School Improvement Plan

Meadowbrook Elementary School

Walled Lake Consolidated Schools

Dr. Christopher Peal
29200 Meadowbrook Rd
Novi, MI 48377-2838
Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.
Improvement Plan Assurance
Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

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Title I Targeted Assistance Diagnostic
This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).
Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted by the Meadowbrook Leadership Team which includes members from each grade level, the school principal, the building FAPE (Fine Arts and PE) department, special education, and the Title I/SIPP/MTSS intervention team. This Leadership Team conducts an ongoing review and analysis of M-Step reading, writing, science, social studies, and math scores along with formative and summative WLCS assessment data specific to the building. Our regular data examinations reveal any existing data gaps between instruction and student achievement. The data examined becomes the foundation for intervention work with specifically targeted students as well as for our annual report to the community. In addition, all certified Meadowbrook staff use the data to develop yearly S.M.A.R.T. goals to address student learning and instructional delivery.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Identification of students eligible for Title I services at Meadowbrook Elementary School (via common assessment instruments utilized in the Walled Lake Consolidated Schools (WLCS)) is a joint effort by classroom teachers, school administrators, Title I intervention teachers, and special education department personnel including teacher consultants, psychologists, social workers and speech pathologists. All students across all academic levels, economic levels, disability levels, and cultural distinctions are regularly assessed utilizing a variety of assessment tools including the Developmental Reading Assessment (DRA), the M-Step, the WIDA, as well as various WLCS "Unit Benchmark Assessments." Classroom teachers utilize these assessments to drive instruction and to implement academic programs for students that best meet each child's needs. Beginning with the 2015-2016 school year and through the present year, Meadowbrook additionally utilized iReady for assessing mathematics and reading for students of all academic levels of kindergarten through fifth grade. Each of these assessments provides detailed information about an individual child. Assessment data is reviewed by individual classroom instructors as well as in a team setting by grade-level teachers. General trend information is gathered as well as specific student performance data. Data and teacher observation dictate instructional acceleration, maintenance, or remediation.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

All students who are performing at a level of "Somewhat Below," "One Year Below," or "More Than One Year Below" are initially referred to a child's grade-level team of teachers for review. Academic instructional plans as well as academic grouping assignments are reviewed and an initial plan (group plan or individual plan depending on need and class composition) of instructional remediation is developed. Utilizing a "Response To Intervention" model, these students are generally tiered into one of three performance levels: Tier 1, Tier 2, or Tier 3.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine
which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Typically, Tier 1 students perform successfully under general, grade-level instruction. These students may need additional assistance or differentiation that is provided in the day-to-day instruction from the teacher.

Tier 2 students are those students who need additional assistance, and will be considered for Title I services. Following the meeting and review of a child's academic performance and the interventions already implemented by the classroom teacher, a team consisting of representatives of that grade level along with school-level and district-level personnel from the building SIPP/Title I/MTSS team develops a targeted plan of instruction to provide instruction that addresses the State core curriculum standards in light of the current performance level of a child. Intervention assistance could come in the form of Reading Recovery, literacy intervention groups, math intervention groups, summer school, before/after-school tutoring, or family-related math and literacy instruction. A student who is identified as Title I service eligible is usually in one of these Tier 2 interventions, which are paid with Title I funds.

Should Tier 2 interventions fail to address academic deficiencies, Tier 3 interventions are implemented which generally include referral for additional testing performed by WLCS special education personnel. Reading Recovery as a one-on-one intervention is considered a Tier 3 intervention and is funded with Title I funds. In order for a student to receive Tier 2 or Tier 3 interventions, he/she must: (1) perform below the WLCS grade-level standard in the Developmental Reading Assessment; (2) perform at a standard below expectations on the Walled Lake Assessment of Literacy Proficiency; (3) score below 70 percent proficient in a WLCS Benchmark Assessment in one of the four core academic areas; (4) score a "3" or a "4" on the M-Step test in language arts or mathematics; (5) be eligible for special education services; (6) be eligible for English Language Learner (ELL) services.
Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Meadowbrook Elementary School in conjunction with the Walled Lake Consolidated School District provides the following Title 1, Part A program services to ensure that eligible students receive assistance:

Instruction-Added Services:
- Super Summer Success backpacks for kindergarten through Grade 5 Title I identified students provide students with summer-time support in literacy practice. "Just Right Books" are selected and sent home with students for extra reading practice. The selected books align with the district literacy initiatives.
- Tuition assistance for Title 1 students to attend a tuition based summer school program in literacy and mathematics. Students are grouped by ability and ongoing assessment drives the instruction for each student.
- Reading Recovery teacher on staff to improve literacy skills for Title 1 identified students in first and second grades. The program accelerates student learning within a limited time frame. Areas of need are identified and become a focus for improvement. She will work with the students one-on-one and in small groups.
- Title I intervention teacher on staff to improve literacy and/or math skills in either a classroom push-in or classroom pull-out format depending on student need.
- iReady math program and staff instructor provide a before and after-school on-line experience to identified students who struggle in math in second and third grade twice each week and to fourth and fifth grade students twice each week.
- Materials to support differentiated instruction for Title I students in the areas of literacy, numeracy, science, and social studies. This includes materials such as fiction and non-fiction leveled readers, Big Books, math manipulatives and EveryDay Math games and iPad software to support academic progress across all subject areas.

