School Improvement Plan

Mary Helen Guest Elementary School
Walled Lake Consolidated Schools

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1655 Decker Rd
Walled Lake, MI 48390-2627
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Goal 2: All students at Mary Helen Guest will become proficient writers.  
Goal 3: All students at Mary Helen Guest will be proficient in math.  

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Overview

Goals Summary

Goal 1: All students at Mary Helen Guest will increase their proficiency in reading.  
Goal 2: All students at Mary Helen Guest will increase their proficiency in writing.  
Goal 3: All students at Mary Helen Guest will increase their proficiency in math.  

Activity Summary by Funding Source
Introduction

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

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Describe the school’s size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Mary Helen Guest is one of the 12 elementary schools in Walled Lake Consolidated School district. MHG is located in teh city of Walled Lake and services approximately 440 students and we have about 50 staff members. This year, MHG is in its second year of a new principal and office staff. Due to redistricting, our enrollment is steady and new staff members are building relationships and functioning as strong grade level teams. MHG is a Title I building with over 40% of our students receiving free and reduced breakfast and lunch. Mary Helen Guest is know for being a warm and welcoming school with high standards for its students; we are a community rich in focusing on student growth. In partnership with our parents and community, we dedicate ourselves to providing a quality educational experience for all learners. MHG works closely with local businesses who provide tutorial support and donations for our students and families. The staff at MHG are hardworking, dedicated and life long adult learners committed to staying current with best practices. Our parent involvement continues at high levels creating many opportunites for our students and support and support for the staff. Decreases in state funding coupled with the economic downturn in Michigan has forced many of our families into "situational" poverty which limits the amount of funds they have available to provide a variety of resources for their children. English Language Learners continues to increase at MHG. We are making a concerted effort to meet the educational needs of our diverse community. Professional development will focus on learning strategies that engage all students in the learning process and support their individual needs.
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mary Helen Guest Mission Statement:
The mission of Mary Helen Guest Elementary School, in cooperation with the community, is to educate all children in a caring environment so that every student is a knowledgeable, resourceful and self-reliant individual able to adapt and contribute productivity to our changing society.

Vision Statement:
Guest Elementary will...
Establish a solid foundation that empowers all children to develop academically and socially at their own pace.
Create a warm, caring and safe environment that values and celebrates the uniqueness of each child.
Exemplify a professional learning community. Students, staff and parents will model good citizenship and positive attitudes towards learning.

Uphold high expectations. We pledge to help all students achieve their personal goals. Our students will surpass District and State expectations. Together we will continue to grow as self-directed, life-long learners.

The Mary Helen Guest mission and vision were written and together by the whole staff. Our mission statement can be found in our newsletter, website, agendas, additional documentation and reports, plus we have a large copy framed and displayed in our school.

The climate at MHG is warm and inviting. We have a school motto that is present on all email signatures, documents, newsletters, etc. The motto is: Wildcats in charge - doing whatever it takes because that's who we are! As a staff, we are committed in doing whatever it takes so our students feel safe, act responsibly, and respectfully, and reach their potential.
Through our School-wide Positive Behavior Intervention Support, we demonstrate and teach our students safe, responsible and respectful expectations for many different school environments, as well as a variety of problem solving skills. Our students, families and staff will have an opportunity to provide feedback regarding the culture of our school through end of year surveys.
MHG staff collaborate by working as a professional learning community. The staff plans and implements differentiated lessons in both Language Arts and Math. Any accommodations or modifications are implemented to ensure we are reaching students at their level and beyond. Best practices are part our culture. We use the workshop model, engagement techniques and higher level questioning techniques to increase student growth.
Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Mary Helen Guest celebrates many achievements while consistently evaluating areas in need of improvement. Through our Task Teams, more staff members have an opportunity to take on leadership roles and there is shared decision making. Each Task Team has its own individual goals that support the achievement and improvement of procedures and increase opportunities for MHG. Currently we are a Michigan Green School and have established an "Unplugged" club for families to participate in outdoor activities. We participate in a variety of community service projects and contribute to various charities. Our PTA works in concert with our staff providing community events to foster a close and caring community that works together to provide our own community with what they need so all students and families can flourish. Staff members have written many approved grants for technology, science and language arts. Our Fine Arts department shares in our mission and vision providing students with encouragement and support to stay healthy, be creative and to take risks to build their self-esteem.

