



School Improvement Plan

Pied Piper School

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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.

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.

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?

Pied Piper School works with Alpena-Montmorency-Alcona local districts to provide center-based programs and services to students, as determined through the IEP process. Pied Piper School does not enroll students independent of local involvement.

The school serves students who are Moderately Cognitively Impaired, Severely Cognitively Impaired, Severely Multiply Impaired, and Autistic Impaired. Students range in age from 3 to 26 years.

Each classroom provides individualized instructional programs for students which may include personal care, independent living, communication & language, academics, motor development, social-emotional skills, vocational and/or physical education.

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.

We believe in the worth of all individuals; and by creatively combining measurable goals and innovative teaching, we will provide an educational environment that will improve the quality of life for our students.

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.

Pied Piper will strive to provide measurable goals for students that hold them to high expectations so that each child may reach his/her fullest potential.

Additional Information

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

Pied Piper School is operated by the Alpena-Montmorency-Alcona Educational Service District. Pied Piper services students from local districts within the AMA ESD.

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.

There are representatives from teaching staff, paraprofessional staff, itinerant staff, parent on the School Improvement Committee. There are monthly meetings scheduled by administration. Principal meets with SIT members individually and roles are explained.

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

There are representatives from teaching staff, paraprofessional staff, itinerant staff, parent on the School Improvement Committee. There are monthly meetings scheduled by administration. Principal meets with SIT members individually and roles are explained.

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 will be shared with all staff at the start of the 2015-16 school year electronically and also be discussed at a start of year in-service. A copy will also be included on our school website and referenced in our school newsletter. At each full monthly staff meeting, SIT committee will review the plan and action taken at the previous SIT meeting--updates will also be shared with parents via school newsletters.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Enrollment declined from 59 in 2012-13 to 51 in 2013-14 and remained there for 2014-15.

Pied Piper School works with Alpena-Montmorency-Alcona local districts to provide center-based programs and services to students, as determined through the IEP process. Pied Piper School does not enroll students independent of local involvement.

With this in mind, declining enrollment requires administration to evaluate staffing needs in order to best meet student needs while making responsible use of taxpayer dollars. Pied Piper School will continue to work to educate local districts as to how our program may best meet student needs.

Student Demographic Data

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

Attendance has not been a focus of concern in the past. Attendance records from 2012-13 and 2013-14 reflect significant student absences, but data does not separate between excused or unexcused absences. Our students are cognitively impaired, some with multiple physical impairments which affect attendance but are appropriate. In 2014-15, data reflects 51% of students missed greater than 10 days of school due to illness not documented by doctor, parent excuse or unexcused.

Student Demographic Data

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

There was an increase in documented suspension for physically aggressive behavior.

Student Demographic Data

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

1. Revise and communicate revisions to the school's attendance policy in order to more accurately define and track absences.
2. Establish an intervention plan to address excessive unexcused absences.
3. Explore a positive behavior intervention system to address behavior.
4. Bring students with repeat behavioral issues to team sooner in order to develop BIPs.

Teacher/School Leader(s) Demographic Data

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

The administrator is new to leading a center-based program and may lack knowledge of some best practices. Prior to this he had 17 years experience as k-12 administrator and/or school social worker. The transition to the new administrator took place after the school year had already started, which could present instability and inconsistency if not for the stability and support of the staff.

Teacher/School Leader(s) Demographic Data

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

2 teachers were retiring at the end of the year--while a long career may represent a solid repertoire of skills, experienced staff may be resistant to changes. Regardless, with all teachers employed at the school for at least 5 years, the consistency is important as students, including those with disabilities, respond best to consistency.

For the 2015-16 school year, one new teacher will be hired to fill one of the newly vacated positions. This new teacher has experience working in a center-based program and is anticipated to contribute to the program.

Teacher/School Leader(s) Demographic Data

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

The administrator missed 4 days due to illness. Professional development was primarily after school hours, excluding school improvement and data review meetings, during which time the principal was still available for building concerns. Staff reported increased administrative presence in the building, which might promote student achievement.

Teacher/School Leader(s) Demographic Data

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

2 of the 5 staff members missed in excess of 8 weeks of school due to medical leave or family medical issues. This may create inconsistency for students and contribute to classroom disruptions or other adverse affects on student achievement.