Instructional Staff Services:
- Conference registration for Title I teachers of targeted assistance students. This provides fees to allow Title I teachers to improve professional skills needed to support Title I identified students.
- Conference registration for principal to attend Title I conferences, literacy and numeracy conferences.
- Professional development reading materials focusing on topics that provide support to the Title I teachers of Title I students. Teachers read the selections independently or within book study groups related to strategies for the Title I students.

Central Support Services:

Community Services:
The following parent opportunities are provided for parents of Title I identified students to provide adequate training so that parents can make meaningful contributions to their child's achievement. These events create important partnerships and provide skills to enable parents to support their children at home. The activities offer a variety of ways in which parents can choose to participate.

Parenting education literature
- Child care for targeted assistance families allowing parents to participate in scheduled activities.
- Literacy and Math nights to learn about curriculum and at-home learning opportunities
- ELL and home-language-specific learning gatherings to enable cooperative efforts among various communities
- Family Literacy Nights
- Family Math Nights
- Super Summer Success
- WLCS/OISD Parenting Education Fair Tickets
Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

At Meadowbrook Elementary School, we ensure that planning for all students, including our Title I identified students, is incorporated into our existing school improvement process. A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even when most students in the school are poor or disadvantaged. The Walled Lake Schools planning process incorporates both Professional Learning Communities (PLC) and the Student Instructional Planning Process (SIPP) [now becoming MTSS]. Both of these processes are complementary and are considered research-based best practice to improve student learning.

The key principles of the SIPP/MTSS process and our PLC orientation include the following characteristics:

- Uses scientific data, research-based interventions
- Identifies students not achieving to benchmark standards
- Uses a problem solving model to make instructional and intervention decisions
- Commit to effectively teaching all children
- Intervene early
- Support learning with systematic multi-tier service delivery model
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment for three purposes (screening, progress monitoring, and diagnostic)
1. Which instructional strategies in the plan focus on helping eligible students reach the State’s standards in the four core curriculum academic areas?

The Walled Lake and Meadowbrook SIPP/MTSS process incorporates accountability for results in all four of the core academic areas (reading, mathematics, social studies, and science). All students are expected to meet the State of Michigan’s Common Core and district-aligned standards, and students who experience difficulty mastering those standards are provided timely, effective, additional multi-tier assistance, including Title I identified students. All teachers use common assessments, such as the Developmental Reading Assessment (DRA), iReady literacy and mathematics assessments, Walled Lake-Literacy Progress Profile (WL-LPP) and math benchmark assessments for all students. Meadowbrook keeps parents informed of the achievement of individual students via regular telephone and personal conferences as well as trimester reports and of the progress of the school in meeting its goals.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Meadowbrook's SIPP/MTSS and PLC processes operate according to a plan that contains proven, research-based, pyramid-of-intervention strategies designed to facilitate school-wide reform and improvement. Time is available for staff to meet, analyze data, problem-solve strategies, and collaborate on solutions to address identified needs. Meadowbrook has a high leverage learning goal (formerly focused on areas such as non-fiction writing and numerical fluency) which focuses on mathematical problem solving which encompasses all grades and academic areas. Our school improvement work, spearheaded by the building's Leadership Team, has developed building-wide and grade-level SMART (Strategic, Measurable, Attainable, Results-Oriented, and Time Bound) goals that address our high leverage learning goal. This building goal was developed and drafted by the entire staff through the work of the Leadership Team and in conjunction with input of all staff members. Student progress is monitored regularly throughout the school year relative to this high leverage goal (as well as other academic standard goals) to assure the appropriateness and effectiveness of the goals. Staff members meet regularly to plan for instruction and to monitor the results of their intense work focused on identified target students. We have extensively studied the work of Jan Richardson, Marie Clay, John Hattie, Richard Allington, and Linda Dorn as we have assembled our intervention services.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Meadowbrook Elementary School has an extensive range of instructional opportunities offered to targeted assisted students, providing many extended learning opportunities in math and literacy. These strategies support our district benchmarks which are aligned with state grade level expectations. Our ongoing focus on non-fiction reading and writing supports content in science and social studies. Within each grade level, non-fiction strategies are presented to provide instruction in reading and writing informational text in all core subject areas. Non-fiction texts have been purchased to support our science and social studies curriculum and serve as mentor texts when presenting lessons on non-fiction reading and writing.

A highly trained Reading Recovery teacher works to improve literacy skills for Title I identified students most at risk at the lower grade levels. This research based program accelerates student learning within a limited and specific time frame. Areas of need are identified and become a focus for improvement. Some students receive individual instruction daily; others are in small literacy groups which meet several times per week.
Math tutoring/support is aligned with the Common Core and is provided for Title I identified students. During the school day, a math interventionist provides additional instruction in small groups, primarily in the classroom and in conjunction with regular math instruction. Before and after-school tutoring is also offered for the Title I students utilizing a Title I teacher utilizing the instructional modules via iReady. Literacy Instruction for Title I identified students in grades kindergarten through grade 5 who are below standard utilizes an additional literacy teacher who is specifically trained to target instruction for fluency and comprehension difficulties, depending on the needs of each student, as determined by the DRA and iReady. She provides in-class assistance as well as pullout for the students for supplemental instruction several times per week, in small groups.

Our Mustang Academy (summer school) provides our Title I identified students with an extended year of Readers'/Writers' workshop as well as deepened mathematics' experiences following our philosophy of best practice from the school year into the summer. Teachers receive extra training to make greater impact on the delivery of reading and writing instruction. Assessments like the Directed Reading Assessment and iReady, help teachers know exactly at what reading level and math level the child is performing. This provides information to immediately begin instruction at the child's reading level.

