



# **Single Building District Improvement Plan**

**Crawford School**

**Excelsior Township S/D #1**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Crawford School - Excelsior Township #1 is a K-8 one room schoolhouse located in Kalkaska County, Michigan. It is one of the last one-room school houses operating in Michigan. The district comprises 17 square miles located approximately eight miles east of Kalkaska, between Kalkaska and Grayling. Crawford School offers a unique and historical setting and prides itself on student success. The school has three teachers and can house up to 50 students. Current enrollment is at 42. The teachers are able to give valuable one-on-one instruction to their students. Half of the students attend the school as Schools of Choice students. Finances are sound due to appropriate accounting and management principles. Parent and community involvement is high. Declining enrollment over the last few years has been a challenge.

<http://crawfordschool.com/>



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### **MISSION:**

Educators in Excelsior District Number One, Crawford School are committed to the philosophy that all children are capable of learning if they have the appropriately specified learning tasks and a suitable amount of time commensurate with their individual learning rates.

Since research and experience point to the fact that the self-concept influences learning and behavior, educators seek to provide a learning environment which nurtures success in order to influence the self-concept positively.

The successful implementation of this philosophy depends upon specific interaction between educators, parents, students, the school board members, and the community. Sharing the responsibility of teaching and learning is of vital importance. The attitudes and the resulting actions of each of these groups will enable students from this community to achieve a greater degree of fulfillment of human potential and to function successfully and productively in a democratic society.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Excelsior District #1-Crawford School continues to provide a viable education to children in grades K-8 within a nurturing environment. Over 50% of the students attending this school are Schools of Choice attendees. Parents care about this school and want their children in the building.

A very notable achievement of 2012-13 is that 5 of the 8 Kalkaska County Spelling Bee finalists were Crawford School students continuing a strong representation of excellent spellers.

The teachers in the school are moving forward in transitioning to the Common Core State Standards and will strive to achieve that transition within the next few years preparing our students for the Smarter Balanced Assessment program.

## **Additional Information**

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

Excelsior District #1 - Crawford School is one of the last remaining operating one-room schoolhouses in the state of Michigan.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

This is a small one-room schoolhouse with only about 30 families. All families are invited by letter to attend annual meetings. We try to schedule the meetings at times when families gather at the school anyway - we held one meeting the hour before the end of year school picnic to plan for the following year. We held a meeting this fall right after school and had a few families participate. Due to the fact that many of our families are unemployed or seasonally employed, they have flexible schedules and can attend our meetings. We will continue to try alternating the times of year and time of day to see which works best.

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

All three teachers as well as a retired teacher participated and were highly involved in reviewing data, goal setting, and reviewing the research to implement best practices.

Guidance was provided by 3 TBAISD instructional consultants - providing data, structure, and inputting the information.

Three parents attended the informational meeting and offered verbal support.

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

The final improvement plan is posted on the school website. Hard copies are available and offered to parents early in the school year.

# 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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.



## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

Excelsior District #1-Crawford School is a one-room schoolhouse with three teachers and approximately 42 students. Declining enrollment trends may affect the school having to reduce to two teachers to cover K-8 curriculum.

### **How do student enrollment trends affect staff recruitment?**

Student enrollment trends do not affect staff recruitment. We have a stable staff at this time.

### **How do student enrollment trends affect budget?**

The school is financially stable right now. Continued declining enrollment could affect budget in the future.

### **How do student enrollment trends affect resource allocations?**

A continued declining enrollment would possibly affect spending resources on three teachers.

### **How do student enrollment trends affect facility planning and maintenance?**

We do not anticipate any affects in this area.

### **How do student enrollment trends affect parent/guardian involvement?**

The parent/guardian involvement is high. In fact, parents are currently recruiting new students through word-of-mouth and posters.

### **How do student enrollment trends affect professional learning and/or public relations?**

The teachers continue to be very involved in professional learning activities and in transitioning to the CCRS. We have recently had very positive media coverage about declining enrollment.