Our long term goal will revolve around building relational trust with the MHG's new leadership and increasing student growth through studying and understanding poverty, engagement techniques, higher level questioning techniques and support for the social-emotional well-being of all our students. We will build on our current traditions and invite new traditions as the demographics of our building continue to change.
Additional Information

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

Experienced staff members will continue to support and guide all new staff members, including the new principal. This will be accomplished by consistently living in our mission and vision statements. We are committed as a staff to make all decisions based on what is best for students. We will put forth our very best effort and hold all students to the same high expectations.
Improvement Plan Stakeholder Involvement
Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.
Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Mary Helen Guest staff uses the Professional Learning Community model, meeting monthly to reflect on the improvement plan and further research instructional practices. We met for extended periods of time on three occasions over the course of the school year. Staff worked as a whole group and at times in grade level or job alike groups to narrow our areas of focus. We also have established specific Task Teams: Leadership Task Team, Buidling Task Team and Data and Technology Task Team that met monthly. The Leadership Task Teams took the primary responsibility for developing and writing this year’s School Improvement Plan - Goals section. Ideas and input was asked from everyone.

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

All stakeholders such as; General education teachers, fine arts and physical education staff, and special education staff participated in reflecting on last year's plan to discuss and plan our next steps. They worked in job-alike or grade level teams, task team committees and then as a whole group, to discuss the areas of need based on our MEAP data, daily observations, benchmark scores, etc. Stakeholders groups will continue to collaborate to monitor and adjust our plans based on student achievement needs. This work will be accomplished through a variety of Task Team meetings, professional learning opportunities and staff meetings.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be communicated to staff at the opening staff meeting, or retreat, of the 2013-14 school year. It will be communicated to the community when I present our annual report and goals in October. The final SIP will be added to our October newsletter "Wildcat News".

Progress will be monitored and evaluated throughout the school year. The Leadership Task Team will review the plan frequently during the school year. Professional dialogue and collaboration will ensure communication and sharing. Staff meetings, PTA meetings, Title I Advisory meetings and Professional Development days will focus on aspects of the plan, whether it is to communicate the plan or monitor and change.
School Data Analysis
Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.
Student Enrollment Data

How do student enrollment trends affect staffing?

Our staffing is determined annually on the basis of school enrollment.

How do student enrollment trends affect staff recruitment?

Recruitment of staff is generally handled by the district's HR office. We are always looking for highly qualified diverse staff members.

How do student enrollment trends affect budget?

School and district budgets are determined through a collaborative process with ample opportunity for input. If enrollment were to decline, our budget declines as well.

How do student enrollment trends affect resource allocations?

All schools and departments work collaboratively to assure equitable allocation of resources. At the building level we receive per pupil funding; so if enrollment declines, the amount of money we have at the building level decreases.

How do student enrollment trends affect facility planning and maintenance?

Schools utilize an online website, Schooldude, to log custodial and maintenance needs and have ongoing connections with Enviro-clean who handles the custodial services in the district.

How do student enrollment trends affect parent/guardian involvement?

Involvement of parents in the program of every school is a high priority at Mary Helen Guest. Parents/guardians participate in a variety of ways through PTA events and other opportunities either in a small venue or school-wide events.

How do student enrollment trends affect professional learning and/or public relations?

All staff, including support staff, participate in professional development activities that are scheduled throughout the year. We have provided a variety of professional learning focused around the theme of understanding poverty and engagement techniques. Many of the strategies include how to service families of all ethnic and socio-economic groups.
What are the challenges you noticed based on the student enrollment data?

Our enrollment is declining slightly across the district. We closed two elementary schools a year ago which caused enrollment in some schools to increase. Mary Helen Guest increased by approximately 40 students.

What action(s) will be taken to address these challenges?

Ongoing review of adequacy of facilities and class size remains a focus. In November of 2013, there will be a Bond Issue to address district-wide safety and technology needs.

What are the challenges you noticed based on student attendance?

Walled Lake's student attendance is excellent. Mary Helen Guest averages at least 90% attendance each day.