Teacher/School Leader(s) Demographic Data

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

Administration may continue to monitor staff absences and address individual needs as they arise, in accordance with district policy and contract. Excessive absenteeism may impact opportunity for professional merit pay.

Process Data

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

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

The following indicators stood out as strengths based on self rating of the School Improvement Team as Sustained:

Standard 1 Indicator A: Curriculum Alignment

Standard 2 Indicator C: Instructional Design

Standard 2 Indicator E: Learning Environment

Standard 3 Indicator G: Assessment System

Standard 3 Indicator H: Shared Understanding

Standard 4 Indicator K: A Vision for Learning

Standard 5 Indicator N: Safe and Supportive Environment

Standard 6 Indicator R: Resource Allocation

Standard 9 Indicator X: Cultural Responsiveness

Standard 10 Indicator Y: Learning Opportunities

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

The following indicators stood out as challenges based on self rating of the School Improvement Team as Beginning or Partial Implementation:

Standard 1 Indicator B: Curriculum Coherence

Standard 2 Indicator D: Effective Instructional Practices

Standard 6 Indicator P: Communication Systems

Standard 8 Indicator U: Purposeful Planning

Standard 8 Indicator V: Impact of Professional Learning

Standard 10 Indicator Z: Partnerships

12. How might these challenges impact student achievement?

The SIT was concerned that:

1. All educators did not possess a deep and shared understanding of standards they were to teach and how to connect these to other grades/subjects. Instructional staff did not engage in frequent enough discussions about student expectations both horizontally and vertically.

----Inadequate communication and potential knowledge gaps among staff poses the risk of teacher isolation and subsequently lower quality
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instruction that may negatively affect student progress.

2. Instructional delivery lacked sufficient monitoring for fidelity.

-----This poses the risk that students may not have been exposed to proper content, though data reflects solid student growth.

3. Information gathered and shared with stakeholders requires greater consistency throughout the school.

-----Lack of consistent distribution of information may impair collaborative support for student growth.

4. Professional development needs to be based upon data, and include more opportunities that extend beyond routine trainings.

Professional development needs to be continuous and job embedded. School leader must monitor the extent to which PD impacts instruction and ultimately student achievement.

-----Teachers require professional development to enhance knowledge of best practices to support student growth. Inadequate PD or fidelity monitoring may lead staff to stagnate and subsequently limit student exposure to new learning strategies that could foster growth.

5. Though the school regularly gets volunteers for school wide events and a policy is in place, the school tends to solicit volunteers only in anticipation of school events when we could reach out to parents and community members to share their expertise and enhance student success. Community members are not well represented in the development of school-level parent involvement plans.

-----Students achieve more with effective collaboration between the school, home, and community. Any disconnect may negatively affect support, consistency and transition plans.

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

1. Establish and clearly communicate a schedule for more frequent teacher meetings to discuss content standards, instructional delivery skills, and data review. The information could be used to also identify needs around which to plan professional development.

2. Require that teachers submit lesson plans (calendar) to administration to monitor implementation fidelity.

3. Establish a calendar and protocol for disseminating information to stakeholders on a more frequent basis. All classrooms could send monthly updates of student progress and current school events. Information on volunteer opportunities and procedures could be included proactively.

4. Professional development could be followed more closely by administration with staff reports re: new learning and implementation.

5. The school could take steps to solicit community representatives for school-level committees and plans.

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

Programs are determined within the student's IEP. Our school is a center-based school for students with moderate to severe cognitive impairment.

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

Our school is a center-based school for students with moderate to severe cognitive impairment. Opportunities are discussed at annual IEP meetings (at a minimum) and may include extended school year services. Our Early Childhood Special Education program coordinates between Head Start and kindergarten programs as appropriate.

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

The process for determining whether students qualify for ESY services is based on standards set forth and found in MARSE. Data is reviewed and discussed by spring of each school year to assess whether students meet the standards. Parents are notified of consideration for ESY at each IEP and again in the spring if students qualify.

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

Pied Piper School uses the Unique Learning System, which is a web-based curriculum aligned to Michigan Common Core Standards. All teachers have implemented this into their classroom. The data is reviewed and tied to teacher evaluations.