### **What are the challenges you noticed based on the student enrollment data?**

The challenges are continuing to provide a sound academic program. If we have to reduce staff to two teachers, they would be very

challenged to cover the CCRS for grades K-8.

**What action(s) will be taken to address these challenges?**

Parents are recruiting new students. The Board of Education is committed to continuing to provide three teachers as long as it is financially prudent.

**What are the challenges you noticed based on student attendance?**

Student attendance is a challenge for a few families that transport their children to the school. It is always hard to provide the make-up instruction needed.

**What action(s) will be taken to address these challenges?**

We continue to promote good attendance. Power School helps parents keep informed of student grades and assignments.

## Student Achievement Data for All Students

This area includes data questions.

**Which content area(s) indicate the highest levels of student achievement?**

Reading

**Which content area(s) show a positive trend in performance?**

Reading and math

**In which content area(s) is student achievement above the state targets of performance?**

Crawford School students scores well above the state average in:

8th grade mathematics, reading and science

At 3rd grade we scored above the state average in math and just barely above in reading

At 4th grade we only scored above the state average in writing

At 6th grade we scored just over the state average in math but below in reading

At 7th grade we scored above the state average in math, reading and writing

**What trends do you notice among the top 30% percent of students in each content area?**

The percentage of students scoring proficient in math improves as the students reach the middle grades. In following the cohort of students from 5th to 7th grade and a cohort from 6th to 8th, increases are notable.

**What factors or causes contributed to improved student achievement?**

The middle school teacher provides appropriate focus and instruction in math.

**How do you know the factors made a positive impact on student achievement?**

With very small class numbers in each grade, we follow student to student progress.

**Which content area(s) indicate the lowest levels of student achievement?**

Science and social studies

**Which content area(s) show a negative trend in achievement?**

none noted-small class numbers make following trends difficult

**In which content area(s) is student achievement below the state targets of performance?**

5th grade - reading, math

At 5th grade we were just barely below the state average in science scoring 13.0 proficient to the state's 13.1

4th grade reading,math

**What trends do you notice among the bottom 30% of students in each content area?**

NA - too hard to note for this small school

**What factors or causes contributed to the decline in student achievement?**

Looking at 4th and 5th grade averages raises a concern. These students have the same teacher for 3rd, 4th, 5th grade so attention must be paid to her instructional strategies.

**How do you know the factors made a negative impact on student achievement?**

Small class numbers make it hard to identify factors but attention will be paid to the grade 3,4,5 teacher's methods.

**What action(s) could be taken to address achievement challenges?**

Focus on meeting the academic needs of at risk/Title I students. Professional development for the grade 3,4,5, teacher focused specifically on skills instruction.

## **Subgroup Student Achievement**

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- White
- Male
- Female
- None

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- None

**In what content areas is the achievement gap closing for these subgroups?\***

Not Applicable.

This is a one room schoolhouse with only 3-6 students per grade level.

**How do you know the achievement gap is closing?\***

Not Applicable.

This is a one room schoolhouse with only 3-6 students per grade level.

**What other data support the findings?**

Not Applicable.

This is a one room schoolhouse with only 3-6 students per grade level.

**What factors or causes contributed to the gap closing? (Internal and External)\***

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Not Applicable.

This is a one room schoolhouse with only 3-6 students per grade level. However, we continue to work on curriculum to increase the achievement level of all students.

### How do you know the factors made a positive impact on student achievement?

Not Applicable.

This is a one room schoolhouse with only 3-6 students per grade level. However, we continue to work on curriculum to increase the achievement level of all students and will monitor progress.

### What actions could be taken to continue this positive trend?

Focused standards based instruction.

**Statement or Question:** Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- None

**Statement or Question:** For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- None

### In what content areas is the achievement gap greater for these subgroups?\*

Not Applicable.

This is a one room schoolhouse with only 3-6 students per grade level.

### How do you know the achievement gap is becoming greater?\*

Not Applicable.

This is a one room schoolhouse with only 3-6 students per grade level.

