



Title I Schoolwide Diagnostic

Chandler Park Academy - Elementary

Chandler Park Academy

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TABLE OF CONTENTS

Introduction.....	1
Component 1: Comprehensive Needs Assessment.....	2
Component 2: Schoolwide Reform Strategies	3
Component 3: Instruction by Highly Qualified Staff.....	4
Component 4: Strategies to Attract Highly Qualified Teachers.....	5
Component 5: High Quality and Ongoing Professional Development.....	6
Component 6: Strategies to Increase Parental Involvement.....	7
Component 7: Preschool Transition Strategies.....	9
Component 8: Teacher Participation in Making Assessment Decisions.....	10
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	11
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 12	
Evaluation:.....	14

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 members of the School Improvement team consisting of representative teachers from each grade level and elective, parents and the administration. The CNA is a result of several data sources, including state and school assessments, perception data surveys. The team meets monthly to discuss data that has been collected, to update the current plan, and plan for the future.

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?

The results show that the majority of our students are not proficient in all of the academic subjects. Surveys of parents and students show that most are satisfied with our school. Most of the academic progress was made from the not proficient to the partially proficient categories. This tells us that many of our programs to help struggling students are working. Also, using the perception data, we can target several areas to improve upon. The conclusion is that while we have not met the state goals for proficiency, our school has been successful. The programs that we have implemented are showing signs of progress, as are the students. Parents and students continue to re-enroll and have positive feedback about the school. The conclusion is that we need to continue to perfect programs and fully implement procedures and activities to maintain and build upon the small amounts of success that we have experienced at Chandler Park Academy.

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 goals are a reflection of the areas where the students are not proficient. The goals are set to align with Common Core State Standards and to improve student proficiency throughout our student body. The goals are designed to address proficiency in the core academic classes. Several types of data were used to determine if the students were proficient, such as M-Step, NWEA-MAP, school and grade level common assessments and individual class assessments.

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

The goals address the needs of the whole school population and special recognition to children who are disadvantaged by responding to the needs of differentiating instruction, response to intervention, and timely additional services such as: push in and pull out support, individualized and small group support, interventionist support, AVID, at-risk support, extended day, M-Step Camp and Summer Success Academy. Lastly, we have improved our outreach to families and increased their understanding of data and progress monitoring.

Component 2: Schoolwide Reform Strategies

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

The instructional goal that we created are intended to improve the proficiency of all the students to reach the State's standards. For example, using Marzano's Best Practices, Guided Reading, and AVID strategies have allowed for teachers to differentiate their instruction to reach all students.

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).

Some research based methods and strategies include; differentiated instruction, guided reading, 6+1 Traits of Writing, and problem solving. These strategies are used across the school, making the curriculum and teaching more fluid. Students can better meet the expectations when they are common among their teachers. As teachers use these strategies, they become more proficient in using them effectively, Their successes and struggles are shared in Professional Learning Committees, making each teacher more effective when using these strategies.

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

The findings show that there are still several academic area that are challenging. The strategies that are used across the school area used to increase the achievement of all students.

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.

Each grade level has an Invention Specialist. This group of highly qualified teachers work with small groups of struggling students. The students get more personalized instruction. After School Tutoring is offered to those students who are struggling with specific skills and it is conducted in smaller groups. Summer School is extended t those students who need more time to master skills taught in the previous school year. The Student Assistance Team is compromised of administrators, social workers, nurse, teachers, and other key staff members. This team reviews data of individual students who are not successful with the teacher inventions.

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

The school uses a variety of data to determine the effectiveness of our programs. We use observations, assessment data, and perception surveys. The data is then collected and reviewed by school administration and staff, in conjunction with the School Improvement Team.

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	Paraprofessionals are all highly qualified. They have either passed the Work Keys test of have completed at least 60 college credits.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers at Chandler Park Academy Elementary are certified and teaching in their certified areas. An official Michigan Highly Qualified Teacher Report is completed by each teacher. Twice each school year, the authorizer, Scholastic Solutions, complies an Employee Verification Report.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

For this school year, the teacher turnover rate is less than 41%.

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

Average

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

Chandler Park Academy offers:

- Support staff members interested in obtaining initial certification received tuition reimbursement.
- Professional development opportunities.
- Leadership opportunities

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

Chandler Park Academy offers:

- Competitive salaries to all educational staff members
- Benefits package including a 401K Retirement Plan
- Professional advancement and often promotes from within
- Advanced degree bonus
- Additional salary for teachers in critical shortage areas

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?

N/A

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.

Chandler Park Academy, along with its university authorizer, Saginaw Valley State University, and its management company, Scholastics Solutions, has professional development days implemented into their school year calendar. The data this is compiled from test and classroom scores along with surveys have driven the professional development scheduling. The staff has received professional development including those concerning the Common Core Standards, Cultural Sensitivity, Differentiated Instruction, AVID, NWEA MAP Testing, Write Steps, Guided Reading, Data Stepping Stones for MAP Testing, and Classroom Management.