Super Summer Success is a program backed by the research of Richard Allington. Kindergarten through fifth grade Title I identified students not reading at grade level are given the opportunity to pick 20 books, at their independent reading level, to take home and read over the summer along with a composition book to journal about their reading. In July 2016 (and in July 2017), a mid-summer gathering opportunity was provided to trade books and to encourage sustained reading through the remainder of the summer.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

In our delivery of Title I services, we are very deliberate in our efforts to create a cohesive learning opportunity for our at-risk students. Title I interventionists work alongside grade-level classroom teachers to plan and to deliver Common Core curriculum elements, often co-teaching units and individual lessons. Utilizing a workshop format for reading, for writing, and for math, our ability to provide enhanced, small group learning within the classroom is accentuated. Additionally, Meadowbrook's ELL teachers follow this same approach, meeting learners in their own classrooms whenever possible, providing a connected and integrated learning experience.
Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Meadowbrook coordinates and integrates service to all of its K-5, Title I identified and LEP students. Each spring, along with our 11 sister elementary schools within the Walled Lake Schools, we conduct a Kindergarten Orientation session for parents and pre-kindergarten students. In addition, we schedule a special pre-kindergarten orientation session for incoming kindergarten students to become familiar with the teacher and school. All of these events help to provide a seamless transition for all pre-school and LEP students as they progress to the K-5 curriculum program.

Meadowbrook teachers constantly and consistently monitor children's progress. Ongoing assessment allows teachers to tailor their instruction to the needs of individual children as well as identify children who may need special help. Our planning process incorporates both Professional Learning Communities (PLC) and the Student Instructional Planning Process (SIPP) [now MTSS]. Both of these processes are complementary and are considered research-based best practice to improve student learning.

Meadowbrook's SIPP/MTSS and PLC processes operate according to a plan that contains proven, research-based pyramid of intervention strategies (Tier 1 and Tier 2) designed to facilitate school-wide reform and improvement to assist targeted students throughout each transition point in a child's elementary K-5 program. Extensive time is available for staff to meet, analyze data, problem-solve strategies, and collaborate on solutions to address identified needs is an essential component of the SIPP/MTSS and PLC process. This process is critical to identify students for Title I services and to monitor their progress.

Parents of targeted children and targeted LEP students work closely with Meadowbrook's LEP teacher and para-educators along with an additional SIPP/MTSS support team.

Parents are actively involved in setting the achievement or behavior goals for their child and they have a role in implementing the plan.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

While Meadowbrook no longer serves as a base site to a preschool age program, we regularly involve our incoming preschool parents into the kindergarten process. Preschool parents are initially welcomed during an opportunity to meet the building principal and the current kindergarten teachers. Instruction, development, and social aspects of school are discussed with helpful opportunities provided to all families to acclimate their child to the upcoming learning environment. Parents and their children are provided additional opportunities prior to beginning kindergarten to acclimate to the school, to socialize with other children and families, and to access the wealth of materials available through our building, through Walled Lake Schools, and through the Oakland County Intermediate School District.
# Component 6: Instruction by Highly Qualified Staff

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<td>1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>Yes</td>
<td>Meadowbrook does not utilize para-educators to deliver academic service to our Title I eligible students.</td>
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<td>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>Yes</td>
<td>The State of Michigan certifications for teachers are reviewed on a regular basis in alignment with the guidelines at State and Federal levels. All Meadowbrook teachers are Highly Qualified.</td>
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Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Meadowbrook's professional development plan constitutes an exemplary example of embedded, research-based learning opportunities for all staff working with students. The measure of the quality of the professional development is taken on the basis of improved student achievement determined through collaborative analysis of student work and student assessment data.

The major components of our professional development are as follows:

- Expanded Reading Recovery (RR) support and continuing contact for the Title I RR teacher
- Inquiry Projects and Action Research Fair
- All of our professional development follows the guidelines proposed by the National Staff Development Council. NSDC's description of high quality professional development indicates that it must:
  - Foster collective responsibility for student achievement
  - Be aligned with curricular and/or achievement standards for the state and local school district
  - Be conducted among the educators at the school level
  - Be led by well-prepared individuals, e.g. coaches, mentors, master teachers
  - Occur frequently among teams of educators in a continuous cycle of improvement
  - Be based upon on-going needs assessments of teachers, administrators, and students
  - Be aimed at clearly defined goals
  - Be job-embedded so that new learning is transferred to the classroom and improved instruction
  - Include a variety of formats, e.g. workshops, courses, conferences, collaborative dialogue among school-based educators

Building-level professional development has been led primarily by the principal, by the Title I Staff Developer/Reading Recovery Teacher, and by WLCS curricular coordinators. All teachers of Title I identified students at both early- and upper-elementary levels take part in a professional development programming and receive ongoing professional development from the Title I/Reading Recovery Staff Developer. Meadowbrook's principal and teachers know specifically and by name the students who need additional time and support to learn. There are a number of structured opportunities for staff to participate in collaborative analysis of student work and student assessment data: weekly common planning time, building-wide professional learning community activities, district-required professional development hours ("curriculum hours"), in addition to summer workshops provided by Oakland Schools and by Walled Lake, and workshops designed especially for the TA schools.