**What other data support the findings?\***

Not Applicable.

This is a one room schoolhouse with only 3-6 students per grade level.

**What factors or causes contributed to the gap increasing? (Internal and External)\***

Not Applicable.

This is a one room schoolhouse with only 3-6 students per grade level.

**How do you know the factors lead to the gap increasing?\***

Not Applicable.

This is a one room schoolhouse with only 3-6 students per grade level.

**What actions could be taken to close the achievement gap for these students?\***

Not Applicable.

This is a one room schoolhouse with only 3-6 students per grade level.

**How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?**

Not Applicable

We do not have any English Language Learners in the school.

**How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?**

With building numbers of around 42 and a almost full-time Title I parapro, we are able to provide almost 1:1 intervention assistance.

All students showing academic need are also offered the opportunity for after-school tutoring.

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### How are students designated 'at risk of failing' identified for support services?

We utilize formative assessments and teacher referrals.

### What Extended Learning Opportunities are available for students (all grade configurations respond)?

After-school tutoring.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	15.0

### What is the school doing to inform students and parents of Extended Learning Opportunities?

Parents receive personal phone calls recommending they allow their children to participate in after-school tutoring.

Label	Question	Value
	What is the total FTE count of teachers in your school?	3.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	0.0

Label	Question	Value
	How many teachers have been teaching >15 years?	0.0

### What impact might this data have on student achievement?



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One teacher has less than 3 years experience and continually strives to grow in her instructional skills. All teachers participate in ongoing professional learning.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	12.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	11.5

### What impact might this data have on student achievement?

Little impact. We try to use the same substitute teacher who is an experienced, retired professional.

## **Perception Data - Students**

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

Feeling safe and teacher attention.

**Which area(s) show a positive trend toward increasing student satisfaction?**

Teacher support

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

Consistent discipline. Some students feel that all infractions are not handled consistently.

**Which area(s) show a trend toward decreasing student satisfaction?**

none

**What are possible causes for the patterns you have identified in student perception data?**

Not Applicable

**What actions will be taken to improve student satisfaction in the lowest areas?**

Review of discipline systems for consistency and updating the student handbook.

## **Perception Data – Parents/Guardians**

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

Parent-teacher communication. Parents feel that they are well informed.

**Which area(s) show a trend toward increasing parents/guardian satisfaction?**

Parent-teacher communication. Parents feel that they are well informed.

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

none reported by parents in the survey

**Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

NA

**What are possible causes for the patterns you have identified in parent/guardian perception data?**

NA

**What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

Teachers are being asked to provide parents with more information about curricular standards and making it clear what students must know and be able to do.

## Perception Data – Teachers/Staff

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

The teacher to student ratio within the classrooms. The parent support within the school (willingness to purchase snacks/supplies, help set-up for programs and tear down, participation in conferences, willingness to communicate with teachers, support between home and school).

### Which area(s) show a trend toward increasing teacher/staff satisfaction?

The curriculum that is being put in place to align with the CCSS, resources provided - MAISA writing and math units.

The communication between the School Board, teachers, and parents in making decisions to improve the school for students.

The Professional Learning opportunities to assist teachers with curriculum and strategies for making improvements and increasing student success.

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

Classroom interruptions.

This happens because there isn't a secretary on staff at this one-room schoolhouse to answer the phone or deal with daily issues.

### Which area(s) show a trend toward decreasing teacher/staff satisfaction?

none noted

### What are possible causes for the patterns you have identified in staff perception data?

Positive perceptions - processes were put in place to increase staff and board of education communication.

## Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

N/A

**Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.**

The three teachers, the mentor teacher, and consultants from the Traverse Bay Area Intermediate School District work together to make decisions about curriculum, instruction and assessment.

**What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?**

Teachers have completed gap analysis with math.

Teacher utilize the MAISA state-wide writing units.

