Allendale Elementary School
2021-2022 Comprehensive Needs Assessment Summary

CNA Results

During the 2021-2022 school year, the schoolwide improvement team gathered the most recent three years of data available for the multiple types of data gathered during the comprehensive needs assessment process. Staff used multiple resources to gather the data, and then were given time to analyze and reflect on the data trends. *Results* are as follows:

COMMUNITY DEMOGRAPHIC DATA:

The Melvindale-North Allen Park Schools is a District in the Wayne RESA in the Greater Detroit Area Region of the state of Michigan. Its slogan is "a small city with a big heart". The District's geographic boundaries include 2 local units of government (LUG). The total population of these 2 LUGs is 37,572. The average Taxable Value per Capita is $22,999 and the Median Income ranges from $39,056 - $69,134. The 2 local units of government cover 9.810 square miles of which the district covers 5.670 Square Miles.

The population in the city in 2019 was 10,441. The median age for Allen Park residents in 2010 was 40.3, which decreased to 42.9 in 2017. The median age for Melvindale residents in 2010 was 34, which decreased to 33 in 2017. For the State of Michigan, the median age in 2010 was 38.1, which increased in 2017 to 39.6.

The ethnicities for the residents are as follows:

Location	Whites	Hispanics	African Americans	Asians	American Indians	Pacific Islanders
Allen Park	85.9%	9.8%	1.8%	.5%	.1%	0%
Melvindale	56.6%	19.8%	13.5%	4.5%	.8%	0%
State	74.9%	5.3%	14.6%	3.8%	1.3%	.1%

The estimated household value in 2000 was $78,400, which is lower in 2019 at $76,420 and significantly lower than the state average of $169,600. The percentage of renters in the city is 48%, which is higher than the state average of 28%.

Of the population in Melvindale, 63.4% speak English at home, while 16.1% speak Spanish, 6% speak Indo-European, 9% speak Asian or Pacific Island, and 18.8% speak another language at home. 13.7% of the population are foreign born.

Unemployment rates by subgroups are as follows:
- White Males 14.1%
- White Females 4.8%
- Black Males 13.5%
- Black Females 2.3%
- Asian Females 90.1%
- Hispanic or Latino Males 15.8%
- Hispanic or Latino Females 4.4%
- Other races Males 20.8%
- Other races Females 5.6%

Students enrolled in a Private School in grades 1-8 is 6.8%, which is lower than the state average of 10.7%. Students enrolled in a Private School in grades 9-12 is 3.7%, which is lower than the state average of 9.2%. Data taken from: http://www.city-data.com and Munetrix (United States Census Bureau American Factfinder)

Staff Demographic Data

Allendale Elementary School is a 2-5 grade building. In person, there are 8 second grade teachers, 7 third grade teachers, 8 fourth grade teachers, and 6 fifth grade teachers. Teaching for the virtual academy this year, we have 1 second grade teacher, 1 ¾ split, and 1 fifth grade teacher. There are 3 special education teachers. There are 2 music, 1 art,1 technology, 1 physical education, and 1 S.T.E.A.M. program that provide enrichment courses for our students. There are 3 administrators, 3 school social workers, one speech pathologist, and one behavioral interventionist. There are 3 ESL teachers, and 7 instructional coaches.

Of the 59 staff members, 55 are Caucasion, 1 are African American, and 3 are Hispanic and 98% have English as their primary language. 2% speak Arabic as their primary language. There are 51 females and 8 males. The staff combine to have 17 Bachelor degrees and 40 Master degrees.. The staff have a combined 800.5 years of teaching/administration experience for an average of 13.6 years. The average number of years the current staff have worked together is 7.5 years. The turnover rate for this school year is very low.

Student Demographic Data

Allendale Elementary School is a second through fifth grade building, with a total of 853 students. The population is split 421 (50%) males and 425 (50%) females. The enrollment trends have seen a slight increase over the past year rising from 847 to 853. In the 2020 school year we lost 197 students to Allen Park Public Schools, but gained 257 students from other school districts. Therefore the enrollment trend has evened out. There has been a significant jump in boys who are considered chronically absent (17.5%) and a slight increase in girls (13.1%) from the 2019 school year to the 2020 school year.

61% of Allendale students are English Language Learners, 42% of students are not English Language Learners. There is 1 migrant student in the school. 118 of the 853 students at Allendale are special education students. Over this past year there was a 3% increase in our students receiving special education services.