Meadowbrook's Reading Recovery teacher receives ongoing training from the Title I Staff Developer/Reading Recovery Teacher during the entire school year. Identified children have Reading Recovery support and specialized instruction. The RR teacher is fully trained and participates in the required continuing contact provided by the Reading Recovery Teacher Leader. During one half of the school day the RR teachers work one-on-one with identified Title I students who are very low in literacy skills. In addition, Reading Recovery teachers work with Title I students in grades kindergarten, first, and second grade in their intervention groups during their other half of their day job assignments. Inquiry Projects and Learning Fair participation is completed by all Meadowbrook teachers. Each participates in the development of individual action research projects, known as "inquiry projects." These projects are done collaboratively, often by grade level teams. Inquiry projects help teachers to focus very specifically on a question about instruction and on measures of student achievement. Using the S.M.A.R.T. goal template, teachers can aim their attention on a goal that is specific, measureable, achievable, relevant to their school's improvement goals, and time-bound. For example, a second grade team might have an inquiry project whose goal is as follows: By June of 2018, all students...
identified as economically disadvantaged will have grown no less than 4 levels as measured by the DRA. Instructional strategies and classroom management structures are collaborative and are developed to help teachers reach this goal. The principal joins the grade level team to help decide what professional learning the team might need to undertake in order to achieve this goal. In the spring, teacher groups share their Inquiry Projects’ strategies, professional development, and student outcomes with their colleagues throughout the school. They do so in a learning fair that mimics those throughout many professional organizations across the county. The Learning Fair becomes a forum to celebrate student success, honor the teachers’ efforts that resulted in such achievement, and analyze whatever new efforts might be required if anticipated achievement fell short. Each Inquiry Project ends with a look forward to the next steps so that teachers and administrators find themselves engaged in a continuous cycle of improvement.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Parents of Title I students at Meadowbrook and at each of our Title I elementary schools have given input on the Walled Lake Consolidated School District Title I Parental Involvement Policy, the Title I parent involvement policies for each of the Title I elementary schools, and the School-Parent Compact for each of the Title I elementary schools. The principals at each of the Title I elementary schools meet with parents of Title I students to gather their input and to include their ideas in these documents.

Annually, our district level Title I Coordinator makes a visit to Meadowbrook to do a presentation on Title I programs and services that are offered at the schools. All Title I parents are invited to attend these annual meetings. During the presentation, our coordinator distributes a written survey to elicit comments on the current services being offered to students and parents as well as suggestions to improve those services in the future. Additionally, presentations are made by the principal throughout the year, especially at PTA meetings.

Meadowbrook has developed a School-Parent Compact with the assistance of parents which describes how “parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve the State's high academic standards.” Each year during fall parent-teacher conferences, the classroom teachers review the School-Parent Compact with each parent at the school. The teachers and parents discuss each child's individual achievement during the conference and what parents can do at home to support their child at school. The parents sign the Compact at this time. In addition, the teachers and students sign the Compact. The School-Parent Compact is provided in English as well as in the major languages spoken in the school.

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<td>3. Your school's professional development/learning plan or calendar is complete.</td>
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<td>Yes</td>
<td>A district-level calendar is established each year that identifies specific dates and times for all district, building, and personal professional development/learning. A calendar for 2016-17 was provided and established in August 2016 and a calendar for 2017-18 has been provided for the upcoming school year. Both are attached.</td>
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Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

In order to comply with the ESEA, Title I, Part A, Section 1118, Meadowbrook Elementary has created this Parental Involvement Policy. Meadowbrook holds at least two meetings annually, one in the fall and one in the spring of each school year for the parents of Title I identified students. Two dates and times will be offered for this meeting to meet the needs of the various schedules of the parents. At this meeting, the staff will explain the Title I requirements and the rights of the parents to be involved in the Title I Program. The parents will have the opportunity to review the Parental Involvement Policy and suggest any changes. They will also be given the opportunity to review the services provided under Title I and suggest any changes or improvements.

Meadowbrook provides parents timely information through weekly school communication, classroom newsletters, the school website, Family Access, curriculum nights, PTA meetings, the AER Annual Report, parent teacher conferences, and SIPP meetings. Topics include:
- Description and explanation of the curriculum
- Forms of academic assessment to be used
- Proficiency levels that students are expected to meet
- Opportunities for decision-making related to the education of their children

Information will be provided in a language the parents will understand, to the extent practical. An LEP teacher and bilingual para-educators facilitate the communication. Meadowbrook responds to parental concerns and/or suggestions as soon as practically possible.

Meadowbrook will provide Family Literacy Nights (K-5) and Family Math Nights (K-5) to train parents and their children in valuable literacy and math activities to support the curriculum at home. Parents will receive free materials to implement the activities at home. Surveys are administered at each of these sessions.

Meadowbrook will annually provide a School/Parent Compact for each parent, teacher, and student to review and sign. The compact will be provided in the major languages spoken in the school.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Meadowbrook stakeholders regularly review the results of all programs and initiatives, implementing and adjusting necessary elements in order to provide quality programming geared toward the needs of our constituents. Each program offered is followed by a survey of participating parents with surveys reviewed at both the building and district levels.