# **Single Building District Additional Requirements Diagnostic**

## **Introduction**

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	AimsWeb	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	<a href="http://crawfordschool.com/">http://crawfordschool.com/</a>	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We have Career Cruising available but it isn't utilized appropriately.	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA based on previous question	

Assurance	Response	Comment	Attachment
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		

Assurance	Response	Comment	Attachment
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	Stephanie Murray, Director of HR, Finance and Administrative Services for the Traverse Bay Area Intermediate School District	



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<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 Participation in Title I

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Title I Parent Compact

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The School has additional information necessary to support your improvement plan.	Yes		

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The School Improvement Team reviews the CIMS data.	No	CIMS data is taken care of by our ISD team. We do not have special education students in the building - they are serviced by a neighboring district due to our one-room schoolhouse status.	

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
CIMS data is used to prepare our Improvement Plan.	No	Not applicable	

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	TBAISD Technology Services assists our district with this.	

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The district has a process to monitor adult and student use of the internet.	Yes	All users sign an acceptable use policy.	

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The district has an Internet Safety Policy in place.	Yes	Facilitated by TBAISD Technology Services	

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Assurance	Response	Comment	Attachment
The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Assurance	Response	Comment	Attachment
The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Assurance	Response	Comment	Attachment
The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	No		

Assurance	Response	Comment	Attachment
The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	No	We use other data to make these decisions	

Assurance	Response	Comment	Attachment
The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	specific actions include providing appropriate technology - apple tv, projectors, screens, etc., and providing teachers with professional development opportunities	

Assurance	Response	Comment	Attachment
The district adjusts its curriculum to include technology literacy for all students.	Yes	All teachers are incorporating technology literacy.	

Assurance	Response	Comment	Attachment
The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	Teacher strategies include opportunities for students to utilize ipads and laptops for research, word processing and reinforcement skill activities.	

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<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	Yes		

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Stephanie Murray, Director of HR, Finance and Administrative Services for TBAISD.	

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The District has a District Board Policy that is related to Parent Involvement.	Yes		

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The District has additional information necessary to support your improvement plan.	Yes		

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

**How was the comprehensive needs assessment conducted?**

Teacher review of classroom performance and data, particularly AimsWEB data.

**What process was used to identify children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas?**

Teacher review of classroom performance, AimsWEB data for reading and math,. (AimsWeb provides performance data on CCSS) MEAP data is also reviewed.

**What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

Monitoring progress at a minimum three times a year.

This is a small one-room schoolhouse. Teachers have approximately a 13:1 ratio so monitor student success very closely in all content areas.

**For schools with preschool through grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?**

AimsWEB

## **Component 2: Services to Eligible Students**

**What Title 1, Part A program services are provided to ensure eligible children receive supplemental assistance?**

a full time aide is on staff meeting with children 1:1.

After school tutoring is provided at about a 2:1 ratio.

### **Component 3: Incorporated Into Existing School Program Planning**

**How is program planning for eligible students incorporated into the existing School Improvement planning process?**

With data review and as part of teacher growth reviews.



## Component 4: Instructional Strategies

**Which strategies in the plan focus on helping eligible students reach the State's standards?**

Direct focused instruction

Continuing to offer Title I services; aide and tutoring

**Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?**

Direct, focused instruction

**What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?**

Data for students participating in extended learning time has shown progress.

**What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?**

With a small physical environment (one-room schoolhouse), students can't be pulled very far. They work with the Title I aide at a back table and are still part of the classroom experience.

## **Component 5: Title I and Regular Education Coordination**

**In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A program?**

Staff communication is high. This is a one-room schoolhouse with 4 total staff members. The Title I aide also keeps a log of tasks and student progress.

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

Not applicable

## **Component 6: 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? What action is being taken to meet this requirement?**

Yes, 1 Title I parapro is on staff. She is highly qualified per NCLB.

**Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?**

Yes, 3 full time teachers are all highly qualified.