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

The staff receives ongoing and sustained professional development opportunities that are aligned with the comprehensive needs assessment and within the goals of the school wide plan. Monthly early dismissals and bi-monthly grade level PLC meetings ensure that professional development is "sustained and ongoing."

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	http://www.chandlerparkacademy.net/images/stories/documents/schools/pd-schedule .	

Component 6: Strategies to Increase Parental Involvement

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

Parent representatives are recruited to participate on the School Improvement Team. We will increase our efforts to gain parental participation. We strive to have parent participation reflective of each grade level (K-5). This year parental input and perceptions were gathered via a survey. The survey was given for the purpose of providing all parents with an opportunity to voice opinions at the conclusion of the current school year. The survey will continue to assist staff in selecting and implementing effective parent involvement activities to improve students performances. Parents will be given the opportunity to provide feedback and ideas at least three times per year (Open House and Parent Teacher Conferences). Parent activities have been and will continue to be arranged and scheduled for the convenience of parents with refreshments available. Building school improvement goals will also be covered at the annual report meeting.

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

During the Title 1 Meeting the School Improvement Plan will be shared with parents and an implementation time schedule will be provided. Our Eagle Pride Parent Group will create and facilitate activities and programs to help with the implementation process. They will lead the Science Night Program, Family Game Night, AVID Parent Meetings, and Eagle Parent Pride Meetings. We will continue to solicit more parents to volunteer in the implementation of many of the strategies and activities. We will have participants complete an evaluation after applicable programs.

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

At the annual year end evaluation, parent team members will be a part of the evaluation of the programs. After the completion of the Fall, Winter, and Spring parent surveys, the Eagle Pride Parent Group will evaluate the surveys and share the results with SIP Team. All shareholders will collaborate to make suggestions for programs and activities that need to be restructured and/or implemented. Prior to finalizing the evaluation, we will publish the draft and solicit parents again for input. We will not limit input to parents only but to other stakeholders in the school community as well.

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	The Chandler Park Academy Board of Directors has a written policy to address Title I Parent involvement.	

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

The school carries out the activities outlined in ESEA Section 1118 (e) 1-5, 14, and (f) through various activities including Parent Orientation, Title I-Annual Meeting, PTO, Open House, Parent Teacher Conferences, Newsletters, Calendars,

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

Parents complete a survey at parent-teacher conferences that includes a variety of questions relating to their satisfaction with teachers, communication, academics, and programs. Parents will also have the opportunity to give their input at the Curriculum/Title I Annual Meeting.

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

Opinions and suggestions resulting from parent surveys, PTO meetings, and face to face communications are/will be reviewed and used during monthly SIT meetings to update school-wide programs.

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

The Chandler Park Academy parent/student compact was created by teachers and parent representatives. The student section of the compact is and will be aligned with the school wide behavior policy. Teachers will discuss this section with students while establishing classroom procedures/rules with students at the beginning of each school year. The parent/student compact will be shared with parents and signed at the first parent/teacher conference in the fall. The compact will also be signed by the teachers and the principal. The compact will also be available in the classrooms at the first parent teacher conference.

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

Parent compacts have been reviewed and discussed at parent teacher conferences and during fall orientation. At that time, all of the expectations and responsibilities are explained and agreed upon by the stakeholders.

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

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	No	We are a K-5 building	

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

The school provides individual student academic assessment results in a language parents can understand using provided parent letters that accompany assessment results.

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 teachers visit local preschools to provide information about the kindergarten program and invite them to enroll in Chandler Park Academy District. Incoming kindergarten students are invited to participate in the Summer Success Academy before entering in the fall. Kindergarten screening is administered to all incoming kindergarten students to determine academic and developmental needs. The Summer Success Academy also serves to acclimate parents and students to school culture, climate and protocol.

Preschool is to begin in the fall of 2016, we will collaborate with those families and children. They will be included in school-wide events i.e. Family Game Night, Science Night, Eddie Eagle,...

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?

We offer preschool parents and teachers opportunities to learn from our primary teachers, observe and assist with delivery of instruction, tour the campus, and dialogue. We will work collaboratively with our new preschool staff.

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?

Chandler Park Academy teachers have input regarding the use of school-based academic assessments. This is done through PLCs, staff meetings, SIP meetings, curriculum mapping and planning, and through informal meetings with administrator.

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

Grade level meetings are a consistent forum where teachers are involved in student achievement data analysis and interpretation to improve the academic achievement of all students. Examples of analysis and decision making opportunities are as follows:

- Curriculum Mapping
- Analysis of common academic assessments
- Analysis of state standardized assessments in all content areas
- Analysis of NWEA MAP assessments

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.

The following criteria are used to identify students experiencing difficulty mastering the state's academic achievement standards:

- On the MI-Step test, all students who scored below proficiency on math, science, ELA, and social studies
- All students who scored below the 40th percentile on any standardized test
- Teacher and parent recommendations.

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?