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

NA

Achievement/Outcome Data

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

19a. Reading- Strengths

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEPs. Of 53 students with a total of 470 objectives, data reflected that students maintained or made progress towards 459, or 98% of the objectives.

Many students are assessed at a participation level and lack the ability to read. ULS requires some further adaptation in order to assess students appropriately at this level.

93% of students assessed using ULS showed growth of 5% or more in the area of ELA.

19b. Reading- Challenges

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEP. Many students are assessed at a participation level and lack the ability to read. ULS requires some further adaptation in order to assess students appropriately at this level.

Current data does not reflect any concerns in this area. However, additional measures must be taken to dig deeper into data.

19c. Reading- Trends

There is no building wide state assessment data as our school's sample size is too small for MDE to provide segregated data. Longitudinal data was not gathered on IEP or ULS data. No trends are identified at this time.

19d. Reading- Summary

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

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEP.

Student achievement is documented for each individual student in his/her IEP. Every student at Pied Piper School has an IEP. Students are assessed by MI-Access, goals and objectives written in their IEPs, and through assessment tools provided by the Unique Learning System curriculum.

There is no building wide state assessment data as our school's sample size is too small for MDE to provide segregated data. Longitudinal data was not gathered on IEP or ULS data.

Our team needs to establish a process for collecting and evaluating individual student data for a 3-year window in order to better assess student growth trends, strengths, and challenges.

20a. Writing- Strengths

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEPs. Of 53 students with a total of 470 objectives, data reflected that students maintained or made progress towards 459, or 98% of the objectives.

Many students are assessed at a participation level and lack the ability to read. ULS requires some further adaptation in order to assess students appropriately at this level.

93% of students assessed using ULS showed growth of 5% or more in the area of ELA.

20b. Writing- Challenges

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEP. Many students are assessed at a participation level and lack the ability to write. ULS requires some further adaptation in order to assess students appropriately at this level.

Current data does not reflect any concerns in this area. However, additional measures must be taken to dig deeper into data.

20c. Writing- Trends

There is no building wide state assessment data as our school's sample size is too small for MDE to provide segregated data. Longitudinal data was not gathered on IEP or ULS data. No trends are identified at this time.

20d. Writing- Summary

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

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEP.

Student achievement is documented for each individual student in his/her IEP. Every student at Pied Piper School has an IEP. Students are assessed by MI-Access, goals and objectives written in their IEPs, and through assessment tools provided by the Unique Learning System curriculum.

There is no building wide state assessment data as our school's sample size is too small for MDE to provide segregated data. Longitudinal data was not gathered on IEP or ULS data.

Our team needs to establish a process for collecting and evaluating individual student data for a 3-year window in order to better assess student growth trends, strengths, and challenges.

21a. Math- Strengths

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEPs. Of 53 students with a total of 470 objectives, data reflected that students maintained or made progress towards 459, or 98% of the objectives. Many students are assessed at a participation level and lack the ability to perform math operations. ULS requires some further adaptation in order to assess students appropriately at this level.

For those students who were assessed using ULS, 72% showed growth of 5% or more in Math. 94% of male students achieved this level.

21b. Math- Challenges

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEP. Many students are assessed at a participation level and lack the ability to read. ULS requires some further adaptation in order to assess students appropriately at this level.

For those students who were assessed using ULS, 72% showed growth of 5% or more in Math. 94% of male students achieved this level, but only 46% of female students by comparison. We keep in mind that our sample size is small, so any performance issues will have a significant impact on overall percentages.

21c. Math- Trends

There is no building wide state assessment data as our school's sample size is too small for MDE to provide segregated data. Longitudinal data was not gathered on IEP or ULS data. No trends are identified at this time.

21d. Math- Summary

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

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEP.

Student achievement is documented for each individual student in his/her IEP. Every student at Pied Piper School has an IEP. Students are assessed by MI-Access, goals and objectives written in their IEPs, and through assessment tools provided by the Unique Learning System curriculum.

There is no building wide state assessment data as our school's sample size is too small for MDE to provide segregated data. Longitudinal data was not gathered on IEP or ULS data.