The percentage of economically disadvantaged students decreased from 91% to 88% from the past year.

1. We observed a significant jump in boys who are considered chronically absent (27%), and a small increase in girls (22%), from the 2019 school year to the 2020 school year.
2. Over the course of four years, we have witnessed a 3% increase per year in our students receiving special education services.
3. In the 2020 school year, 93 students moved out of our school, while 794 students stayed within the school.
4. We have one migrant student in our population.
5. Throughout the past four years, our enrollment has remained fairly consistent.
6. Throughout the past four years, we have had more students who were considered ELs than students not considered ELs.
7. The percentage of economically disadvantaged students is staying consistent. Over the past three years, 88% or higher of our students are considered economically disadvantaged.
8. In 2020, the population is split- 450 males and 437 females. In 2021, the population is continuing to be split with 426 males and 417 females.

Strategies/Activities Needed:

1. Continued training on working with students of poverty and trauma.
2. Continue active discussions and implementation of the PBIS system at the Tier I level.

3. Implementation of Tier 2 interventions including: classroom observations and data collection, home visits, tracking attendance and participation (work completion), check in and check out.
4. Continued training and support working with ELL students and families.

Staff Perception Data

The staff had 60 participants take a staff survey in the winter of 2022 using a google form. The survey had three categories, being "agree, disagree and neutral". Over 90% of our staff took the survey. Our success criteria looked at successes with indicators (Agree) at 80% or higher and challenges with indicators (Agree) at 79% or below.

Successes:
1. I know the shared mission & vision of our school. (85%)
2. I believe in the shared mission & vision of our school. (83%)
3. I know the shared beliefs and values for our school. (87%)
4. I use evaluation feedback to improve my teaching. (83%)
5. I have the tools/resources to do my job effectively. (83%)
6. I go above and beyond to make sure that my students are successful.(93%)
7. My colleagues go above and beyond to make sure that their students are successful. (83%)
8. Teachers have established high expectations of all students. (87%)
9. School leaders have established high expectations of all students. (81%)
10. School leaders have established high expectations of all teachers. (88%)
11. I believe collaborating with my colleagues makes me a stronger teacher. (98%)
12. **I reach out to students who are struggling academically, physically, socially, or emotionally. (96%)**
13. I review my students' progress with them and their parents more than once a year. (85%)
14. The school provides opportunities for two way communication between staff, students, and parents. (91%)
15. The school staff is caring & respectful of all students. (91%)
16. Teachers in this school build strong professional relationships with students. (85%)
17. Teachers in this school behave professionally with parents. (95%)
18. Teachers in this school behave professionally with students. (90%)
19. School leaders behave professionally with school staff. (81%)
20. School leaders behave professionally with parents. (89%)
21. School leaders behave professionally with students. (91%)
22. There are supports in place to help students who are struggling with behavior issues. (88%)
23. Students are safe when they are at school.(93%)
24. I believe my school has security and safety procedures in place. (85%)

Challenges:
1. I have adequate time for preparation and planning to do my job effectively. (30.6%)
2. I believe posting content and language objectives for each course/content area I teach has a positive impact on student achievement. (27.4%)
3. I have adequate time for collaborating with my colleagues. (22.6%)

Target Areas:
1. I believe posting content and language objectives for each course/content area I teach has a positive impact on student achievement. (27.4%%)
2. I have adequate time for collaborating with my colleagues. (22.6%)

Strategies/Activities:
1. Treat content and learning objectives in a more kid friendly manner.
    a. Write "I can" statements for posting.
    b. Standards should still be found in teacher lesson plans.
    c. "I can" statements may be reviewed during a lesson, not a requirement of reviewing at the beginning and the end of the lesson- especially during exploratory lessons.
2. Give teachers more time for collaboration.
    a. Provide half or full days without students in the building for entire grade level teams to collaborate together.
        i. 1 per card marking or 4 per year. A suggestion could be replacing some of the current PD days, with grade level collaboration days. (Election Day, beginning of the year, replacing Techpalooza days etc.)
        ii. Use the time as PD, grade levels can provide an agenda or documentation about what they accomplished during the day. Grade levels can use this time for lesson/unit planning, discussing pacing etc.
        iii. This is separate from PLC time. PLC/data digs would be separate days in the calendar.
    b. Provide vertical alignment days without students in the building for teams to meet across grade levels.