The Intervention Team identifies students that are experiencing difficulty mastering the state's standards. Teachers can refer students to the Student Assistance Team to determine additional necessary interventions.

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

This is a process to approach teaching and learning for students of differing abilities in the same class. There are three components of the curriculum that are affected by differentiated instruction. These components are Content, Process, and Product. The intent is to maximize each student's growth and individual success by meeting each student where her or she is and assisting in the learning process.

Discussion on differentiated instruction has taken place in PLC meetings, bi-weekly team meetings and other professional development. The teachers' lesson plans must reflect the use of this strategy as a component used to ensure that those students who need a modified program are receiving it. Lessons are developed with extensions, adaptation, and accommodations to meet individual student needs.

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.

The programs comprised the strategies that are funded with Federal and State resources and link directly to the goals that advance student achievement. Federal and State Programs listed below are coordinated to address the academic and social/emotional growth of students in conjunction with the enhancement of the educational program.

The Federal Programs (and respective strategies) are:

I. Title I A - IMPROVING BASIC PROGRAMS

- Supplemental Instruction
- Supplemental supplies and materials
- Afterschool Programs that augment the core academic subjects
- Field Trips
- Technology Integration
- Health Services
- Truancy Prevention
- Counseling
- Conflict Resolution (Peer Mediation, Anti-Bullying)
- Character Education
- Professional Development
- Parental Involvement
- Community Partnerships

II. Title II A - TEACHER/PRINCIPAL TRAINING & RECRUITING

- Conferences for Teachers and Administrators
- District Workshops

The State Program (and respective strategies) are:

I. Section 31a - At-Risk

- Supplemental Instruction
- Counseling and Behavior Intervention

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.

1. Comprehensive Needs Assessment: 31a for After school tutoring/Tutoring Staff

2. Schoolwide Reform Strategies: Title I, Title IIA, and General Fund

3. Instruction by Highly Professional Staff: General Fund

4. Strategies to Attract High Quality, Highly Qualified Teacher to High Needs Schools: Title I, Title IIA, and General Fund for Mentoring and Training, District Professional Development, Conferences to support continual learning, and classroom use

5. High Quality and Ongoing Professional Development: Title I, General Fund, II A & D for Common assessments, Curriculum development, and CCSS training

Title I Schoolwide Diagnostic

Chandler Park Academy - Elementary

6. Parent Involvement: Title I and Title II A for Parent workshops, Open house, Parent orientation, and Parent involvement educational programs
7. Transition Strategies: General Fund for Orientation and Open House
8. Teacher Participation in Making Assessment Decisions: Title I for Curriculum meetings, Grade level meetings and Vertical team meetings
9. Timely and Additional Assistance to Students Having Difficulty Mastery the Standards: 31a, IDEA, Title I, General Fund, and Title II A for After school tutoring, Social work, Special education services, Paraprofessionals, Counselor, Curriculum Coach, Summer school, C Intervention Specialist, Academic Accountability Specialist
10. Coordination and Integration of Federal State And Local Programs and Resources: Title I and General Fund, Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and management company

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.

The following services are presented to students to address their developmental needs as they matriculate through each grade level:

Service Strategies/Activities Funding Source

Violence Prevention Peer Mediation, Anti-Bullying Programs, Title I A

Character Education

Nutrition Programs Breakfast and Lunch Programs School Breakfast and

National School Lunch Programs

Nutrition Programs Nutrition Education for K-5th grade students Fresh Fruit and Vegetable Program

Evaluation:

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

We will review the School Improvement Plan and adjust accordingly based on our present data (NWEA-MAP, Dibels, and State Assessments) and evaluation of programs (After-School Tutorial, Instructional Coaching, AVID). The administration, instructional staff support, and staff will evaluate the plan during the monthly Professional Learning Communities (PLC) meetings. The School Improvement Team will revisit the evaluations from the monthly PLC meetings quarterly during a SIP 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.

During professional development meetings, staff meetings, and grade level PLC's, teachers disaggregate data and create a plan of action to help guide instruction. School Improvement Team, District Curriculum Team, teachers and parents will evaluate achievement based on data accumulated throughout the year. After which, goals and needs will be evaluation, conclusions drawn, modification, adjustments and plan updated.

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.

The school looks at the internal and external data to determine whether or not students have progress appropriately throughout the year. The School Improvement Team, Curriculum Team, and district evaluator will determine the effectiveness of schoolwide program by analyzing the goals, strategies and reform model using data and its impact on student achievement.

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

The principal will guide the team to establish a SIP evaluation team. As the improvement strategies are implemented. The school will gather data, compare and analyze the information. Therefore, establishing an ongoing process of data collection and analysis. At the year end, the school community will given opportunity to evaluate all the information that school has collected throughout the year and comment on the effectiveness of strategies that have been implemented. This feedback will be used to establish future goals and strategies. The Principal will follow the guidelines provided by the Education Improvement Commission, "School Improvement Planning-A Handbook for Principals, Teachers and School Councils" @ www.edu.gov.on/document/reports/sihande.pdf