## **Component 7: High Quality and Ongoing Professional Development**

**What types of ongoing and sustained professional development has the staff received to work with eligible children or in the regular education program?**

Staff have a comprehensive professional development plan. Focus has been on writing and transitioning to the common core. Next year, the K-5 teachers will be focusing on PD in providing a Balanced Math program

**If appropriate, what types of ongoing and sustained professional development have been provided to parents, pupil services personnel, and other staff?**

NA

## **Component 8: Strategies to Increase Parental Involvement**

### **How were parents involved in the design of the Targeted Assistance program plan?**

Parents participate in the annual meeting held each year. They also have many opportunities to talk to staff and ISD personnel.

### **How were parents involved in the implementation of the Targeted Assistance program plan?**

In addition to their discussion at the annual meeting, they have ongoing communication with staff, provide permission for tutoring and input.

### **How were parents involved in the evaluation of the Targeted Assistance program plan?**

through ongoing communication with staff

### **How will the parent involvement activities be evaluated?**

We do not have a formal plan for evaluating their involvement, but, with only about 25-30 families total in the school, parents are highly involved and communicate regularly.

### **How will the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) be implemented? Copy and paste the following link into your browser to view this policy - <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>.**

The parent involvement policy is discussed with parents at the annual meeting and again at the fall parent-teacher conferences.

Many of our families are economically disadvantaged but they are actively involved in the school, are at the school often and have excellent communication with the staff.

### **How will the results of the evaluation be used to improve the plan?**

We we try to formalize communication from parents and use that information to improve our plan as well as the parent-surveys.

### **How was the school-parent compact developed?**

It was developed with input from our field services representative a few years ago and utilized samples from neighboring schools.

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

It is provided to parents individually and reviewed at the fall conference each year.

**What is the plan to provide individual student academic assessment results in a language parents can understand?**

Academic assessment results are provided and discussed one on one at parents teacher conferences so parents can thoroughly understand and ask questions, get clarifications, and make a plan together with the classroom teacher for supporting their children.

## **Component 9 Coordination of Title I and Other Resources**

**How are the Federal, State and local programs coordinated and integrated to serve eligible children?**

All children are provided nurturing and targeted services. Federal funds are utilized to provide paraprofessional support and tutoring services. General fund supports all other activities.

**In what ways does the plan show coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school (e.g. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)?**

Most of this is not applicable because this is a one-room schoolhouse.

## **Component 10: Ongoing Review of Student Progress**

### **How is eligible student progress reviewed on an ongoing basis?**

AimsWeb monitoring three times a year. Small teacher ratio 13:1 provides for ongoing review of progress.

### **How is the Targeted Assistance program revised to meet the needs of eligible students?**

Students can receive support on specific skills and needs for a short term or long term depending on need. After-school tutoring is conducted in six-week terms, so that students can participate as need indicates.

### **How have teachers been trained to identify students who need additional assistance or trained on how to implement student achievement standards in the classroom?**

Experienced teachers use best practices, data and classroom observation to identify students in need of additional assistance.



## **Evaluation**

**How does the school evaluate at least annually the implementation of the targeted assistance program?**

We review pre/post data from tutoring sessions, AimsWEB data three times a year - which monitors students showing need for assistance closely and each teacher presents an end of year data review for all students.

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

With only 40-45 students in our school, we closely monitor the success of all students on MEAP, AimsWEB, classroom assessments and classroom achievement.

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

We review pre/post data from the targeted students.

**What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the targeted assistance program?**

The plan is revised annually but necessary changes can be made as the need arises.

# **Excelsior District #1 - Crawford School**

## Overview

### Plan Name

Excelsior District #1 - Crawford School

### Plan Description

2013-14

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Crawford School will increase writing proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$200
2	All students at Crawford School will become proficient in Math	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$1275
3	All students at Crawford School will become proficient in Reading	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$150
4	All students at Crawford School will become proficient in Science	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$470
5	All students at Crawford School will become proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$300

## Goal 1: All students at Crawford School will increase writing proficiency.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 6% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency MEAP, MAISA writing rubrics, AIMSweb in English Language Arts by 01/06/2014 as measured by MEAP, MAISA writing rubrics, AIMSweb.

