School Relationships

27b. Stakeholder/Community Perception Data

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

The Stakeholder/Community Perception Data results indicate the overall lowest levels of satisfaction among stakeholders/community are:

1. Resource Management (technology, take-home books, leveled books for classroom)
2. Quality of the Instructional Program as regards to the school's academic programs (individual subject areas)
3. Inconsistency of staff and administrators each year
4. Add more support in schools to address deficits (academics, behavior)

27c. Stakeholder/Community Perception Data

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

We will work with the district office for resources to best meet the instructional needs of Dickinson students. We will also reach out to Community Partners for additional resources to improve the level of stakeholder/community satisfaction in Resource Management (technology, take-home books, leveled books for classroom).

To address improving the quality of the instructional program as regards to the school's academic programs (individual subject areas) we will focus on providing explicit instruction.

The inconsistency of staff and administrators is not decided at the building level.

Summary

28a. Summary

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

The strengths identified in the four kinds of data-demographic, process, achievement/outcomes and perception are: based on the data there has been a decrease in suspensions and students who are chronically absent. The PBIS initiative has made a positive impact on Dickinson's climate and culture. Professional Development will continue to be provided for staff in the areas of Explicit Instruction, SIOP, and PBIS. Dickinson's climate and culture has improved and parents/guardians and community stakeholders are overall pleased with the school.

The challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception are high student mobility, inconsistent staff and administration, and student achievement.

28b. Summary

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

The challenges identified in the demographic, process and perception data impact student achievement because staff and students need consistency.

28c. Summary

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

These challenges are addressed through Dickinson's Priority School Unpacking Tool (Big Ideas) and the Reform/Redesign Plan outlined below:
Positive Behavior Intervention Support (PBIS):
The purpose of school wide implementation of PBIS (Positive Behavior Intervention Support) at Dickinson Academy is to establish a climate and culture in which appropriate behaviors are the norm and teaching and learning can take place. PBIS implementation sustains a positive school community where everyone feels respected, understands their responsibilities, and experiences success in all school environment. The implementation of PBIS and its components has decreased suspensions significantly but has evidenced areas of concern in fighting and defiance in the classroom and on the playground within the student population over the 2015-2016 school year. It is evident that school wide implementation of PBIS is successful but shows that additional strategies need to be added to directly impact fighting and defiance in the classroom and on the playground which both support academic and social achievement.

Direct Instruction:

Dickinson Academy will improve teaching and learning with the implementation of effective Direct Instruction using a model for explicit instruction for all K-8 teachers that includes:

 -emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks

 -provides constant interaction between students and teachers

 -intensive and data-driven

 -focuses on student academic performance

 -involves continuous improvement

 -involves constant monitoring of students' academic progress

Dickinson teachers will be responsible for knowledge and planning the implementation of Direct Instruction which includes a tiered approach:

 -Skill Introduction (Whole Group)

 -Teacher Modeling/Structured Practice (Whole Group)

 -Guided Practice

 -Independent Practice

 -Assessment

 -Periodic Review

 -Mastery

Teachers will use pre/post formative and summative district and teacher-created assessments, MAP, Delta Math and DIBELS to drive instruction and modify groups as needed.   Dickinson teachers will document and show evidence of student growth by effectively documenting building identified data to monitor students' academic progress. The information will be used during Data Dialogue and PLCs for teachers to monitor and focus their instruction to improve teaching and learning.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy and math are tested annually in grades 1-5. All students are assessed in literacy and math on the NWEA MAP test three times per year. Students in grades 3-5 are assessed in literacy and math on the MEAP test each year. DIBELS testing for students in grades k-2 is given 3 times per year for reading readiness skills.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	No		

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Please refer to the PDF that is attached.	Non-Discrimination

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	District Contact: Kurt Johnson Executive Director of K-12 Athletics, K-12 Physical Education Supervisor, K-12 Student Activities and Dual Enrollment 1331 Franklin Ave. SE Grand Rapids, MI 49506 Phone: (616) 819-2010 johnsonk@grps.org	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	.	Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Dickinson Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

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?

The Comprehensive Needs Assessment was conducted by the Instructional Leadership Team. Teacher, parent, community, and student perception surveys were evaluated and used to complete the Comprehensive Needs Assessment as well as data from state and district assessments.

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?

 According to perception data, parents are pleased with the school, and students feel comfortable and safe in school. 69% of the parents reported that their child(ren) feel safe, 76% stated the building is clean and well-maintained. 76% believe that the school keeps me informed of my child's progress in school.

Our achievement data shows that improvement is needed. After analyzing the perception data and student achievement results we determined that the instructional focus next year would center around Sheltered Instructional Observational Protocol (SIOP) as we to integrate best practices and support ELL learners as well as all learners. Flexible Grouping was implemented this year to identify and target reading and math. We have implemented Positive Behavior Intervention Support (PBIS) to establish clear expectations as well as create a positive climate of learning.

