

Livonia Public Schools

Focus School(s) Progress Monitoring Report to Board of Education 2016-2017 School Year

1st Progress Monitoring Board Report (September – November)
Due in MEGS+ December 23, 2016

1st Report Shared with Board - Date: _____

2nd Progress Monitoring Board Report (December – March)
Due in MEGS+ April 28, 2017

2nd Report Shared with Board - Date: _____

X 3rd Progress Monitoring Board Report (April – June)
Due in MEGS+ August 25, 2017

3rd Report Shared with Board - Date: July 24, 2017

Building Name <i>Insert additional rows as needed</i>	BCode	Year First Identified as Focus	Title I?
Garfield Elementary			X Yes

- **Additional data and documents may be appended to this report. Please upload a single composite document to MEGS+, which includes this report and the additional appendices, including data reports, as a single PDF scan.**
- **The Users' Guide to Submitting Progress Monitoring Reports is located in MEGS+ under the View/Edit screen of the application.**

Teaching and Learning Priorities (replaces the Focus School Diagnostic in ASSIST)

FOR EACH FOCUS SCHOOL:

School Name <i>Insert Additional rows as needed</i>	List the data sources used to identify achievement gaps between the bottom 30% of students and the top 30% of students.	Explain the systemic and instructional changes that are planned/implemented as a result of the analysis of this data.

School Name <i>Insert Additional rows as needed</i>	List the data sources used to identify achievement gaps between the bottom 30% of students and the top 30% of students.	Explain the systemic and instructional changes that are planned/implemented as a result of the analysis of this data.
Garfield Elementary	MStep, iReady, District Benchmark Assessments	iReady Diagnostic assessments in reading and math are also implemented and compared to MStep results. Students scoring 1, 2 or more levels below grade level on the iReady diagnostic, participate in iReady reading and math instruction. Our Title I support team also works closely with our teachers, in determining other interventions as appropriate. Teachers use a Criteria Chart to determine whether or not a referral for extra support should be made. The Criteria Chart also includes district benchmark levels.

All districts—District-Level: Conduct progress monitoring conversations about the system changes required to support Focus schools in closing the achievement gaps that were identified in building-level data analysis conversations. *If no progress monitoring conversations occurred, please indicate the reason(s).*

Dates of district-level progress monitoring meetings during this timeframe	Positions/staff participating	What did you learn at the central office level? What district-level changes may be necessary? What district-level changes should continue?
April 17, 2017 April 24, 2017 May 1, 2017 May 15, 2017 May 22, 2017 May 31, 2017	Director of Elementary Director of Student Services Assistant Superintendent for Secondary Chief Academic Officer K-12 Curriculum Coordinators	At these meetings, we reviewed our M-STEP and SAT results, i-Ready fall assessment results, preliminary school accountability scorecards, student mobility data, and student growth data. We looked for trends in student performance and achievement gaps, and attempted to identify influencing factors.

All buildings - School Level: Conduct progress monitoring conversations with stakeholders to examine data and determine changes in teaching/learning and leadership practices capable of closing student achievement gaps. Provide dates of conversations, positions of staff participating, and summarize what was learned by the conversations held to date. *If no Progress Monitoring Conversations occurred, please indicate reason(s).*

School Name <i>Insert additional rows as needed</i>	Dates of school progress monitoring conversations during this timeframe	Positions/staff participating	What did you learn? What changes are you going to make as a result? What will you continue doing?
Garfield	Data Dig May 18, 2017	All staff, including load-bearing teachers, support staff, and representatives from Kennedy and Randolph (receiving schools).	Each grade level is given the opportunity to analyze and discuss benchmark scores and the individual needs of each student in each classroom. Interventions are reviewed and/or planned for individual students.
Garfield	Weekly Achievement Team Meetings	Principal, social worker, psychologist, EST, TSLI, RCR, gen ed reps	Teachers have an opportunity to discuss individual students in depth with the Achievement Team, each week.
Garfield	Weekly Title I Meetings	Principal and Title I support staff (7 teachers, paraprofessionals, and a volunteer)	This team reviews referrals and current Title I student progress to determine the best intervention programming for each student.