What action(s) will be taken to address these challenges?

We are fortunate as we do not face challenges with attendance.
Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

The content area that indicates the highest level of student achievement is reading.

Which content area(s) show a positive trend in performance?

Positive trend is recognized in 3rd grade math.

In which content area(s) is student achievement above the state targets of performance?

Mary Helen Guest student achievement data is in all content areas is above state targets of performance.

What trends do you notice among the top 30% percent of students in each content area?

Mary Helen Guest students perform at consistent proficiency levels above county and state averages. There is more moderate growth at the secondary level. Plateauing seems to be trending once students reach secondary level.

What factors or causes contributed to improved student achievement?

Our staff implements interventions for students not achieving at grade level standards. We include parents and families in more effective ways to contribute to student achievement. Our SIPP process allows for timely data mining, targeted interventions, and progress monitoring. Title I services are available to those students identified.

How do you know the factors made a positive impact on student achievement?

We do a thorough analysis of achievement data—including looking at sub-group achievement. Throughout the school year, staff performs consistent analysis of benchmark assessment reports, MEAP, and related data. Pre and post tests and progress monitoring data is used to show the growth of students in Reading Recovery and literacy and math groups.

Which content area(s) indicate the lowest levels of student achievement?

The MEAP science data indicated the lowest levels of student achievement.
Which content area(s) show a negative trend in achievement?

Student performance on the science MEAP shows a negative trend in achievement.

In which content area(s) is student achievement below the state targets of performance?

Student achievement is science is below the state targets of performance.

What trends do you notice among the bottom 30% of students in each content area?

We are not closing the gap between economically disadvantaged students and not -economically advantaged students. Additionally, some ELL students remain in the bottom 30% as well. Most of our students in the bottom 30% in each content area are economically disadvantaged students and ELL students.

What factors or causes contributed to the decline in student achievement?

Mobility causes a disconnect between the alignment of curriculum, teaching methodologies and assessment practices. Additionally, economically disadvantaged factors contribute to the decline in student achievement.

How do you know the factors made a negative impact on student achievement?

Data indicates high mobility correlates to low achievement, whereas low mobility and in district longevity correlates to higher proficiency levels.

What action(s) could be taken to address achievement challenges?

Developing a K-12 instructional model, instructional strategies, and instructional vision that guarantees researched and evidence based practices in all classrooms. Continued focus on instruction at district leadership, department, and building meetings with instructional staff. In the classroom we are working on providing at-risk students with more small group instruction and remediation within the workshop model. Our SIP will include explicit instruction on vocabulary development and will continue to implement ST Math as an intervention for at-risk students.
Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

- White
- Male
- Female

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

- None

In what content areas is the achievement gap closing for these subgroups?*

N/A

How do you know the achievement gap is closing?*
N/A

What other data support the findings?
N/A

What factors or causes contributed to the gap closing? (Internal and External)*
N/A at this time

How do you know the factors made a positive impact on student achievement?

On-going classroom assessments show that small group instruction is making a positive impact on student achievement when pre and post test scores are compared.
What actions could be taken to continue this positive trend?

N/A at this time

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

• None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

• None

In what content areas is the achievement gap greater for these subgroups?*

Sub group's progress appears uniform

How do you know the achievement gap is becoming greater?*

N/A

What other data support the findings?*

N/A

What factors or causes contributed to the gap increasing? (Internal and External)*

N/A at this time.

How do you know the factors lead to the gap increasing?*

N/A at this time.

What actions could be taken to close the achievement gap for these students?*

N/A at this time.
How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

The Hispanic students does not seem to be keeping pace with the other English Language Learners.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Walled Lake Schools adhere to all state and federal laws pertaining to Special Education. All students are entitled to a Free and Appropriate Education engaging in all available programs including maximizing general education mainstreaming as appropriate.

How are students designated ‘at risk of failing’ identified for support services?

Walled Lake Schools uses a model called SIPP (similar to RtI). The SIPP team is comprised of general education teachers, special education teachers, school psychologist, social worker, teacher consultant, speech and language pathologist, and the building principal.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Community Education programming offers a variety of opportunities for students at a minimal cost.

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<th>Label</th>
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<td></td>
<td>What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?</td>
<td>40.0</td>
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What is the school doing to inform students and parents of Extended Learning Opportunities?