Additionally, we will be implementing the practice of Backward Mapping and identifying Essential Learnings/Power Standards in both ELA and Math. This strategy and plan will allow us to give intense focus to those claims that our students need improvement on.

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 school goals are a result of analyzing school data and perception surveys done by all stakeholders.

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 majority of the student population meets the criteria for "disadvantaged." The goals address the needs of all students.

Component 2: Schoolwide Reform Strategies

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

All staff will utilize Sheltered Instruction Observation Protocol (SIOP) to support the learning needs of all students. SIOP encompasses differentiated instruction, clearly defined content and language objectives, the use of supplementary materials, adaptation of content to all levels of student proficiency, meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking, linking concepts to students' background, vocabulary instruction, scaffolding, review and assessment.
All staff will utilize Positive Behavioral Interventions and Supports (PBIS) and data collected through SWIS to improve learning behaviors of all students. The school will implement inquiry-based instructional strategies for science.
All teaching staff will use flexible grouping to plan and drive instructional models in classrooms to maximize learning for all. Data collection will be placed in Data Binders as a common place for staff to draw from when planning lessons.
Teachers will also be responsible for working in grade level PLCs to unpack power standards for each marking period. They will be responsible for designing lessons that integrate effective targets, success criteria and access to lessons and projects that embed cognitive demand.

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).

All staff will implement differentiated instruction through a flexible grouping model to reach the needs of all learners. Dickinson will use Positive Behavior Interventions and Supports (PBIS) and data collected using SWIS to improve learning behaviors of all students.

The staff will utilize Sheltered Instruction Observation Protocol (SIOP) to support the learning needs of ELL students.

The staff will also work collaboratively to unpack standards every marking period. Additionally, throughout the year, we will be embedding professional development that aligns with the work of Fisher/Frey/Hattie research and Visible Learning.

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

All staff will implement differentiated instruction through a flexible grouping model to reach the needs of all learners. Dickinson will use Positive Behavior Interventions and Supports (PBIS) and data collected using SWIS to improve learning behaviors of all students.

The staff will utilize Sheltered Instruction Observation Protocol (SIOP) to support the learning needs of ELL students.

The staff will also work collaboratively to unpack standards every marking period. Additionally, throughout the year, we will be embedding professional development that aligns with the work of Fisher/Frey/Hattie research and Visible Learning.

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.

Dickinson uses a multitude of supports for students such as:

-Grand Valley State University Tutors (in-school, after-school and summer one-on-one tutoring)

-Schools of Hope

-Flexible Grouping

-Sheltered Instruction Observation Protocol (SIOP)

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

Instructional staff analyze data during PLCs to reflect on student data and also analyze student work to ensure that the standards that are being taught are aligned with the tasks that students are asked to do.

Component 3: Instruction by Highly Qualified Staff

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

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 of the teachers meet the NCLB requirements for highly qualified staff.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

In K through 8th, we had a total of 16 teachers in 15-16.Of those 16, 3 will not be returning, which is a 19% turnover.

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

There are 3 teachers who have been teaching 0-3 years. There are 8 teachers who have been teaching 4-8 years. There are 2 teachers who have been teaching 9-15 years. There are 2 teachers who have been teaching >15 years.

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

Dickinson is currently a language center and requires at least one staff member endorsed in ESL at each grade level. Teachers are provided with quality professional development and share in decision making across all areas. We work with local universities to welcome student teachers and provide support to teachers and students by utilizing community partners from Grand Valley State University tutoring program.

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

The district has implemented a transformation plan designed to place highly qualified teachers in the appropriate schools through an application and interview process with school principals. The district seeks qualified staff through social media, the district website, and advertising in various venues.

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?

There will not be a high turnover rate in the upcoming year. Any changes made to staff are directly related to the teacher not being ESL certified as our program dictates.

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.

Some of the staff have already received initial Sheltered Instructional Observational Protocol (SIOP). The staff has received professional development by grade level about Data driven instruction and how to implement these skills. The staff has participated in Professional Learning Communities regarding flexible grouping to build those skills and to help trouble shoot issues as necessary. Teachers have also received professional development on implementing PBIS strategies.

Teachers will be undergoing PD before school that aligns with the district's academic plan. This plan includes the work of Fisher/Frey (Visible Learning) and Wiggins/McTeague (Backward Mapping).

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

Professional is continual throughout the year with:

PLCs bi-weekly

Data Dialogues quarterly

Teacher Observations of one another

Professional Development

Book Studies

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

Component 6:   Strategies to Increase Parental Involvement

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

Parents provide feedback through parent perception surveys.