ALL SCHOOLS

Identify activities from the implementation of the School Improvement Plan or the Teaching and Learning Priorities that the Focus School(s) implemented during this timeframe and the impact.

Building Name <i>Insert other rows if needed</i>	Summary of activities implemented from your School Improvement Plan (SIP) or Teaching and Learning Priorities directly related to closing the gap for your bottom 30% of students <i>What components are in beginning or full implementation phases? What was learned from monitoring the plan? What went well? Were there any barriers identified? What are your next steps?</i>	<i>Include data in each Progress Monitoring Board Report. Student achievement data reports may be attached to this report.</i> Describe the building level student achievement data that was impacted by the implementation of these activities. Was there a decrease in the gap between the top 30% and the bottom 30% of students, or, an increase in the achievement of the bottom 30% of students? Achievement data may come from interim assessments using sources such as NWEA, district created common assessments, or classroom formative assessments. If needed, add data reports to this pdf. The Users' Guide to Submitting Priority and Focus Progress Monitoring Board Reports is located in MEGS+ under the view/edit screen of the application.

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Garfield	Universal Screeners-Fall KG: Letter Name/Sound, Rhyme 1 st through 4 th : F&P Reading Level, Spelling Inventory, High Frequency Words, iReady Reading Diagnostic, iReady Math Diagnostic, Writing Benchmark Prompt	The bottom 30% of students participate in interventions, based on our criteria charts. Interventionists keep track of progress, as well as attendance. The Title I team meets on a weekly basis to review student progress and student placement in interventions.
Garfield	Leveled Literacy Intervention (LLI)	Leveled Literacy Intervention (LLI) is an intensive reading program used with struggling readers to close the achievement gap in reading.
Garfield	Extended Day Opportunity	Select students were chosen to participate in Students Helping Students, an after school reading program offered by Madonna University education students.
Garfield	iReady Instruction	Beyond the district provided iReady reading instructional licenses, Garfield has purchased extra reading licenses, as well as math instructional licenses. Students are assigned licenses based on need.
Garfield	Motor Moms and Dads	This program is an organized series of simple physical activities, designed for the young learner. The development of sensory and motor skills is crucial to early brain development, and therefore we offer this program to selected kindergarten and first graders who demonstrate the need.
Garfield	Workshop Model	Garfield teachers deliver reading and writing instruction in a workshop format. They provide guided reading instruction to all

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		<p>levels of learners, in all grades. The workshop model allows teachers to teach whole group, small group, and to conference with students one-on-one, all based on student need.</p>
<p>Garfield</p>	<p>Benchmark Writing Assessment</p>	<p>Benchmark writing samples were collected at each grade level. This assessment was repeated in the spring to show growth and analyze the next steps in writing instruction.</p>
<p>Garfield</p>	<p>Collaborative Learning Time (CLT)</p>	<p>Collaboration is one of the most powerful tools we use at Garfield to maximize growth for all students. Collaboration occurs for grade level teams, the Achievement Team, the Title I team, Leadership teams, and between teams. Organized monthly collaboration time is provided for our staff. The CLT focus this year is Priority Standards.</p>
<p>Building Name <i>Insert other rows if needed</i></p>	<p>Briefly describe how the implementation data that has been collected verifies that the adults are doing what is described in the activities? <i>Sample implementation data might be walkthrough documentation, demonstration lessons, minutes of grade level/content team meetings, PLC meetings, school support team meetings, etc.</i></p>	
<p>Garfield</p>	<p>The principal performs unannounced Walk-Through observations and documents observations, Achievement Team and Title I Team meeting minutes are kept and shared on a weekly basis, CLT meeting minutes are collected each month. A Universal Screener document has been provided for staff to record all benchmark scores.</p>	

