



School Improvement Plan

Northside Child Development Center

Niles Community Schools

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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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	We implement a consistent process of Gathering, Study, Plan, Do (Implement, Monitor, Evaluate, and Adjust). This is done through a systematic approach where we align our goals based on our student achievement. Our planning is constant through the use of Professional Learning Communities/Data Teams, consistent team planning, programming, and instructional practices, and consistency with our instructional implementation by using Marzano's work.	School Improvement planning

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?

We use a parent survey to collect perception data through an online process managed by Survey Monkey. Our achievement data is collected three times a year and we use this data as benchmarking as well as growth data for our children. We currently use a data teams approach with cycles developed around the common core. Our teams meet regularly to discuss our program quality and our demographic groups are reviewed during the data teams process. All Teaching staff review data and begin programming for next year in the Spring of the preceding year.

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?

Parents appreciate the programs we provide here at Northside. We will continue to offer them and look to engage parents more as that is their desires. They feel we communicate well and provide enough information on curriculum and culture. Our student achievement is growing due to a more rigorous approach and design. Our kindergarten achievement far surpassed the norm on NWEA (math and met the norm for ELA) and we will continue to work on our pre phonics and emerging phonics skills. Our programs are providing the essential elements necessary for our children to succeed and all demographic groups and sub groups are performing well when compared.

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.

We align our professional goals to achievement goals. Staff create their goals based off of our students baseline and project their desired goal attainment. Goals are reviewed mid year and each student is constantly monitored through our rigorous data teams process and team time. Self-Reflection will be a focus for this 2016-17 year.

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?

We look at every child and monitor their progress. In our data teams, we have three categories proficient, needing support, and intensive. If children have not met the desired outcome they are provided intervention and acceleration. If they meet the desired goals, and show proficiency, we also provide program for acceleration. We are moving the bell curve and finding it hard to close the achievement gap. There is a comprehensive data sheet we collect on our entire program.

Component 2: Schoolwide Reform Strategies

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

We have integrated specials, a language acquisition program, additional time and instruction, technology supports, goal setting events, parent packets, and skill development approaches.

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).

Our consistent collaboration around good instructional practices are developed in our common team time. We have designed our afternoons to be focused on skill development for all children at all levels. We have participated in Marzano training and will be heavily into the study of research-based strategies.

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

We are creating time that is used rigorously yet engages children. Our children are achieving at levels we have not achieved before. In fact, our full day kindergarten achieved double that of our 1/2 day kindergarten on average in 2014-15. Our focus on understanding power standards has and will continue to help our focus on instructional outcomes.

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.

The use of whole brain strategies (modality of learning), highly skilled professionals, language acquisition program, creativity with instructional time, LLI, and integration of specials are all strategies that have moved all subgroups.

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

We monitor weekly the progress of children on our described goals. This is done through common data teams time and communication of children meeting the standards as well as those that do not.

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 paraprofessionals meet the requirements.	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have not had a turnover in teachers this school year.

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

All teachers have been teaching in their assigned levels for at least 7 years and our additional Kinder-Connections is in its first year of programming and the teacher came from 2.5 years of preschool experience .

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

We have a district and building integrated induction program, we provide quality differentiated professional learning, teachers have choice in learning communities, and teachers and staff are incorporated into building leadership.

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

We have an integrated induction program for new hires as well as have adapted this learning work for all teachers in the district.

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?

We do not have a turnover rate.

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.

We will continue to manage our response to intervention or MTSS with our data teams and we are integrating our speech and behavioral supports into this planning. Also an integration of leveled reading libraries, science, and the social sciences will continue to be a focus for our team. Additionally, our learning around scales and learning progression coupled with our learning around our math instructional tools will help us meet our needs.

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

We will only focus on a few ideas and they will be embedded in each teachers personal/professional goals for the year. They will be responsible for keeping a portfolio of their work and self-reflecting with their entire team.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	There is also a detailed learning plan around Marzano--this is in hard copy form.	building work

Component 6: Strategies to Increase Parental Involvement

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

They are part of a Very Important Parent group. We review our goals and progress twice a year.

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

Each month teachers and principal provide opportunities and strategies for helping their children at home. We have monthly meetings and we provide monthly correspondence as well as daily correspondence through facebook.

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

They will monthly be asked for feedback in the VIP meetings.

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		

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

We allow parents to identify ways they want to be involved as well as guide us in ways we can involve them. Monthly, we have events in the evening and at times in the classroom where parents can participate and engage with their children. We offer services when necessary and we also refer parents to organizations when needed.

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

We use an online survey that allows parents to provide feedback and their perception of our offering and support.

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

We look at what parents would like more of and provide as well as improve on the areas that are a concern.

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

We worked as a teacher team and it will also be reviewed with our VIP team.

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

We review the compact at open house and then again at conferences as a way to reinforce our role as well as what the parent can do to be successful and support their child.

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

NA

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	See handbook and attached earlier.	

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

We have conversations with parents, we have parent meetings, and we use generated parent reports with graphical representations.

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?

Our preschool are integrated into our kindergarten since we are housed in the same building.

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 follow the implementation manual for GSRP as well as provide opportunities for orientations.

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?

It is a constant conversation at the data team level. There are three district data points and then our team develops their own data cycle goals and quarterly assessments.

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

Our data teams do this at the process meeting each time a cycle begins. We also review our data ongoing for children not meeting the objective or outcome.

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.

Review of their needs and then determination of the strategies that will best meet their deficits. Additional time and good instruction is designed in order to catch these children up.

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?

We use our afternoons as a skill development opportunity.

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

We use different instructional strategies, technology, and human resources.

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.

We use our adopted curriculums, T1 money for aides and materials, 31a money as well as general building dollars to provide materials and training for our staff and students.

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.

Our number one focus is that all students are moved from where they are to what they potentially can be. We will allocate resources to meeting this needs by providing our staff the quality training and materials necessary to accomplish this task.

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.

na

Evaluation:

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

We review school wide goals each spring and plan and develop our skills to move and progress with future needs the following fall.

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.

We review our local data as it is the only data we currently have. We use our local state data as a guide for our work however, we are a foundation to those results so it is imperative we use the assessments locally to identify where we are not making the impact necessary for achieving the results on the state assessments. We dis-aggregate out each intervention and sub group for analysis.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

We disaggregate our subgroups and look at their growth compared to the general growth.

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?

It is constantly, since our data teams are integrated with our other local assessments.