A PTCC leader represents the parents connected with the school. This role is responsible for communicating needs and wants of all parents as well as the data from the perception survey.

Parents also participate in various content area evening activities in which they learn about the instructional program and learn how to help their students at home.

This year, the PAL (parent action leader) will be invited to attend our ILT meetings.

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

Parents are involved in the implementation of the school-wide plan through parent meetings, open houses, conferences, and curriculum nights.

We are holding a parent meeting in the fall (September 14) to inform parents about Dickinson Academy's Theory of Action for both culture/climate and academics.

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

Parents provide feedback through parent perception surveys. Assessment results are shared through individual parent-teacher conferences twice a year, or individual parent-teacher meetings. Parents are also invited to attend monthly parent meetings where they can voice concerns.

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	Student, parents, and teachers sign a parent compact at the beginning of the school year. Parents are required to be actively involved to continue education at home. Attendance at monthly parent meetings, parent-teacher conferences, curriculum nights is strongly encouraged to give parents the opportunity to provide feedback and gain strategies to help their child(ren) be successful. Parents share responsibility for high student academic achievement by getting their child(ren) to school every day and following through with homework completion.	

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

Parents are given a Student/Parent Handbook at the beginning of each school year. They sign a parent compact and are invited to attend parent-teacher conferences. Teachers participate in year-long professional development. Students are encouraged to be successful learners through monthly celebrations of academic success.

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

sign-in sheets, agendas, compilation of parent survey data

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

The Parent Teacher Community Council (PTCC) will analyze data, create plans, and implement strategies to improve areas that are of concern. They will work in conjunction with the school administrator and KSSN- Kent Schools Services Network.

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

The compact was created by the ESEA Section 1118 (e) 1-5, 14 and (f).

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

It is a requirement that is signed by all parents/guardians.Components of the compact, such as parental involvement, homework, and school academic and behavior expectations are discussed and reviewed at parent-teacher conferences.

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

Same as PreK-8 grades in #9 (above)

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

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

Assessments are translated into students' home language when possible. We have many Spanish speaking support staff that can assist in translation to ensure all families understand their child(ren)'s academic progress. Translators are utilized during parent-teacher conferences, parent meetings, and curriculum nights. During parent conferences, we make every attempt to hire translators that speak Swahili and/or

Kinyarwanda.

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?

Kindergarten, Here I Come (KHIC)

This event held on March 12, 2013 at Public Museum of Grand Rapids is held in conjunction with other public/private Pre-K and Child Care programs in Grand Rapids. KHIC's provides parents and their incoming student with the following:

- Opportunity to meet principals and Kindergarten teachers of each school in GRPS and learn about school options

- Inform parents of curriculum expectations for Kindergarten

- Inform parents of services available to their incoming Kindergarten student, i.e ELL, Health, Special Education etc.

- Provide access for parents to understand and obtain documents necessary for school enrollment, i.e. birth certificate, proof of residency etc.

Building the Bridge to Kindergarten Readiness

Grand Rapids Public School's Early Childhood Director and representatives from Student Services attended this event during the Fall of 2014. This event is sponsored by Head Start of Kent County. The purpose of this event is:

- To inform parents of district's Kindergarten options

- To inform parents of district's Kindergarten curriculum

- To meet parents face to face and discuss any questions or concerns that they may have about their child's entrance to 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?

Preschool teachers are endorsed in early childhood education. They receive continuing professional development from the Early Childhood division of the district. Preschool teachers provide reading and math readiness training to parents during home visits, classroom visits and conferences.

This year, the PRE-K teachers will be expected in meet in PLCs with the two KINDER teachers to collaborate together. Vertical articulation is important.

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?

Dickinson uses district common assessments for each content area which are created by the district instructional leaders. Teacher created assessments are one of the products of professional learning communities (PLCs) work.

PLC meetings take place during department meetings, release time, and professional development days.

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

The staff participates in a data review process during their own daily planning, monthly PLCs, and quarterly Data Dialogues.
Teachers analyze achievement growth of:
-common assessments
-MAP data
-DIBLES data
-writing samples
-research-based instructional strategies
-teacher-created assessments, and/or lessons related to their instruction

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.

At the beginning of the year, teachers are given their state assessment data so they are informed of which students are not at proficiency. The students are also assessed with NWEA's MAP norm assessment and the work of PLCs will be to utilize the learning continuum to assess which students are in need of intervention with regard to the power standards identified at each marking period.

Grade level teams meet in professional learning communities to examine student data and change instructional practices to support academic achievement. During this time teachers examine the following data: informal teacher observation, student conferencing, classroom assessments, evaluation of daily assignments and homework.