We provide information regarding program opportunities via our website, newsletter, and email.

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<tbody>
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<td>What is the total FTE count of teachers in your school?</td>
<td>26.0</td>
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<th>Label</th>
<th>Question</th>
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<tbody>
<tr>
<td></td>
<td>How many teachers have been teaching 0-3 years?</td>
<td>0.0</td>
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</table>
What impact might this data have on student achievement?

Mary Helen Guest is an experienced staff who is well versed in highly effective instructional practices.

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<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
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<tbody>
<tr>
<td>How many teachers have been teaching 4-8 years?</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>How many teachers have been teaching 9-15 years?</td>
<td>19.0</td>
<td></td>
</tr>
<tr>
<td>How many teachers have been teaching &gt;15 years?</td>
<td>6.0</td>
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Indicate the total number of days for teacher absences due to professional learning or professional meetings.

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<tr>
<td>Indicate the total number of days for teacher absences due to professional learning or professional meetings.</td>
<td>80.0</td>
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Indicate the total number of days for teacher absences due to illness.

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<th>Value</th>
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<tbody>
<tr>
<td>Indicate the total number of days for teacher absences due to illness.</td>
<td>175.0</td>
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</tbody>
</table>

What impact might this data have on student achievement?

The consistency of instruction can be an important contributor to overall student success.
Perception Data - Students

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

Based on the survey results, students feel their teachers want them to learn and do their very best. Students feel there are many resources to use in the building.

Which area(s) show a positive trend toward increasing student satisfaction?

Student participation and recognition through our PBIS program strengthens the overall positive experience for students each day.

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

Despite the efforts of the staff, students struggle respect and responsibility.

Which area(s) show a trend toward decreasing student satisfaction?

Students express their frustration and concern about social issues to their classroom teacher or principal.

What are possible causes for the patterns you have identified in student perception data?

Building mobility and a diverse community.

What actions will be taken to improve student satisfaction in the lowest areas?

Create more opportunities for students to problem solve and feel empowered. The staff at MHG are studying Conscious Discipline.
Perception Data – Parents/Guardians

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

The school provides quality staff members to support students.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Continue to focus on the purpose of instruction and parent involvement.

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

Our school's purpose statement is formally reviewed and revised with involvement from parents is the overall lowest level of satisfaction.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Community/parent communication.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Lack of community participation when given opportunities.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Community events will include a focus on the mission and vision of the school and be communicated in a variety of ways.
Perception Data – Teachers/Staff

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

Our school's leaders expect staff members to hold all students to high academic standards was indicated as the overall highest level of satisfaction.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Providing a building-wide common vision through new leadership.

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

Our school provides sufficient material resources to meet student needs is indicated as lowest level of satisfaction among staff.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Resources and support.

What are possible causes for the patterns you have identified in staff perception data?

Lack of funding to support additional staff and building resources.
Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Staff, lead by the Leadership Task Team drive decisions about curriculum and instruction based on data from assessments. Stakeholders are involved in district curriculum committees, building school improvement committees and Professional Learning Communities.

What evidence do you have to indicate the extent to which the standards are being implemented?

Staff are learning about the CCSS through county and district professional development and internet resources. The extent through which CCSS are being implemented is documented through agendas, meeting minutes and classroom observations.
School Additional Requirements Diagnostic
Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.
### School Additional Requirements Diagnostic

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<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Literacy and math are tested annually in grades 1-5.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.</td>
<td>Yes</td>
<td></td>
<td>AER 2012-2013</td>
</tr>
<tr>
<td>3.</td>
<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Our school reviews and annually updates the EDPs to ensure academic course work alignment.</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.</td>
<td>Yes</td>
<td>Margaret Hazlett, Assistant Supt. for Human Services 890 Ladd Road Walled Lake, MI 48390 248-956-2000</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Assurance</td>
<td>Response</td>
<td>Comment</td>
<td>Attachment</td>
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<td>7.</td>
<td>The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.</td>
<td>Yes</td>
<td></td>
<td>Title I Parent Involvement Policy</td>
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<tr>
<td>8.</td>
<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td>Yes</td>
<td></td>
<td>Parent-Student-Teacher Compact</td>
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<tr>
<td>9.</td>
<td>The School has additional information necessary to support your improvement plan (optional).</td>
<td>No</td>
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Title I Targeted Assistance Diagnostic
Introduction

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), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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

How was the comprehensive needs assessment conducted?