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<td>3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?</td>
<td>Yes</td>
<td>Parents are involved at each level of planning and implementation of the Targeted Assistance program on an annual basis. Parent surveys are administered at each Title I function as well as during the year seeking input on programming and perceptions of Title I initiatives. Meetings are also held in the fall and in the spring to solicit input and to gather ideas and input.</td>
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4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

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Meadowbrook provides parents timely information through weekly school communication, classroom newsletters, the school website, Family Access, curriculum nights, PTA meetings, the PA-25 Annual Report, parent teacher conferences, and SIPP/MTSS meetings. Topics include:
- Description and explanation of the curriculum
- Forms of academic assessment to be used
- Proficiency levels that students are expected to meet
- Opportunities for decision-making related to the education of their children

Information will be provided in a language the parents will understand, to the extent practical. An LEP teacher and bilingual para-educators facilitate the communication. Meadowbrook responds to parental concerns and/or suggestions as soon as practically possible.

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Meadowbrook will annually provide a School/Parent Compact for each parent, teacher, and student to review and sign. The compact will be provided in the major languages spoken in the school.

5. Describe how the parent involvement activities are evaluated.

Meadowbrook stakeholders regularly review the results of all programs and initiatives implementing and adjusting necessary elements in order to provide quality programming geared toward the needs of our constituents. Each program offered is followed by a survey of participating parents with surveys reviewed at both the building and district levels.

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

Meadowbrook and each Title I elementary schools developed a School-Parent Compact with the assistance of parents at each school which describes how “parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve the State's high academic standards.”

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<td>7. Do you have a Title I School-Parent Compact?</td>
<td>Yes</td>
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8. How does the school provide individual student academic assessment results in a language parents can understand?

Meadowbrook's LEP teacher and para-educators translate in writing and/or speaking to all of our families who speak/read in languages other than English.
than English. All meetings with a teacher or with the principal are translated into the strongest language that a parent can speak as necessary. If we do not have someone in the building that speaks the language needed, we solicit assistance from one of the other district buildings. As a result, we have not had a situation where translation was not provided.

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Each year during fall parent-teacher conferences, the classroom teachers review the School-Parent Compact with each parent at the school. The teachers and parents discuss each child's individual achievement during the conference and what parents can do at home to support their child at school. The parents sign the Compact at this time. In addition, the teachers and students sign the Compact. The School-Parent Compact is provided in English as well as the major languages spoken in the school.

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Does the school have a Title I Parental Involvement Policy/Plan?</td>
<td>Yes</td>
<td>Meadowbrook's policy/plan is attached.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Community resources fully are utilized to provide additional services needed by identified Title I students. Because the Title I program operates in only elementary schools, the services described match the needs of students in this age group. Principals, teachers, and LEP staff assist with the identification of needs and the location of the appropriate resources. If a student has health and medical needs which must be addressed in order to be successful in school, we have identified services and programs through the Oakland County Health Department, MiChild, Chaldean Social Services, Mobile Dentists, local dentists who will do pro bono work, Lakes Area Youth Assistance, and Hispanic Outreach. Chaldean Social Services, the Oakland County Health Department and LAYA can also assist with mental health issues. In addition, Oakland Schools can provide specialists to analyze and serve students with very specific learning needs when a second opinion is needed, or very specialized services are required. Hispanic Outreach and Chaldean Social Services offer services to parents in a variety of ways that are helpful to the children and their families. Most of the services just listed are free for the students and their families, so Title I funds are not needed. The district Bilingual/ELL Program staff assist when translation is needed in order for the students and the families to communicate with any of the listed agencies or service providers. Students who qualify according to family income are part of the school free and reduced lunch and breakfast programs in the Title I schools. The district's Head Start and GSRP programs serve preschool students who qualify and the Adult Education and Adult ESL Programs serve parents who choose to attend.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Title I program operates in only elementary schools within Walled Lake Schools; accordingly, the services described match the needs of students in this age group. Principals, teachers, and ELL staff who work in the schools assist with the identification of needs and the location of the appropriate resources. If a student has health and medical needs which must be addressed in order to be successful in school, we have identified services and programs through the Oakland County Health Department, MiChild, Chaldean Social Services, Mobile Dentists, local dentists who will do pro bono work, Lakes Area Youth Assistance, and Hispanic Outreach. Chaldean Social Services, the Oakland County Health Department and LAYA can also assist with mental health issues. In addition, Oakland Schools can provide specialists to analyze and serve students with very specific learning needs when a second opinion is needed, or very specialized services are required. Hispanic Outreach and Chaldean Social Services offer services to parents in a variety of ways that are helpful to the children and their families. Most of the services just listed are free for the students and their families, so Title I funds are not needed. The district Bilingual/ELL Program staff assist when translation is needed in order for the students and the families to communicate with any of the listed agencies or service providers. Students who qualify according to family income are part of the school free and reduced lunch and breakfast programs in the Title I schools. The district's Head Start and GSRP programs serve preschool students who qualify and the Adult Education and Adult ESL Programs serve parents who choose to attend.
Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Assessments used to identify students for Title I funded assistance are: the Walled Lake Literacy Proficiency Profile, the Developmental Reading Assessment (DRA), the Developmental Writing Assessment, M-Step, WIDA, iReady (math and reading) and the Walled Lake District Benchmark Assessments.

Students whose academic performance is below standard for their grade level are supported with Title I funded additional instructional services. Walled Lake uses a student data warehouse management system called Illuminate. Teachers input individual student assessment data from the above mentioned assessments. Individual student results are organized and queried into reports for data analysis that teachers use to identify students needing further instruction and to track student progress. Teachers are able to identify each student's individual instructional needs as well as identifying groups of students with like instructional needs. Teachers also use "data walls" to monitor the progress of students in literacy skills.