### Strategy 1:

Direct Instruction - Teachers will use MAISA writing units to specifically teach writing skills based on unit topic.

Student proficiency will be determined by rubrics.

Teachers will make the learning intentions and success criteria clear to students, demonstrate by modeling, evaluate and check for understanding, retelling and tying it all together with closure

Research Cited: John Hattie - Visible Learning, Direct Instruction, p. 206

Activity - Monitor Implementation of MAISA Writing units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of instruction of the MAISA Writing units through observation and formal evaluations	Professional Learning	09/03/2013	06/06/2014	\$200	General Fund	Karen Szcodronski and all three classroom teachers.

## Goal 2: All students at Crawford School will become proficient in Math

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on MEAP in Mathematics by 06/12/2015 as measured by MEAP/SBA/State Assessment.

### Strategy 1:

Teaching Strategies - Direct and Strategy instruction focusing on sequencing, drill repetition and strategy cues.

(.6 effect size)

All teachers will communicate clear instructional goals based on unit/course sequencing.

Research Cited: Hattie, J. (2009) Visible Learning

Activity - Math Their Way	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

Crawford School

K-2 teacher will participate in Math Their Way training to help students gain an understanding of and insight into patterns of mathematics.	Professional Learning	08/12/2013	08/16/2013	\$450	Title II Part A	k-2 teacher, building administrator
Activity - Math Their Way	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teacher will implement techniques of Math Their Way in daily math instruction.	Direct Instruction	09/03/2013	06/12/2015	\$100	General Fund	k-2 teacher, building administrator
Activity - Balanced Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will participate in Balanced Math Program to.....	Professional Learning	09/03/2013	06/12/2015	\$300	Title II Part A	K-5 teachers, building administrator
Activity - Balanced Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 teacher will implement the five steps of Balanced Math program in their daily mathematics instruction.	Direct Instruction	09/03/2013	06/12/2015	\$100	General Fund	3-8 teachers, building administrator
Activity - MI2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5-8 teacher will participate in MI2 training to implement instructional strategies to teach all students.	Professional Learning	09/03/2013	06/12/2015	\$225	Title II Part A	5-8 teacher, building administrator
Activity - MI2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5-8 teacher will use MI2 strategies within daily math instruction to implement instructional strategies to teach all students.	Direct Instruction	09/03/2013	06/12/2015	\$100	General Fund	5-8 teacher, building administrator

## Goal 3: All students at Crawford School will become proficient in Reading

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 4% increase of All Students will demonstrate a proficiency on MEAP Reading in English Language Arts by 06/12/2015 as measured by MEAP/SBA/State Assessment.

### Strategy 1:

Meta-cognitive strategies - Students will be able to use self-questioning independently, within peer groups, and with teacher direction

Research Cited: Hattie, J. (2009) Visible Learning

## Single Building District Improvement Plan

Crawford School

Activity - Levels of Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will .....add wording here that speaks to teachers either posing a level 3 or 4 question at the beginning of a lesson and guiding students back to it repeatedly throughout. OR have teachers gather baseline data about the types of questions students are asking so they are able to scaffold students to deepen their questioning ability.	Monitor	09/03/2013	06/12/2015	\$0	No Funding Required	All three classroom teachers

  

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 day professional learning session providing strategies for engaging students, capturing student interest and utilizing technology	Professional Learning	08/27/2013	06/06/2014	\$150	Title II Part A	Classroom Teacher (6-8) will attend and share strategies with colleagues

## Goal 4: All students at Crawford School will become proficient in Science

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 14% increase of All Students will demonstrate a proficiency on MEAP/SBA/State Assessment in Science by 06/12/2015 as measured by MEAP/SBA/State Assessment.