Mary Helen Guest Leadership Task Team, Data Task Team and building principal completed the comprehensive needs assessment by reviewing building-wide achievement data in May of 2013. Our MEAP data for reading, writing, and math was carefully analyzed along with our formative and summative assessment created by our district. We looked at the achievement data for our Economically Disadvantaged students, our ELL students, our Hispanic students, and other subgroups. The data examined will be used as the foundation for our annual report to the community and to develop yearly school improvement goals to address student learning.

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 student eligible for Title I services at Guest Elementary in the Walled Lake Consolidated Schools (WLCS) is a joint effort by classroom teachers, school administrators, and special education department personnel including teacher consultants, psychologist, social workers and speech pathologists.

All students across all academic levels, economic levels, disability levels, cultural groups, and genders are regularly assessed utilizing a variety of assessment tools including the Developmental Reading Assessment (DRA), the Developmental Writing Assessment (DWA), the Michigan Education Assessment Program (MEAP), the English Language Proficiency Assessment (ELPA), as well as the Walled Lake Consolidated Schools (WLCS) Unit Benchmark Assessments for grades two through five. The Walled Lake Consolidated Schools Benchmark Assessments are administered quarterly for language arts, mathematics, science, and social studies. In grades K-2, we administer the Walled Lake Literacy Progress Profile (WL-LPP). Instructional staff 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 pre-kindergarten through fifth grade.

Each of these assessments provides detailed information about an individual child. Assessment data is reviewed by individual classroom instructors and grade level teams. General trend information is gathered as well as specific student data. Our Student Instructional Planning Process (SIPP) Team also meets weekly on Thursdays to review at-risk students at each grade level. SIPP plans are created and analyzed. Data and teacher observation dictate instructional acceleration, maintenance, or intervention to identify those specific needs of children and interventions are planned accordingly. This process helps those children who are failing or most at risk of failing.

What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

All students in grades K-5 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 of instructional plans as well as academic grouping assignments are reviewed and an initial plan of instructional intervention is developed. Utilizing a “Response to Intervention” (RtI) model, these students are generally tiered into one of three intervention levels: Tier 1, Tier 2, or Tier 3. Generally Tier I 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 identified students are those who need additional assistance, and will be considered for Title I services. Following the meeting and review of a child's academic performance and interventions implemented by the classroom teacher, a team consisting of representatives of that grade level along with additional support staff develops a targeted plan of instruction to provide instruction that addresses the state core curriculum standards depending on the proficiency level of a child. Intervention assistance could consist of literacy intervention groups, mathematics intervention groups, after-school tutoring, family related math and literacy instruction, Reading Recovery, summer booster groups, or summer school. Any student who is identified (targeted) as Title I is usually in one of these Tier 2 interventions, which are funded by 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 service staff. Sometimes Reading Recovery is considered Tier 3 intervention and is funded with Title I funds. The criteria for a student to receive Tier 2 or Tier 3 interventions, he/she must meet one or more of the following: (1) perform below the WLCD grade-level standard for the Developmental Reading Assessment; (2) perform below teh instructional standard in the Developmental Writing Assessment; (3) perform at a standard below expectations in basic skills; (4) score below 70 percent proficient on a WLCS Benchmark Assessment in one of the four core academic areas; (5) score a "3" or a "4" on the MEAP test in language arts or mathematics; (6) be eligible for special education services; (7) be eligible for English Language Learner (ELL) services.

For schools with preschool through grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state’s challenging content and student performance standards?