Student Perception Data:

There were 623 students in grades 2-5 who took a student survey in the winter 2022. The survey consisted of 23 questions.The first six questions had a scoring range of 1-3; 1- disagree, 2- neutral, and 3-agree. Key areas of success and concern are highlighted below from the other set of questions. Our success criteria looked at successes with indicators at 70% or higher and challenges with indicators 70% or below.

Successes

1. I use my teacher's feedback to help me understand what I am learning. (75.1%)
2. My school is clean.My school gives me tools and resources to help me learn. (82.6%)
3. All of my teachers go above and beyond to make sure that I am successful. (78.8%)
4. My teachers expect me to always do my very best. (88%)
5. I attend class most of the time. (72.9%)
6. Important school information is shared with me often. (70.5%)
7. Teachers are caring and respectful to all students. (84.9%)
8. There are teachers in my school to help my classmates or I if we behave poorly often. (73.2%)
9. I feel safe when I am at school. (70.4%)
10. There are supports in place to help me with bullying problems. (70.8%)

Challenges:

11. I know the shared mission & vision of our school. (49.1%)
12. My teachers talk to me about how I am doing in school often. (55.7%)
13. We have school events to help support my learning. (60.9%)
14. My teachers provide learning objectives for every lesson. (69.2%)

15. I feel comfortable talking to my teachers when I need to. (63.9%)
16. I believe when my parents are involved, I am a better student. (61.3%)
17. I reach out to my teacher when I am struggling with school, my health, my friends, or with my feelings. (58.1%)
18. My teacher talks about my goals with me more than once a year. (59.1%)
19. I have at least one person to go to for support in my school when I need it. (69.8%)
20. My teacher or the school social worker helps me when I am struggling with my life or with my feelings. (56.8%)
21. My school is clean. (68.3%)

Target Areas:
1.I know the shared mission & vision of our school. (49.1%)
2. My teacher or the school social worker helps me when I am struggling with my life or with my feelings. (56.8%)

Strategies Areas:
1. Review and post the mission/vision statements more frequently
    a. Create a more kid-friendly mission statement
    b. Post updated mission/vision in the classroom
    c. Read the mission statement on the weekly broadcast
    d. Add a sentence stem before reading the vision statement "Together as one learning for life" each morning on announcements.
2. Look into SEL curriculums for teachers to pull from and use for morning meetings.

Parent Perception Data

There were 201 parents in grades 2-5 who took the parent survey in the Winter of 2022 using a Google Form. The survey had 24 questions with a scoring range of disagree, neutral and agree. The survey also had an open ended question asking families one suggestion on how we can improve student achievement in our school. Our success criteria looked at successes with indicators at 80% or higher and challenges with indicators 79% or below.

Successes:
1. My child attends class regularly. (93.5%)
2. I believe being involved in my child's education has a positive impact on their learning. (92%)
3. I use the teacher's feedback to support my child's learning. (87.6%)
4. I review my child's progress with them and their teachers more than once a year. (87.1%)

5. I reach out to my child's teacher when he/she is struggling academically, physically, socially, or emotionally. (86.1%)
6. I have adequate opportunities for two-way communication with my child's teachers. (85.1%)
7. Staff members in this school behave professionally with parents. (84.6%)
8. Important school information is shared with parents in a timely manner. (84.1%)
9. Staff members in this school behave professionally with students. (84.1%)
10. The school staff is caring & respectful of all students. (84.1%)
11. My child has at least one school staff member to go to for support when needed. (82.1%)
12. I feel my child is safe when he/she is at school. (81.1%)
13. I believe our school has security and safety procedures in place. (80.6%)
14. The school is clean. (80.1%)
15. I receive timely feedback about my child's learning. (80.1%)

Challenges:
1. I know the shared mission & vision of our school. (68.7%)
2. School staff have established high expectations for all students. (69.7%)
3. There is support in place to help students resolve issues with bullying. (71.6%)
4. I have opportunities to participate in school events to support my child's learning. (72.1%)
5. There are supports in place to help students who are struggling socially or emotionally. (72.1%)
6. There are supports in place to help students who are struggling with behavior issues. (72.6%)
7. The school staff goes above and beyond to make sure that my child is successful. (73.6%)
8. I have access to the learning objectives for my child. (78.6%)
9. I have access to the tools/resources I need to support my child's learning. (78.6%)

Target Areas:
1. There are supports in place to help students who are struggling socially or emotionally. (72.1%)
2. School staff have established high expectations for all students. (69.7%)