Students who do not make progress are placed in intervention groups. Students who do not make progress with intervention are then brought to the Student Success Team. This team examines the data, makes suggestions for supporting the student and confers with the parent if growth does not occur. When necessary, students are referred for special education testing.
Dickinson School also uses a data review process after each district testing cycle, which is three times per year. During data review teachers gather to analyze student performance on district and state assessments. Plans are created to close achievement gaps at that time.

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?

Student Support Team meets monthly to identify students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

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

Dickinson Academy uses the flexible grouping process to identify and address students experiencing difficulty mastering the State's Common Core State Standards.

Grade level teams meet in professional learning communities to examine student data and change instructional practices to support academic achievement. During this time teachers examine the following data: informal teacher observation, student conferencing, classroom assessments, evaluation of daily assignments and homework.

Students who do not make progress are placed in intervention groups. Students who do not make progress with intervention are then brought to the Student Success Team. This team examines the data, makes suggestions for supporting the student and confers with the parent if growth does not occur. When necessary, students are referred for special education testing. Dickinson School also uses a data review process after each district testing cycle, which is three times per year. During data review teachers gather to analyze student

performance on district and state assessments. Plans are created to close achievement gaps at that time.

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.

Programs are coordinated and integrated toward the achievement of the school-wide goals by dedicating resources and professional development in the areas indicated by the school-wide goals.

Professional development is designed to improve teaching performance in the areas of reading, math, science, and social studies.

The school utilizes the following state, federal and local programs: Positive Behavior Intervention and Support (PBIS), Free and Reduced lunch program, Preschool, Head Start, Great Start Readiness Program, and Experience Corp Tutors, United Way- Schools of Hope Tutors, The Literacy Center of West Michigan-ESL Parent & Family Literacy, Calvin College-tutors, Grand Rapids Community College-tutors, Madison Square Church-tutors, and Junior Achievement. PBIS helps to improve the social and learning behaviors of students and decrease disruptions that interfere with instruction. The Free and Reduced Lunch program provides adequate nutrition for all students. The Preschool, Head Start and Great Start Readiness Program provides education designed to get students ready for school. Experience Corp, Grand Valley State University, GRCC and Madison Square Church provide tutors to help students reach grade level expectations in reading and math. The Literacy Center of West Michigan provides
English language training for parents of our ESL students. Junior Achievement provides math training for students in a business model. These programs and agencies help the school reach the goals of student achievement in reading, math, science, and social studies.

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

The school utilizes the following state, federal and local programs: Positive Behavior Intervention and Support (PBIS), Free and Reduced lunch program, Preschool, Head Start, Great Start Readiness Program, and Experience Corp Tutors, United Way- Schools of Hope Tutors, The Literacy Center of West Michigan-ESL Parent & Family Literacy, Calvin College-tutors, Grand Rapids Community College-tutors, Madison Square Church-tutors, and Junior Achievement. PBIS helps to improve the social and learning behaviors of students and decrease disruptions that interfere with instruction. The Free and Reduced Lunch program provides adequate nutrition for all students. The Preschool, Head Start and Great Start Readiness Program provides education designed to get students ready for school. Experience Corp, Grand Valley State University, GRCC and Madison Square Church provide tutors to help students reach grade level expectations in reading and math. The Literacy Center of West Michigan provides
English language training for parents of our ESL students. Junior Achievement provides math training for students in a business model. These programs and agencies help the school reach the goals of student achievement in reading, math, science, and social studies.

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.

Dickinson School will annually evaluate the implementation of federal, state and local programs and results achieved by, the school-wide

program, using data from the State's annual assessment (M-STEP) and other indicators of academic achievement (MAP);

Evaluation:

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

The school evaluates the implementation of the SIP through a process of regular data analysis and monitoring of strategies listed in the plan. Strategies are monitored by administration and staff with daily administrator walk throughs, PLC examination of student work, monthly and weekly PBIS and monthly Student Success Team meetings.

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 school evaluates the implementation of the SIP through a process of regular data analysis and monitoring of strategies listed in the plan. Data Dialogues occur after each testing cycle in which student growth is monitored. The school uses MAP (NWEA) data and DIBELs benchmark data three times annually as well as MEAP data annually. Common assessments are also used to determine academic achievement. The school improvement team is able to determine whether the school-wide program has been effective in increasing student academic achievement through evaluation of MEAP, DIBELS, and MAP subgroup data after each testing cycle.

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.

Achievement goals, based on MEAP, MAP and DIBELS subgroup data, are created for the lowest performing subgroups and are included in the school improvement plan. The school staff compares the assessment data to the goals to determine if the program has been effective. The staff makes changes in the plan by altering strategies and adding interventions to try to reach the goals for each subgroup that is furthest from achieving the standards during the data dialogues that occur during the school year.

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?

As a result of regular PLCs, class observations, daily and monthly data discussions the staff makes changes in the plan by altering strategies and adding interventions to ensure continuous improvement of students in the school-wide program.