All students in grades K-2 who are performing at a level of "Somewhat Below", "One Year Below," or "More Than One Year Below" on the state's content and student performance standards 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 of instructional plans as well as academic grouping assignments are reviewed and an initial plan of instructional intervention is developed. Utilizing a "Response to Intervention" (RtI) model, these students are generally tiered into one of three intervention levels: Tier 1, Tier 2, or Tier 3. Generally Tier I 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 identified students are those who need additional assistance, and will be considered for Title I services. Following the meeting and review of a child's academic performance and interventions implemented by the classroom teacher, a team consisting of representatives of that grade level along with additional support staff develops a targeted plan of instruction to provide instruction that addresses the state core curriculum standards depending on the proficiency level of a child. Intervention assistance could consist of literacy intervention groups, mathematics intervention groups, after-school tutoring, family related math and literacy instruction, Reading Recovery, summer booster groups, or summer school. Any student who is identified (targeted) as Title I is usually in one of these Tier 2 interventions, which are funded by 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 service staff. Sometimes Reading Recovery is considered Tier 3 intervention and is funded with Title I funds. The criteria for a student to receive Tier 2 or Tier 3 interventions, he/she must meet one or more of the following: (1) perform below the WLCD grade-level standard for the Developmental Reading Assessment; (2) perform below teh instructional standard in the Developmental Writing Assessment; (3) perform at a standard below expectations in basic skills; (4) score below 70 percent proficient on a WLCS Benchmark Assessment in mathematics (grades 1 and 2); (5) perform below the WLCS grade-level standard on the Walled Lake Progress Profile (WL-LPP); (6) be eligible for special education services; (7) be eligible for English Language Learner (ELL) services.
Component 2: Services to Eligible Students

What Title 1, Part A program services are provided to ensure eligible children receive supplemental assistance?

At Guest Elementary, we ensure that eligible children receive supplemental assistance. Below please find a description of the Title I programs provided.

1. Reading Recovery teacher to improve literacy skills for Title I identified students. The program accelerates student learning within a limited time frame. Areas of need are identified and become the focus for improvement. Reading Recovery students receive one-on-one Reading Recovery instruction. Literacy group students who are served by the Reading Recovery teacher meet in small groups.

2. Literacy Intervention teacher to work with students who are struggling with reading and writing skills in grades K-5. This certified teacher works with Title I students one-on-one or in small groups.

3. Mathematics Intervention teacher to work with Title I students who are struggling with grade level mathematics skills. This certified teacher works with Title I students in small groups. The teacher re-teaches mathematics skills with which the students are struggling.

4. After School Tutoring Program for Title identified students at MHG. Two certified teachers work with the students in grades K-5 on reading, writing, and mathematics skills in small groups. This program takes place after school twice a week from 4:15 - 5:15pm during the second semester.

5. Tuition assistance for Title I students exiting grades K-4 to attend a tuition based summer school program in literacy and mathematics. This program meets for 3.5 hours per day, five days per week for four weeks in late June and part of July. Students are grouped by ability and ongoing assessments drives the instruction for each student.

6. ST Math intervention is a supplemental program that uses interactive, visual animation to convey math concepts. A deeper understanding is developed through the manipulation of visual puzzles and symbols. This program meets twice a week for one hour. We have 200 licenses.

7. Summer Literacy and Math Booster program takes place in August for incoming 2-5 graders. It is eight days of small group instruction. There are two sessions 9:00-10:30 & 10:30 -12:00.

8. Family Literacy and Math Nights are held for students and their families to attend. Certified teachers work with students and their parents teaching them strategies and providing materials to be used at home.
Component 3: Incorporated Into Existing School Program Planning

How is program planning for eligible students incorporated into the existing School Improvement planning process?

At Guest Elementary, we ensure that planning for all students, including our Title I, Part A students is incorporated into our existing school improvement process. The Walled Lake Schools planning process incorporates both the Professional Learning Communities (PLC) and the Student Instructional Planning Process (SIPP). Both of these processes are complementary and are considered research-based best practice to improve student learning.

The key principles of the SIPP process and our PLC include the following characteristics/components:
- Use scientific data, research-based interventions
- Identify students not achieving to benchmark standards
- Use 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)

The Walled Lake SIPP process incorporates accountability for results in all of our schools. All students are expected to meet the State of Michigan and district standards, and students who experience difficulty mastering those standards are provided timely, effective, additional multi-tier assistance, including Title 1 identified students. All teachers use common assessments, such as the Developmental Reading Assessment (DRA), the Developmental Writing Assessment (DWA) the Walled Lake-Literacy Progress Profile (WL-LPP), and math benchmark assessments to screen all students.