Our team needs to establish a process for collecting and evaluating individual student data for a 3-year window in order to better assess student growth trends, strengths, and challenges. This will include, among other things, more frequently scheduled data review meetings to allow staff to discuss instructional concerns, data trends, and best practices.

22a. Science- Strengths

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEPs. Of 53 students with a total of 470 objectives, data reflected that students maintained or made progress towards 459, or 98% of the objectives.

Many students are assessed at a participation level and lack the ability to read. ULS requires some further adaptation in order to assess students appropriately at this level. Science content knowledge is not segregated.

22b. Science- Challenges

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEPs. Of 53 students with a total of 470 objectives, data reflected that students maintained or made progress towards 459, or 98% of the objectives.

Many students are assessed at a participation level and lack the ability to read. ULS requires some further adaptation in order to assess students appropriately at this level. Science content knowledge is not segregated.

22c. Science- Trends

There is no building wide state assessment data as our school's sample size is too small for MDE to provide segregated data. Longitudinal data was not gathered on IEP or ULS data. No trends are identified at this time.

22d. Science- Summary

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

NA

23a. Social Studies- Strengths

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEPs. Of 53 students with a total of 470 objectives, data reflected that students maintained or made progress towards 459, or 98% of the objectives.

Many students are assessed at a participation level and lack the ability to read. ULS requires some further adaptation in order to assess students appropriately at this level. Social studies content knowledge is not segregated.

23b. Social Studies- Challenges

Pied Piper School is a center-based school for students with a moderate to severe cognitive impairment. Our students focus on goals and objectives determined within their IEPs. Of 53 students with a total of 470 objectives, data reflected that students maintained or made progress towards 459, or 98% of the objectives.

Many students are assessed at a participation level and lack the ability to read. ULS requires some further adaptation in order to assess students appropriately at this level. Social studies content knowledge is not segregated.

23c. Social Studies- Trends

There is no building wide state assessment data as our school's sample size is too small for MDE to provide segregated data. Longitudinal data was not gathered on IEP or ULS data. No trends are identified at this time.

23d. Social Studies- Summary

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

NA

Perception Data

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

24a. Student Perception Data

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

Between June 4 and June 5, students of the MOCI program were surveyed via paper and pencil with staff assistance. 17 students completed the survey out of 18 present.

Results reflected high level of satisfaction in all areas among students, as follows:

- My teacher wants to learn.....100% YES
- My teacher is fair to me.....94% YES
- My teacher wants me to do my best.....100% YES
- I learn new things in school.....100% YES
- My teacher makes me think.....94% YES
- I know what to do every day in school.....100% YES
- My family likes to come to my school.....94% YES
- Other teachers know me.....100% YES
- My family knows how I do in school.....100% YES
- I am safe at school.....100% YES
- My school has books for me to read.....100% YES
- I use a computer to learn at school.....100% YES
- My teacher wants me to help all boys and girls.....100% YES
- My teacher tells me when I do good work.....100% YES

24b. Student Perception Data

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

No areas indicated low satisfaction.

Between June 4 and June 5, students of the MOCI program were surveyed via paper and pencil with staff assistance. 17 students completed the survey out of 18 present.

Results reflected high level of satisfaction in all areas among students, as follows:

- My teacher wants to learn.....100% YES

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My teacher is fair to me.....94% YES
My teacher wants me to do my best.....100% YES
I learn new things in school.....100% YES
My teacher makes me think.....94% YES
I know what to do every day in school.....100% YES
My family likes to come to my school.....94% YES
Other teachers know me.....100% YES
My family knows how I do in school.....100% YES
I am safe at school.....100% YES
My school has books for me to read.....100% YES
I use a computer to learn at school.....100% YES
My teacher wants me to help all boys and girls.....100% YES
My teacher tells me when I do good work.....100% YES

24c. Student Perception Data

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

Staff will continue to strive for maintaining the high level of student satisfaction by implementing best practices with fidelity and in line with our school improvement plan

25a. Parent/Guardian Perception Data

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

Several parent surveys were conducted over the course of the year, including one on parent involvement, the ULS curriculum, and transitioning out of school.

Highest levels of satisfaction included:

Of the 14 respondents to the transition survey, 100% were satisfied with or agreed that the:

----individual attention provided to students by teachers.