### Strategy 1:

Direct Instruction - Teachers will make the learning intentions and success criteria clear to students, demonstrate by modeling, evaluate and check for understanding, retelling and tying it all together with closure

Research Cited: Hattie, J., 2009, Visible Thinking

Activity - NGSS Work Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 teacher will participate in the TBAISD sponsored NGSS roll out and science lesson development sessions.	Professional Learning	05/30/2013	06/06/2014	\$470	General Fund	K-2 Teacher

  

Activity - NGSS Roll out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

Crawford School

All teachers will incorporate the Next Generation Science Standards into curriculum	Professional Learning	09/03/2013	06/06/2014	\$0	General Fund	The 3-5 and 6-8 teacher will acquire an overview of NGSS from the K-2 teacher who is attending the in-depth work sessions on NGSS
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### Goal 5: All students at Crawford School will become proficient in Social Studies

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

A 14% increase of All Students will demonstrate a proficiency on MEAP/SBA/State Assessment in Social Studies by 06/12/2015 as measured by MEAP/SBA/State Assessment.

#### Strategy 1:

Direct Instruction - Teachers will make the learning intentions and success criteria clear to students, demonstrate by modeling, evaluate and check for understanding, retell and tie it all together with closure

Research Cited: Hattie, J, 2009 Visible Learning

Activity - Digging Deeper	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to create a school-wide SS unit lesson	Professional Learning	08/05/2013	09/30/2013	\$300	General Fund	The three classroom teachers



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Engagement	1 day professional learning session providing strategies for engaging students, capturing student interest and utilizing technology	Professional Learning	08/27/2013	06/06/2014	\$150	Classroom Teacher (6-8) will attend and share strategies with colleagues
Math Their Way	K-2 teacher will participate in Math Their Way training to help students gain an understanding of and insight into patterns of mathematics.	Professional Learning	08/12/2013	08/16/2013	\$450	k-2 teacher, building administrator
MI2	5-8 teacher will participate in MI2 training to implement instructional strategies to teach all students.	Professional Learning	09/03/2013	06/12/2015	\$225	5-8 teacher, building administrator
Balanced Math	K-5 teachers will participate in Balanced Math Program to.....	Professional Learning	09/03/2013	06/12/2015	\$300	K-5 teachers, building administrator
<b>Total</b>					<b>\$1125</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digging Deeper	Teachers will work together to create a school-wide SS unit lesson	Professional Learning	08/05/2013	09/30/2013	\$300	The three classroom teachers
NGSS Roll out	All teachers will incorporate the Next Generation Science Standards into curriculum	Professional Learning	09/03/2013	06/06/2014	\$0	The 3-5 and 6-8 teacher will acquire an overview of NGSS from the K-2 teacher who is attending the in-depth work sessions on NGSS

## Single Building District Improvement Plan

Crawford School

Balanced Math	3-5 teacher will implement the five steps of Balanced Math program in their daily mathematics instruction.	Direct Instruction	09/03/2013	06/12/2015	\$100	3-8 teachers, building administrator
Monitor Implementation of MAISA Writing units	Monitor the implementation of instruction of the MAISA Writing units through observation and formal evaluations	Professional Learning	09/03/2013	06/06/2014	\$200	Karen Szcodronski and all three classroom teachers.
Math Their Way	K-2 teacher will implement techniques of Math Their Way in daily math instruction.	Direct Instruction	09/03/2013	06/12/2015	\$100	k-2 teacher, building administrator
MI2	5-8 teacher will use MI2 strategies within daily math instruction to implement instructional strategies to teach all students.	Direct Instruction	09/03/2013	06/12/2015	\$100	5-8 teacher, building administrator
NGSS Work Sessions	1 teacher will participate in the TBAISD sponsored NGSS roll out and science lesson development sessions.	Professional Learning	05/30/2013	06/06/2014	\$470	K-2 Teacher
<b>Total</b>					<b>\$1270</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Levels of Questioning	All teachers will .....add wording here that speaks to teachers either posing a level 3 or 4 question at the beginning of a lesson and guiding students back to it repeatedly throughout. OR have teachers gather baseline data about the types of questions students are asking so they are able to scaffold students to deepen their questioning ability.	Monitor	09/03/2013	06/12/2015	\$0	All three classroom teachers
<b>Total</b>					<b>\$0</b>	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
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