Grade alike teachers have a regularly scheduled common planning time each week specifically designated for collaboration around student achievement data as reported from the above named assessments. Teacher PLC teams work together to identify and plan for additional, appropriate instruction as indicated by the data for individual and/or groups of students. We analyze longitudinal data through iReady and Illuminate to evaluate long term effect of Title I funded interventions. At this time, we have strong data that indicates Reading Recovery intervention and added literacy and math group instruction has a long term positive effect on academic proficiency.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State’s challenging student achievement standards.

All students across all academic levels, economic levels, disability levels, and cultural levels are regularly assessed utilizing a variety of assessment tools including the Developmental Reading Assessment (DRA), the Michigan M-Step Assessment Program, the WIDA, iReady (reading and math), as well as WLCS "Unit Benchmark Assessments" for grades three through five. Classroom teachers utilize these assessments to drive instruction and to implement academic programs for students that best meet each child's needs. Assessments include students from the academic levels of kindergarten through fifth grade. The Targeted Assistance program is revised as needed to meet any needs not otherwise served under the current plan.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

The Walled Lake SIPP/MTSS and PLC Process operate according to a plan that contains proven, research-based pyramid of intervention strategies (Tier 1 and Tier 2) designed to facilitate school wide reform and improvement. Time is available for staff to meet, analyze data, problem-solve strategies and interventions, and collaborate on solutions to address identified needs through our SIPP/MTSS and PLC processes.
NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement—but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Reviewed multiple times throughout the school year, targeted assistance program elements bolster Meadowbrook's SIPP/MTSS and PLC processes which are designed to meet the needs of all students, including Title I identified students, who are most in need of academic support. Since all teachers, administrators, and the SIPP liaisons must be aware of program elements, our review is naturally folded into program delivery. The emphasis of the SIPP/MTSS and PLC progress is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

Meadowbrook regularly reviews and analyzes a variety of data sources in order to assess program quality and student service enhancement. Data sources include results from Michigan's M-Step assessment as well as longitudinal data through iReady and Illuminate to evaluate long term effect of Title I funded interventions.

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

Walled Lake uses a student data warehouse management system called Illuminate. Teachers input individual student assessment data from the above mentioned assessments. Individual student results are organized and queried into reports for data analysis that teachers use to identify students needing further instruction and to track student progress. Teachers are able to identify each student's individual instructional needs as well as identifying groups of students with like instructional needs. Teachers also use "data walls" to monitor the progress of students in literacy skills. iReady assessments and programming provide even greater details of assessment data and the tracking of student progress. Grade-alike teachers at Meadowbrook have a regularly scheduled common planning time each week specifically designated for collaboration around student achievement data as reported from the above named assessments. Teacher teams work together to identify and plan for additional, appropriate instruction as indicated by the data for individual and/or groups of students.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

As noted throughout this report, Meadowbrook regularly employs the use of its leadership team, its SIPP/MTSS team, and its parent community to assess data and to determine strengths and weaknesses. Accordingly, all plans are under regular review to determine effectiveness. Non-effective plans are adapted as appropriate with new elements or are removed and replaced with new plans.
Reading
Overview

Plan Name

Reading

Plan Description

Encompasses reading, social studies, and science.
## 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
</table>
| 1   | 85 percent of all students will be proficient on State of Michigan measures in the area of reading by 2022. | Objectives:1  
Strategies:1  
Activities:2 | Academic | $136000 |
| 2   | 85 percent of all students will demonstrate proficiency on MEAP/State Math Test in Math by 05/01/22 as measured by MEAP/State proficiency Math Test. | Objectives:1  
Strategies:1  
Activities:2 | Academic | $20300 |
| 3   | 85 percent of all students will demonstrate proficiency on MEAP/State Writing Test by 05/01/2022 as measured by MEAP/State Proficiency Writing Test. | Objectives:1  
Strategies:1  
Activities:1 | Academic | $10000 |
Goal 1: 85 percent of all students will be proficient on State of Michigan measures in the area of reading by 2022.

Measurable Objective 1:
85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency MEAP/State Reading Test in English Language Arts by 05/01/2022 as measured by MEAP/State Proficiency Reading Test.

Strategy 1:
Guided Reading/Reader's Workshop - Classroom teachers will provide guided reading lessons and provide on-level-text reading opportunities to all students on a daily basis. Students will receive instruction to bolster existing reading abilities and will be given opportunities to read at-level and challenging texts.

Category:
Research Cited: Fountas & Pinnell (Guided Reading, 1996); Armbruster (Putting Reading First, 2001); Au, Carroll, Sheu (Balanced Literacy Instruction, 1997)

Tier:

<table>
<thead>
<tr>
<th>Activity - Monitor Implementation of Guided Reading Sessions</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and principal will monitor on a per pupil basis the amount and number of delivered guided reading lessons. Delivery and contact will be documented and regular assessments will be given (DRA, Running Records).</td>
<td>Evaluation</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/10/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal and Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Reading Recovery</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Via Title I, a full-time Reading Recovery teacher will be on staff to serve targeted students in first and second grades. This teacher will serve the most needy students with one-on-one Reading Recovery instruction. Additionally, this teacher will provide group support for the next tier of struggling readers. Grade-level teachers will also receive professional development and support, as appropriate, as they deliver reading instruction.