----class and school size

----IEPs are parent friendly

----opportunities for parent participation

----quality of teaching

----accessibility and openness

----safety

----transition to other school or community

----good communication from the school

85.7% were satisfied with the curriculum taught by our school.

Of the 24 respondents to the parent involvement survey:

87.5% agree that the school clearly tells parents how they can get involved at the school.

25b. Parent/Guardian Perception Data

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

Several parent surveys were conducted over the course of the year, including one on parent involvement, the ULS curriculum, and transitioning out of school.

Lowest levels of satisfaction included:

Of the 14 respondents to the transition survey, 7.1% were dissatisfied with:

-----progress reports

-----school facilities

-----knowing what to expect when first entering Pied Piper School

Of the 11 respondents to the curriculum survey,

27.3% were found progress reports difficult to understand and too infrequently provided.

No dissatisfaction was reported by the 24 respondents of the parent involvement survey.

25c. Parent/Guardian Perception Data

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

Continue efforts to create friendly welcome packets and classroom guides for parents and the general public.

Provide monthly reports to all parents/guardians regarding student progress, with guidance as to how to interpret the progress reports, otherwise, staff should consider taking steps to provide the information in a different format.

26a. Teacher/Staff Perception Data

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

In June of 2015, 15 staff completed the web based survey offered through Assist.

Over 93% responded that they agree that our school:

-----has a purpose statement is clearly focused on student success.

-----has a challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.

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- has related learning support services are provided for all students based on their needs.
- provides qualified members to support student learning
- provides instructional time and resources to support our school's goals and priorities.
- uses multiple assessment measures to determine student learning and school performance

Over 86% responded that they agree that our school:

- teachers provide students with specific and timely feedback about their learning.
- provides protected instructional time
- provides a variety of information resources to support student learning
- maintains a facility that supports student learning and contributes to a safe environment
- leaders monitor data related to student achievement and school improvement goals.

26b. Teacher/Staff Perception Data

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

In June of 2015, 15 staff completed the web based survey offered through Assist.

Lowest satisfaction was identified among the following areas:

26.67% disagreed that our school:

- ensures all staff members are trained in the evaluation, interpretation, and use of data

13.33% disagreed that our school:

- has a systematic process for collecting, analyzing, and using data

12.5% disagreed that our school:

- leaders regularly evaluate staff members on criteria designed to improve teaching and learning
- leaders engage effectively with all stakeholders about the school's purpose and direction
- leaders provide opportunities for stakeholders to be involved in the school

26c. Teacher/Staff Perception Data

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

Provide further professional development for staff in the evaluation, interpretation, and use of data.

Create a schedule for the year with an outlined process for collecting, analyzing, and using data.

Teachers need to continue efforts to inform paraprofessionals in how data is used to inform decisions and practices.

Engage staff in meaningful dialogue and transparency as to how the evaluation process may improve teaching and learning.

Increase efforts to engage all stakeholders through participation in school activities, committees, and decisions.

27a. Stakeholder/Community Perception Data

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

No stakeholder/community perception data was gathered. This will be an area of emphasis for next year as we recognize the importance of getting feedback from stakeholders in order to progress.

27b. Stakeholder/Community Perception Data

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

No stakeholder/community perception data was gathered. This will be an area of emphasis for next year as we recognize the importance of getting feedback from stakeholders in order to progress.

27c. Stakeholder/Community Perception Data

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

No stakeholder/community perception data was gathered. This will be an area of emphasis for next year as we recognize the importance of getting feedback from stakeholders in order to progress.

Summary

28a. Summary

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

Strengths:

1. 98% of student IEP objectives demonstrate maintenance or progress towards goals.
2. 93% of students assessed using ULS showed a growth of 5% or more in the area of ELA.
3. 72% of students assessed using ULS showed growth of 5% or more in Math. 94% of male students achieved this level.
4. Survey results reflect a high level of student satisfaction.
5. Survey results reflect high parent satisfaction with teacher attention, class size, opportunities for parent participation, friendly IEPs, quality of instruction, school safety, communication between home and school, and transition to other school or community.
6. Survey results reflect high staff satisfaction with:
 - a. a purpose statement focused on student success
 - b. a challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills
 - c. related learning support services are provided for all students based on their needs
 - d. qualified members to support student learning
 - e. instructional time and resources to support our school's goals and priorities
 - f. multiple assessment measures to determine student learning and school performance
7. For the 2015-16 school year, 3 of 4 teachers have been employed with the school greater than 5 years. The fourth teacher was just hired but does have experience in a center-based program.
8. Staff have reported an increased administrative presence in the building.
9. Paraprofessional staff are a strong and consistent support to students in the classroom.
10. Curriculum is aligned with Michigan standards.
11. Multiple assessment tools are used to measure student achievement and guide instruction.
12. Instruction is designed to meet the needs of all students.
13. The school maintains a positive, collaborative, safe culture and shared vision with high expectations for all.
14. Assessment results are reviewed and shared in a timely manner with staff and parents.
15. Resources are readily available to meet student needs.
16. The school communicates with parents in a variety of formats including mail, phone, internet, facebook, email, radio, and television.
17. The school has a strong connection to and support from the community.

Challenges:

1. 2014-15 data reflects 51% of students missed greater than 10 days of school due to illness not documented by doctor, parent excuse or unexcused.
2. Declining enrollment requires administration to evaluate staffing needs in order to best meet student needs while making responsible use of taxpayer dollars.
3. The administrator is new to leading a center-based program.
4. There is a history of high teacher absence, that while may be justified, disrupts learning.

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5. Instructional staff did not engage in frequent enough discussions about student expectations both horizontally and vertically.
6. Instructional delivery lacked sufficient monitoring for fidelity.
7. Information gathered and shared with stakeholders requires greater consistency throughout the school.
8. Professional development needs to be based upon data, and include more opportunities that extend beyond routine trainings.
9. The school tends to solicit volunteers only in anticipation of school events when we could reach out to parents and community members to share their expertise and enhance student success. Community members are not well represented in the development of school-level parent involvement plans.
10. Survey reports indicate parents were least satisfied with progress reports due to being difficult to understand and too infrequently provided.
11. Survey reports indicate staff were least satisfied with the level of training in the evaluation, interpretation, and use of data. Also, concerns exist that a systematic process for collecting, analyzing, and using data is lacking.
12. No stakeholder/community perception data was gathered.
13. For those students assessed in Math using ULS, there was disparity between the male and female subgroups, with 94% of male students achieving 5% growth or more, but only 46% of female students by comparison.
14. There has been an increase in suspensions in the last year.

28b. Summary

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

1. High student absenteeism or suspension results in missed instruction and potential regression. Teacher time away from the class for matters other than professional development may disrupt learning.
2. Staff changes may create improvements or disruption to student learning, depending on the circumstances.
3. Limited review of data results in uninformed decision making that may result in poor outcomes. Longitudinal data helps identify trends. Inadequate skills in collecting and interpreting data compound this.
4. Limited monitoring of the fidelity of curriculum implementation poses the potential that students may not receive proper instruction or exposure to curriculum.
5. Inadequate communication with stakeholders limits potential support to students in and out of the classroom.
6. Professional development may not improve practices to support student growth.
7. Students already struggling may fall further behind.

28c. Summary

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

The following objectives could be embedded into existing goals:

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1. Establish and clearly communicate a schedule for more frequent teacher meetings to discuss content standards, instructional delivery skills, and data review. The information could be used to also identify needs around which to plan professional development. Our team needs to then establish a process for collecting and evaluating individual student data for a 3-year window in order to better assess student growth trends, strengths, and challenges. This should include IEP data as well.
2. Professional development support will be provided to address data literacy.
3. Require that teachers submit lesson plans (calendar) to administration to monitor implementation fidelity.
4. Establish a calendar and protocol for disseminating information to stakeholders on a more frequent basis. All classrooms could send monthly updates of student progress and current school events. Information on volunteer opportunities and procedures could be included proactively.

A new goal:

1. To investigate and implement a program of Positive Behavior Intervention and Supports in an effort to increase attendance, reduce suspensions and acting out behaviors.

Outside of the SIP:

1. Revise and communicate revisions to the school's attendance policy in order to more accurately define and track absences, followed by the development of an intervention plan to address excessive unexcused absences.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	Pied Piper School is a center-based school for students with moderate to severe cognitive impairments. Students are assessed by goals and objectives and MI ACCESS.	