Strategies:
1. Provide parents with more information on the supports available
   a. Newsletter/brochure
   b. Parent night
2. Looking into more resources and programs to differentiate instruction for a variety of learning styles
   a. Shared level intervention time
   b. Support (push in/pull out) to focus on high students
      i. Coaches work more with students either co-teaching or working with small groups

Process Data
Allendale Elementary School staff used a Google Form to collect perceptions regarding processes being implemented in the building. There were 26 indicators to rate in terms of level of implementation and the rating system was low to high with the following ratings: 1 = getting started, 2 = partially implemented, 3 = implemented, and 4 = sustained. 48/59 staff members completed the form. The results were then ranked by the percentage of staff rating the indicators as implemented or sustained. Indicators with a rating of less than 60% were identified as a Need, while those rated 60% or more were identified as a Strength.

Needs

Indicator A - Curriculum Alignment (45.7%)
Indicator B - Curriculum Coherence (58.7%)
Indicator F - Instructional Reflection (58.7%)
Indicator M - Results Focused (54.4%)
Indicator S - Collaborative Teams (55.3%)
Indicator T - Collective Responsibility (55.3%)
Indicator U - Purposeful Planning (57.5%)
Indicator Y - Learning Opportunities (55.3%)
Indicator Z - Partnerships (42.6%)

Strengths

Indicator C - Instructional Design (76.6%)
Indicator D - Instructional Practices (84.8%)
Indicator E - Learning Environment (82.7)
Indicator G - Assessment System (60.9%)
Indicator H - Shared Understanding (73.9%)
Indicator I - Data Analysis and Decision-Making (68.9%)
Indicator J - Student Involvement in the Assessment Process (63%)
Indicator K - A Vision For Learning (76.1%)
Indicator L - Guidance and Support for Teaching and Learning (80.9%)
Indicator N - Safe and Supportive Environment (87.2%)
Indicator O - Shared Leadership for Learning (71.8%)
Indicator P - Communication Systems (93.7%)
Indicator Q - Intentional Practices (66%)
Indicator R - Resource Allocation (78.9%)
Indicator V - Impact of Professional Learning (80.9%)
Indicator W - School/Family Communication Approaches and Tools (78%)
Indicator X - Cultural Responsiveness (80.9%)

Target Areas
1. **Coherence (58.7%)**
2. **Alignment (45.7%)**
3. **Partnerships (42.6%)**

Strategies/Activities
1. Coherence and Alignment - Develop a common instructional framework that guides curriculum, teaching, assessment, and learning climate.
    a. All Professional Development days in the 2022-2023 school year are dedicated to coherence and alignment.
    b. Re-evaluate priority standard across grade levels. Have input from all grade level teachers/coaches. Meet with the grade above/below for vertical alignment.
    c. Create common assessments based on priority standards.
    d. Cohesive grading policies.
2. Partnerships and Learning Opportunities for all stakeholders.
    a. Train all staff on engaging parents in the learning process.

b. Hold a curriculum night for parents where teachers hold mini sessions for parents to learn about the curriculum students will be learning throughout the school year and teaching strategies to help their students at home with math and reading.
c. Reading month provides a calendar for activities that students can participate in at home with families.
d. Initiate a math month where parents help their students become problem solvers. Parents will be provided strategies to help develop a growth mindset.
e. Parents with children in the LLI program will have a parent night to learn about the process of the program and how to help their child at home with reading.
f. Parent night for students who participate in our bilingual program where parents learn about the process of the program and how to help their child at home.

State Achievement Data
The State achievement data for the M-STEP testing year 2020-2021 shows a marked decrease from previous years. We attribute this change to virtual instruction for the entire 2020-2021 school year in addition to the number of students who completed the test. The test was in-person, students had the option to not attend because our district was virtual for the entire school year.
ELA
1. Trending down in the past 5 years. We noticed an increase in the 2018-2019 school year and then a significant decrease during the 2020-2021 year.
2. Out of 332 students who took the ELA M-STEP, 10.6% of the students were proficient.
MATH
1. We were trending up, but experienced a significant decrease in the 2020-2021 school year.
2. Out of 327 students who took the Math M-STEP, 6.6% were proficient.

State Subgroup Data
The school team collected and reviewed the state subgroup data and set up trend charts for all grades and all content areas. Data was collected from Munetrix from the years 2014-2015 to 2020-2021. Results of the review indicate subgroups with a discrepancy of 10% or more are as follows:

The amount of NED students has been steadily decreasing over the past 5 years.