<table>
<thead>
<tr>
<th>Activity - EDM Game Learning/Implementation</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

Goal 2: 85 percent of all students will demonstrate proficiency on MEAP/State Math Test in Math by 05/01/22 as measured by MEAP/State proficiency Math Test.

Measurable Objective 1:
85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on MEAP/State Math proficiency test in Mathematics by 05/01/2022 as measured by MEAP/State Math Proficiency Test.

Strategy 1:
Math - Teachers will implement District mathematics curriculum in a differentiated manner through a variety of means and methods including the utilization of a math workshop model in order to provide each student with instruction at his/her academic and abilities levels.

Category:
Research Cited: Wedikind (Math Exchanges, 2011); VandeWalle (Teaching Student-Centered Mathematics, 2009); Everyday Mathematics.

Tier:

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Goal 3: 85 percent of all students will demonstrate proficiency on MEAP/State Writing Test by 05/01/2022 as measured by MEAP/State Proficiency Writing Test.

Teachers will be provided with complete Everyday Mathematics (EDM) game kits that coincide with grade level materials. Teachers will begin to understand the connections that each game has to individual units and overall instructional delivery.

<table>
<thead>
<tr>
<th>Activity - ST Math</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST Math will be used to assist students struggling in mathematics in grades three through five. These students will be identified via MEAP data as well as District testing measures. Students will meet beyond the school day twice each week with a certified, highly qualified staff teacher.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/23/2013</td>
<td>06/05/2014</td>
<td>$5300</td>
<td>Title I Part A</td>
<td>Certified and highly qualified teacher will coordinate delivery of the ST Math program and will report directly to the principal as well as receive assistance from ST Math professional development resources.</td>
</tr>
</tbody>
</table>
Measurable Objective 1:
85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on MEAP/State Proficiency Writing Test in English Language Arts by 05/01/2022 as measured by MEAP/State Math Proficiency Test.

Strategy 1:
Writing Assessment - Through the ongoing provision of meaningful writing opportunities and the use of the Developmental Writing Assessment (DWA), teachers will provide ongoing monitoring and instruction of essential writing elements. Each teacher will administer the DWA at least twice each year (Fall and Spring) to determine current writing abilities, to establish target goals, and to gauge growth on those targeted areas.

Category:
Research Cited: TCRWP (Units of Study for Teaching Writing, 2012); Calkins (The Writing Workshop, 1987); Dorn (Scaffolding Young Writers, 2001)

<table>
<thead>
<tr>
<th>Activity - DWA Assessment Utilization</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize Developmental Writing Assessment (DWA) to analyze student writing to determine both current writing capabilities and to measure growth in targeted areas.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/17/2012</td>
<td>09/14/2015</td>
<td>$10000</td>
<td>General Fund</td>
<td>Teachers, Building Leadership Team</td>
</tr>
</tbody>
</table>
### Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

#### No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor Implementation of Guided Reading Sessions</td>
<td>Teachers and principal will monitor on a per pupil basis the amount and number of delivered guided reading lessons. Delivery and contact will be documented and regular assessments will be given (DRA, Running Records).</td>
<td>Evaluation</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/10/2016</td>
<td>$0</td>
<td>Principal and Teachers</td>
</tr>
</tbody>
</table>

#### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>DWA Assessment Utilization</td>
<td>Utilize Developmental Writing Assessment (DWA) to analyze student writing to determine both current writing capabilities and to measure growth in targeted areas.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/17/2012</td>
<td>09/14/2015</td>
<td>$10000</td>
<td>Teachers, Building Leadership Team</td>
</tr>
<tr>
<td>EDM Game Learning/Implementation</td>
<td>Teachers will be provided with complete Everyday Mathematics (EDM) game kits that coincide with grade level materials. Teachers will begin to understand the connections that each game has to individual units and overall instructional delivery.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>01/14/2013</td>
<td>01/11/2016</td>
<td>$15000</td>
<td>Teachers, District Math/Science Coordinator, External PD Consultants, Principal</td>
</tr>
</tbody>
</table>

#### Title I Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

SY 2019-2020

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ST Math

ST Math will be used to assist students struggling in mathematics in grades three through five. These students will be identified via MEAP data as well as District testing measures. Students will meet beyond the school day twice each week with a certified, highly qualified staff teacher.

| Academic Support Program | 09/23/2013 | 06/05/2014 | $5300 |

Certified and highly qualified teacher will coordinate delivery of the ST Math program and will report directly to the principal as well as receive assistance from ST Math professional development resources.

Reading Recovery

Via Title I, a full-time Reading Recovery teacher will be on staff to serve targeted students in first and second grades. This teacher will serve the most needy students with one-on-one Reading Recovery instruction. Additionally, this teacher will provide group support for the next tier of struggling readers. Grade-level teachers will also receive professional development and support, as appropriate, as they deliver reading instruction.

| Academic Support Program | 09/03/2013 | 06/11/2014 | $136000 |

The Reading Recovery teacher reports directly to the school principal as well as to district-level Title 1 staff.
Math
Overview

Plan Name

Math

Plan Description

Learning and Implementation of Everyday Math Games
The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85 percent of all students will demonstrate proficiency on MEAP/State Math Test in Math by 05/01/22 as measured by MEAP/State proficiency Math Test.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$15000</td>
</tr>
</tbody>
</table>
Goal 1: 85 percent of all students will demonstrate proficiency on MEAP/State Math Test in Math by 05/01/22 as measured by MEAP/State proficiency Math Test.