Label	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.	No	N/A	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	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		

Label	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	Sue Grulke Assistant Superintendent 2118 US 23 South Alpena, MI 49707 (989) 354-3101	

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

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

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

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

Pied Piper School

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 Pied Piper School will increase in ELA proficiency.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
2	All students at Pied Piper School will increase in Math proficiency.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
3	All students at Pied Piper School will improve adaptive behavioral skills.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

Goal 1: All students at Pied Piper School will increase in ELA proficiency.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency reading in English Language Arts by 06/10/2016 as measured by ULS assessment and IEP data.

Strategy 1:

READING - Staff will utilize ULS assessments in the area of reading to provide high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions.

IEP goals will also be used to assess and monitor progress.

Research Cited: Marzano, Danielson, Anita Archer

Tier:

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will meet monthly to review assessment and IEP data--this schedule will be developed early in the year. Teachers will research best practices around vocabulary instruction for students with moderate to severe cognitive impairments and will ensure that direct vocabulary instruction is taking place for every student, every week. Efforts will be made to examine data from a 3-year window in order to identify trends.	Professional Learning			09/08/2015	06/10/2016	\$0	No Funding Required	Classroom teachers, administration
Activity - Monitor Implementation of Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the curriculum through walk through and fidelity checks or lesson plan/calendar submission.	Curriculum Development			09/08/2015	06/10/2016	\$0	No Funding Required	administration and teaching staff
Activity - Reporting Progress to Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All classrooms will send monthly updates of student progress and current school events. This will also include suggestions as to how parents/guardians may become more involved in their student's school experience. Steps will be taken to provide info that is easy to understand in explaining progress.	Parent Involvement			09/08/2015	06/10/2016	\$0	No Funding Required	classroom staff and administration
Activity - Teacher Training on Data Collection, Review, and Use to Assess Students and Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use of iPads and other technology to collect data. Throughout the year during monthly data review sessions staff will receive guidance on how to analyze and use data to improve student achievement.	Professional Learning, Technology			09/01/2015	06/10/2016	\$0	No Funding Required	staff and administration

Goal 2: All students at Pied Piper School will increase in Math proficiency.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency math in Mathematics by 06/10/2016 as measured by ULS assessment and IEP data.

Strategy 1:

Math - Staff will utilize ULS assessments in the area of math to provide high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions.

IEP goals will also be used to assess and monitor progress.

Research Cited: Marzano, Danielson, Archer

Tier:

Activity - Professional Learning and Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research best practices around mathematics instruction and make sure that direct mathematics instruction is taking place for every student, every week. Classroom teachers will meet monthly to review assessment and IEP data-this schedule will be developed early in the year. Efforts will be made to examine data from a 3-year window in order to identify trends	Professional Learning			09/08/2015	06/10/2016	\$0	No Funding Required	Classroom teachers, administration

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Activity - Monitor Implementation of Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the curriculum through walk through and fidelity checks or lesson plan/calendar submission.	Curriculum Development			09/08/2015	06/10/2016	\$0	No Funding Required	teachers and administration

Activity - Reporting Progress to Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will send monthly updates of student progress and current school events. This will also include suggestions as to how parents/guardians may become more involved in their student's school experience.	Parent Involvement			09/08/2015	06/10/2016	\$0	No Funding Required	classroom staff, administration

Activity - Teacher Training on Data Collection, Review, and Use to Assess Students and Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use of iPads and other technology to collect data. Throughout the year during monthly data review sessions staff will receive guidance on how to analyze and use data to improve student achievement.	Professional Learning			09/01/2015	06/10/2016	\$0	No Funding Required	staff and administration

Goal 3: All students at Pied Piper School will improve adaptive behavioral skills.

Measurable Objective 1:

100% of All Students will demonstrate a behavior improved adaptive behaviors in Practical Living by 06/10/2016 as measured by a reduction in behavioral issues leading to suspension, unexcused absences, and progress towards IEP adaptive behavioral goals..

Strategy 1:

Positive Behavior Interventions and Supports - School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

The strategy will be implemented by researching and developing a training plan for staff. Once trained, procedures will be implemented and monitored for fidelity.