ELA
3rd grade - The EL population has continued to be outperformed by the NEL by approximately 9-10% over the past 5 years. There were less than 5 percent of our NED student population who participated in the state assessment for the year 2020-2021. The state did not report on the NED data due to FERPA laws and regulations.

4th grade - The EL population has continued to be outperformed by the NEL over the past 5 years. There is at least a 15% gap between subgroups. The NED population has outperformed the ED population between 17.6% - 34.5% over the past 5 years. There were less than 5 percent of our NED student population who participated in the state assessment for the year 2020-2021. The state did not report on the NED data due to FERPA laws and regulations.

5th grade - The EL population has continued to be outperformed by the NEL by approximately 12-16% over the past and then had a significant decrease of 31.1% in 2018-2019. The NED population has continued to outperform our ED population over the past five years between 14%-40% over the past 5 years. There were less than 5 percent of our NED student population who participated in the state assessment for the year 2020-2021. The state did not report on the NED data due to FERPA laws and regulations. Females have

outperformed males in ELA 8% - 17.1% over the past 5 years. In the 2020-2021 the gap between females and males decreased to only 6%.

Math
3rd grade- There were less than 5 percent of our NED student population who participated in the state assessment for the year 2020-2021. The state did not report on the NED data due to FERPA laws and regulations. There are no other subgroups that have significant gaps between the subgroups.

4th grade - 4 out of the past 5 years the ED subgroup has shown a gap of over 10%. The gap has widened the past two years showing an increase of 25.5% in 2017-2018 and 22.2% in 2018-2019. There is no data reported on the ED and NED subgroup for 2020-2021.

5th grade - The NED has outperformed our ED 11% - 18.6% over the past 5 years. There is no data reported for any subgroups for the 2020-2021 M-STEP.

Local Data
The school team reviewed the local data from NWEA for ELA and Math for grades 2-5. Results show:

ELA
. NWEA data shows from the 2020 fall semester to the 2021 semester, of the 154 ELL students assessed, 64% have shown growth.

NWEA data shows from the 2020 fall semester to the 2021 semester, of the 44 special education students assessed, 75% have shown growth.

NWEA data shows from the 2020 fall semester to the 2021 semester, of the 423 females assessed, 63% have shown growth. Of the 408 males assessed, 61% have shown growth.

Second grade- 35% of second graders were at or above grade level in ELA for the 2020-2021 fall semester. 29% of second graders were at or above grade level in ELA for the 2021-2022 fall semester. We have noticed a slight decrease in at or above grade level students.

Third grade- 42% of third graders were at or above grade level in ELA for the 2020-2021 fall semester. 30% of third grade students were at or above grade level in ELA for the 2021-2022 school year. We have noticed a decrease in at or above grade level.

Fourth grade- 37% of fourth graders were at or above grade level in ELA for the 2020-2021 fall semester. 32% of fourth graders were at or above grade level in ELA for the 2021-2022 fall semester. We have noticed a slight decrease in at or above grade level students.

Fifth grade- 40% of fifth graders were at or above grade level in ELA for the 2020-2021 fall semester. 30% of fifth graders were at or above grade level in ELA for the 2021-2022 fall semester. We have noticed a 10% decrease in at or above grade level.

Math

   NWEA data shows, from the 2020 fall semester to the 2021 semester, of the 154 ELL students assessed, 64% have shown growth.

NWEA data shows, from the 2020 fall semester to the 2021 semester, of the 40 special education students assessed, 67% have shown growth.

NWEA data shows, from the 2020 fall semester to the 2021 semester, of the 421 females assessed, 65% have shown growth. Of the 421 males assessed, 62% have shown growth.

NWEA data shows from the 2020 fall semester to the 2021 semester, of the 421 females assessed, 65% have shown growth. Of the 421 males assessed, 62% have shown growth.

Second grade - 28% of second grade students were at or above grade level in the Fall of 2021. 21% of second grade students were at or above grade level in math in the Fall of 2022. We have seen a 7% decrease of students at or above grade level from the Fall of 2021 to the Fall of 2022

Third grade - 32% of third grade students were at or above grade level in the Fall of 2021. 18% of third grade students were at or above grade level in math in the Fall of 2022. We have seen a 14% decrease of students at or above grade level from the Fall of 2021 to the Fall of 2022.

Fourth grade- 23% of fourth grade students were at or above grade level in the Fall of 2021. 22% of fourth grade students were at or above grade level in math in the Fall of 2022. There was only a 1% decrease of students at or above grade level from the Fall of 2021 to the Fall of 2022.