Update on the Implementation of a Multi-Tiered System of Support (MTSS)

Building Name <i>Insert additional rows if needed</i>	What was learned during this timeframe from the implementation of a Multi-Tiered System of Support (MTSS) regarding academic, behavioral and social needs of students?	What practices have changed as a result of implementing MTSS during this time frame?
Garfield	Targeted students have different plans, depending on need. Not only do we have students with individual academic interventions, but we also have students with daily behavior plans, and students with daily adult-connection time. We have students with alternative locations for check-in every day, and students with special arrangements on the bus. All students are learning about the 7 Habits and The Leader in Me, and are given leadership opportunities as appropriate. Teachers integrate TLIM with the district's climate goal, A Community with Character.	The practices listed here have made a difference for these targeted individuals. Office referrals have declined, as students are beginning to take responsibility for their own actions, and are experiencing positive reinforcement for good decision making. Garfield also experienced an increase in MStep scores from the 2014-15 school year to the 2015-16 school year.
Garfield	Because Garfield is closing as a K-4 building this year, much of this trimester was spent on positive transition activities for all stakeholders involved. Field trips to their new schools, were planned for students, evening events were planned for the families at the new schools, staffs participated in an evening "staff mixer" event, and mixed staffs were given the opportunity to create next years' class lists together.	These activities were planned purposefully so that all involved stakeholders would feel comfortable and ready to make the transition to new schools in the fall of 2017.

TITLE I DISTRICTS AND BUILDINGS (complete only if Title I MI Excel schools)

Summary of MI Excel supports provided by the ISD/ESA that are helping the district and school close the achievement gap.

Name of District Improvement Facilitator (DIF) at the district level <i>(from the ISD/ESA)</i>	How has the DIF helped district staff examine and adjust district systems, procedures or policies to support schools in closing the achievement gap?

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Alyn Moore	Throughout the 2016-17 school year, Alyn Moore met with Sheila Alles, Chief Academic Officer and Paula Kohler, the principal of Garfield Elementary to review the activities in their School Improvement Plan for decreasing student achievement gaps, discussed support she can provide Garfield and followed up through the school year. She also is a member of our District Quality Assurance Review Team.

Title I Set Asides	Specific MI Excel Component	What was learned from this?	What practices have changed as a result of this implementation?
District Level	District-Level Title I Set-Asides <i>Describe what the district is doing with its set-asides if applicable:</i>		<i>At the district level:</i>
	The district purchased Fast Forward, a software program that helps building foundational language and cognitive skills, for use as a Tier II language intervention for students at Garfield School. The district also purchased i-Ready Math Instruction licenses to be used as a Tier II and Tier III math intervention for students at Garfield School.	Teachers used the i-Ready data results to become more responsive to students who are struggling with their language and/or math skill development.	Tier II and Tier III interventions are more aligned to student needs and teachers are better able to support their students.
Building Name <i>Insert additional rows as needed</i>	Building-Level Title I Set-Asides <i>(If applicable)</i>		
Garfield	Describe what this school is doing with its set-asides: Garfield uses Set-Aside money for the following: <ul style="list-style-type: none"> • Leader in Me license (TLIM) • Mindset (book study for staff) • Substitute teaches for data digs • Training/enrichment for staff (Mindset) 	Our students are learning to take responsibility for their own actions and their own learning. Our staff continues to develop a healthy mindset for working with children in poverty. Our	At the school level: TLIM initiative is unifying the staff, so that everyone is working toward the same goals. Students are

Building Name <i>Insert additional rows as needed</i>	Building-Level Title I Set-Asides <i>(If applicable)</i>		
	presenter, Waterford training) <ul style="list-style-type: none"> • Parent Outreach (math/science night, and communication folders for students) 	families become engaged in their children's education.	demonstrating improved behaviors and are also using TLIM vocabulary.

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Report Completed by:	Theresa O'Brien
Email Address:	tobrien@livoniapublicschools.org
Phone Number:	734-744-2614