Research Cited: www.pbis.org/research, <http://maase.pbworks.com/w/file/63175035/Schelling%20Harris%20PBIS%20Summit%20Keynote%20w%20Pics.pdf>

Tier:

Activity - Training Staff On Use of PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will receive training on the principles and practices of PBIS. Training will be provided throughout the year during in-service and staff meetings.	Professional Learning			09/01/2015	06/10/2016	\$0	No Funding Required	staff and administration
Activity - Development of PBIS Plan for School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use newly acquired training to develop and start implementation of Schoolwide PBIS	Professional Learning, Behavioral Support Program, Academic Support Program			10/01/2015	06/10/2016	\$0	No Funding Required	staff and administration
Activity - Monitor Implementation of PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of PBIS through walk throughs and review of data as established by SIT.	Other, Walkthrough, Behavioral Support Program, Teacher Collaboration			11/02/2015	06/10/2016	\$0	No Funding Required	SIT, staff and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning and Data Review	Teachers will research best practices around mathematics instruction and make sure that direct mathematics instruction is taking place for every student, every week. Classroom teachers will meet monthly to review assessment and IEP data-this schedule will be developed early in the year. Efforts will be made to examine data from a 3-year window in order to identify trends	Professional Learning			09/08/2015	06/10/2016	\$0	Classroom teachers, administration
Teacher Training on Data Collection, Review, and Use to Assess Students and Inform Instruction	Teachers will receive training on the use of iPads and other technology to collect data. Throughout the year during monthly data review sessions staff will receive guidance on how to analyze and use data to improve student achievement.	Professional Learning, Technology			09/01/2015	06/10/2016	\$0	staff and administration
Reporting Progress to Parents	All classrooms will send monthly updates of student progress and current school events. This will also include suggestions as to how parents/guardians may become more involved in their student's school experience. Steps will be taken to provide info that is easy to understand in explaining progress.	Parent Involvement			09/08/2015	06/10/2016	\$0	classroom staff and administration
Monitor Implementation of PBIS	Monitor the implementation of PBIS through walk throughs and review of data as established by SIT.	Other, Walkthrough, Behavioral Support Program, Teacher Collaboration			11/02/2015	06/10/2016	\$0	SIT, staff and administration
Monitor Implementation of Curriculum	Monitor the implementation of the curriculum through walk through and fidelity checks or lesson plan/calendar submission.	Curriculum Development			09/08/2015	06/10/2016	\$0	teachers and administration

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Development of PBIS Plan for School	Staff will use newly acquired training to develop and start implementation of Schoolwide PBIS	Professional Learning, Behavioral Support Program, Academic Support Program			10/01/2015	06/10/2016	\$0	staff and administration
Training Staff On Use of PBIS	Staff will receive training on the principles and practices of PBIS. Training will be provided throughout the year during in-service and staff meetings.	Professional Learning			09/01/2015	06/10/2016	\$0	staff and administration
Monitor Implementation of Curriculum	Monitor the implementation of the curriculum through walk through and fidelity checks or lesson plan/calendar submission.	Curriculum Development			09/08/2015	06/10/2016	\$0	administration and teaching staff
Data Review	Classroom teachers will meet monthly to review assessment and IEP data--this schedule will be developed early in the year. Teachers will research best practices around vocabulary instruction for students with moderate to severe cognitive impairments and will ensure that direct vocabulary instruction is taking place for every student, every week. Efforts will be made to examine data from a 3-year window in order to identify trends.	Professional Learning			09/08/2015	06/10/2016	\$0	Classroom teachers, administration
Reporting Progress to Parents	All classrooms will send monthly updates of student progress and current school events. This will also include suggestions as to how parents/guardians may become more involved in their student's school experience.	Parent Involvement			09/08/2015	06/10/2016	\$0	classroom staff, administration
Teacher Training on Data Collection, Review, and Use to Assess Students and Inform Instruction	Teachers will receive training on the use of iPads and other technology to collect data. Throughout the year during monthly data review sessions staff will receive guidance on how to analyze and use data to improve student achievement.	Professional Learning			09/01/2015	06/10/2016	\$0	staff and administration