Measurable Objective 1:
85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on MEAP/State Math proficiency test in Mathematics by 05/01/2022 as measured by MEAP/State Math Proficiency Test.

Strategy 1:
Math - Teachers will implement District mathematics curriculum in a differentiated manner through a variety of means and methods including the utilization of a math workshop model in order to provide each student with instruction at his/her academic and abilities levels.

Category:
Research Cited: Wedikind (Math Exchanges, 2011); VandeWalle (Teaching Student-Centered Mathematics, 2009); Everyday Mathematics.

Tier:

<table>
<thead>
<tr>
<th>Activity - EDM Game Learning/Implementation</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will be provided with complete Everyday Mathematics (EDM) game kits that coincide with grade level materials. Teachers will begin to understand the connections that each game has to individual units and overall instructional delivery.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>01/14/2013</td>
<td>01/11/2016</td>
<td>$15000</td>
<td>Title I Part C</td>
<td>Teachers, District Math/Science Coordinator, External PD Consultants, Principal</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part C

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDM Game</td>
<td>Teachers will be provided with complete Everyday Mathematics (EDM) game kits that coincide with grade level materials. Teachers will begin to understand the connections that each game has to individual units and overall instructional delivery.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>01/14/2013</td>
<td>01/11/2016</td>
<td>$15000</td>
<td>Teachers, District Math/Science Coordinator, External PD Consultants, Principal</td>
</tr>
</tbody>
</table>
Social Studies
Overview

Plan Name

Social Studies

Plan Description
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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>By the end of the 2022 school year, 80% of fifth grade students will be proficient on the State-administered social studies assessment.</td>
<td>Objectives:1, Strategies:1, Activities:1</td>
<td>Academic</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goal 1: By the end of the 2022 school year, 80% of fifth grade students will be proficient on the State-administered social studies assessment.

Measurable Objective 1:
85% of All Students will demonstrate a proficiency on the State-administered social studies assessment in Social Studies by 06/16/2022 as measured by a score of meeting or exceeding State-determined level of proficiency.

Strategy 1:
US History - Actively increase opportunities for students to develop a deeper awareness and understanding of the history of the United States and the relationship of the State of Michigan history to that of the Nation.

Category: Social Studies
Research Cited: Support of and alignment with State of Michigan Common Core elements for fifth grade social studies.
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Curricular Alignment</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth grade teachers will actively work with new Walled Lake Schools social studies curriculum director to assure total alignment of social studies materials taught to State Common Core elements.</td>
<td>Teacher Collaborati on, Implementation, Supplemen tal Materials, Materials, Technology, Curriculum Developme nt</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/05/2017</td>
<td>06/14/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>Fifth grade teachers and principal</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Alignment</td>
<td>Fifth grade teachers will actively work with new Walled Lake Schools social studies curriculum director to assure total alignment of social studies materials taught to State Common Core elements.</td>
<td>Teacher Collaboration, Implementation, Supplemental Materials, Materials, Technology, Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/05/2017</td>
<td>06/14/2019</td>
<td>$0</td>
<td>Fifth grade teachers and principal</td>
</tr>
</tbody>
</table>
Science
Overview

Plan Name

Science

Plan Description
The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85 percent of students will be proficient in the State assessment measure of science proficiency by 2022.</td>
<td>Objectives:1 Strategies:1 Activities:2</td>
<td>Organizational</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goal 1: 85 percent of students will be proficient in the State assessment measure of science proficiency by 2022.

Measurable Objective 1:
demonstrate student proficiency (pass rate) 85% of students will be proficient in the State of Michigan science assessment of science by 06/30/2022 as measured by the State of Michigan science assessment of science..

Strategy 1:
Michigan Science Standards - Meadowbrook - along with WLCS - will begin full implementation of new Michigan Science Standards and regular integration of science into English/Language Arts reading.
Category: Science
Research Cited: Michigan Science Standards et al
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Training</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A building level teacher received multiple professional development training opportunities and will share learning with building-level -teachers throughout the school year. Representatives of remaining grade levels will receive training in 2018-19 school year.</td>
<td>Supplemen tal Materials, Professional Learning, Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/10/2017</td>
<td>05/31/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>MBE teachers and WLCS Science Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - FOSS Science Kit Rotation</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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<tr>
<td>Science kit selection, rotation, and utilization will be analyzed and reviewed to best implement new Michigan Science Standards. Alignment will coordinate with English Language Arts and grade-level appropriate instruction.</td>
<td>Direct Instruction, Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/14/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers and District Science Personnel</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
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<tbody>
<tr>
<td>Training</td>
<td>A building level teacher received multiple professional development training opportunities and will share learning with building-level teachers throughout the school year. Representatives of remaining grade levels will receive training in 2018-19 school year.</td>
<td>Supplemental Materials, Professional Learning, Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/10/2017</td>
<td>05/31/2019</td>
<td>$0</td>
<td>MBE teachers and WLCS Science Coordinator</td>
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</tbody>
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### General Fund

<table>
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<tr>
<th>Activity Name</th>
<th>Activity Description</th>
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<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
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<tbody>
<tr>
<td>FOSS Science Kit Rotation</td>
<td>Science kit selection, rotation, and utilization will be analyzed and reviewed to best implement new Michigan Science Standards. Alignment will coordinate with English Language Arts and grade-level appropriate instruction.</td>
<td>Direct Instruction, Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/14/2019</td>
<td>$0</td>
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