Fifth grade - 34% of fifth grade students were at or above grade level in the Fall of 2021. 14% of fifth grade students were at or above grade level in math in the Fall of 2022. We have seen a 20% decrease of students at or above grade level from the Fall of 2021 to the Fall of 2022.

CNA Conclusions
Once staff have had time to analyze and reflect on the data trends, ***conclusions are drawn*** based on the needs identified, for strategies and activities needed to improve student achievement, staff learning, and parent engagement. These conclusions are as follows and will be included in the continuous improvement goals as appropriate.

1. Continue active discussions and implementation of the PBIS system at the Tier I level.

2. Continuing to train and implement **all** staff on the PBIS Tier I System; acknowledging positive behaviors
   a. Students of the month
   b. Monthly PBIS rewards

3. Continuing to train and coach **all** staff in areas aimed at building relationships and working with economically disadvantaged learners and students with trauma.

4. Possibly optional virtual/in-person conferences to increase parent engagement.

5. Professional Development with Carrie Zielinski for staff on how to participate in data analysis from the math common assessments.
   a. 4 days - $960 for subs for one session, $3,840 for subs for all four sessions.

6. Teaching students how to do goal setting.

7. Each grade level has their own learning event per year and received $625.00

8. Share "Learning Targets" and/or course syllabi with parents and on website.

9. Continue to invite parents to participate on the school improvement team.

10. A grade level collaboration meeting will be held during each card marking period, preferably on a half day.

11. New teacher academy held at RESA for first year teachers

12. Tier I Content Area Strategies
    a. ELA
        i. Continue Grades 2-5 (120 minutes) ELA Blocks
        ii. Continue using the Literacy Footprints Program
        iii. Re-evaluate priority standards across grade levels. Have input from all grade level teachers/coaches. Meet with grade level above/below for vertical alignment.
        iv. Create common assessments based on priority standards.
        v. Cross grade level curricular alignment discussions
        vi. Support from 2 literacy coaches.
        vii. Explicit Vocabulary Instruction
        viii. Cross grade level curricular alignment discussions and adjustment of curriculum standards, scope and sequence, vocabulary, instructional units, and resources.
        ix. Parent event to teach parents how to help their students at home
        x. Professional Learning for new staff on the ELA strategies/activities; resources
        xi. John Collins writing - staff within their first year of teaching (4 times a year, $120/sub, approximately 6 staff members) The total cost of the program for new teachers district wide is $4,000.
        xii. Encourage more reading selections: Book talks during library time, putting a variety of books on display in the library
        xiii. Adding "decodables" as part of our literacy resources to support small group instruction (Literacy Essential 3) and the foundational skills some of our struggling readers need
        xiv. Further developing and building our diverse libraries, not just as part of Title3/ELs, but so they are intrinsically ingrained in all of our literacy curriculum

    b. Math
        i. Grades 2-5 (60 minute minimum) Math Block
        ii. Workshop model
        iii. Adopt Number Corner as a supplemental math resource to improve to incorporate geometry and measurement and data throughout the year.
        iv. Lesson Plans Contain Learning Targets/Content Standards
        v. Cross grade level curricular alignment discussions and adjustment of curriculum standards, scope and sequence, vocabulary, instructional units, and resources.
        vi. Parent event to teach parents how to help their students at home.
        vii. Professional Learning for all staff with Carrie Zielinski (4 times a year for each grade level, half days, $120/sub)
            1. $960 for subs for one session, $3,840 for subs for four sessions.

2. $1,350/day to Carrie, $5,400 for all four sessions to Carrie.
3. $9,240 total for Carrie Z. PD

13. Tier II and III Strategies
  a. ELA
    i. LLI Program
    ii. Consider strategies for increasing ED student's reading proficiency.
    iii. Summer school program
    iv. After school tutoring

  b. Math
    i. Consider strategies for increasing ED student's math proficiency.
    ii. After school tutoring
    iii. Summer school program
    iv. Workshop model

14. Parent Level Engagement nights- to help students at home with reading and math strategies

15. New Teacher Academy- supporting teachers who are within their first three years of teaching in a seven day series help throughout the school year.

16. Continued training on student engagement and Educational Technology - instructional coaches

17. Continued training on school safety - ALICE and Bloodborne Pathogens

18. Continued training on Language and Literacy - instructional coaches

19. ESL coach, ESL teacher and ESL support teachers to aid and monitor ESL students across the curriculum.