The Walled Lake SIPP and PLC Process operates 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. The availability of time for staff to meet, analyze data, problem-solve strategies, and collaborate on solutions to address identified needs is an essential component of the SIPP and PLC process.

Guest Elementary's PLC process is facilitated by our school's Leadership Task Team who coordinates and oversees the School Improvement planning process. Our Leadership Task Team consists of grade level representatives, support staff, FAPEs staff, and the building principal. Plans and results are shared with the community through PTA and community meetings. The School Improvement Plan is reviewed and updated on an annual basis after reviewing our student achievement data. The common assessments that we review include the DRA, the DWA, the WL-LPP, and mathematics benchmark assessment data.

Our SIPP process at Guest Elementary naturally folds into our school improvement work. Our SIPP Team members which includes the principal, school social worker, speech and language teacher, school psychologist, a Reading Recovery teacher, resource room teachers, and teacher consultant; each member is a grade level liaison. The team meets one Thursday each month to discuss the progress of students at Guest Elementary including many of our Title 1 identified students. Two Thursdays per month, our team meets with grade level teachers to discuss, analyze data and additional performance information on specific students to determine interventions and a plan of implementation. The fourth Thursday of the month, teachers schedule the team to meet in their classrooms for observations and/or with students to offer more additional suggestions for interventions. Many of the students who are discussed during the SIPP process are Title I identified students. Tier 1 and Tier 2 interventions are planned, and assistance is given to teachers to help struggling learners.
Progress is monitored in a systematic format through individual or group SIPP plans and communication between liaisons with their assigned grade level. The liaisons who meet with their assigned grade level at the block time meetings several times per month. As data on the progress of group interventions and individual interventions is collected and analyzed by the grade level teams, the grade level liaisons share the information with the building SIPP Team.

Grade level teams of teachers and SIPP liaisons meet regularly to use assessment information to plan and implement Tier 1 instructional strategies (classroom-based reading intervention groups, writing intervention groups, mathematics intervention groups, or other best practice instruction). Tier 2 intervention strategies (literacy groups, math intervention groups, writing groups, our After School Tutoring program, etc.) are available for students who may need additional core instruction support. SIPP also provides individual planning for students who have not made sufficient progress after at least two cycles of additional Tier 1 classroom instruction.

The Leadership Task Team has incorporated small group interventions into many of the activities that are included in the School Improvement Plan for Guest Elementary. Small group interventions include intervention groups for reading, writing, and mathematics instruction for at-risk learners. Also, our School Improvement plan includes Tier 2 interventions for our Title I eligible students such as one-on-one and small group literacy instruction that is provided by our Title I funded Reading Recovery teacher.

We have several representatives who are members of both the Leadership Task Team and the SIPP Team at Guest Elementary. This also helps to ensure the programming needs of our Title I eligible students are considered as the School Improvement Plan is written and revised for our school.
Component 4: Instructional Strategies

Which strategies in the plan focus on helping eligible students reach the State’s standards?

In mathematics, we are using a program title ST Math which stands for Spatial-Temporal Reasoning. This program is game-based instructional software for K-5. Through visual learning, math comprehension and proficiency improves. Additionally, this program increases the ability for children to be innovative thinkers, problem solvers, increases visual memory by having students hold visual mental representations in short-term memory and improves conceptual understanding and problem-solving skills. This program is used throughout the school day and students are also invited two mornings per week for one hour to work on the program in the computer lab with staff members.

Title I Family Nights are held for both Math and Literacy for eligible students and their family. Parents/Guardians learn about 'at-home' activities that they can do to help their child with mathematics. MHG instructional staff model the strategies and materials/resources are supplied. Students and parents/guardians work together to practice some of the activities and ask questions so they leave with enough knowledge to support learning at home.

In reading and writing, Title I eligible students will receive daily supplemental reading/writing lessons from our Reading Recovery teacher in either one-on-one or small group settings to help the eligible students to reach the State's standards.

Over the summer, eligible students take home several fiction and non-fiction books at their reading level. The program is called Super Summer Success. The strategy is to provide appropriate materials so students continue to practice and maintain their skills.

Also over the summer, eligible students are invited to attend 1.5 hours of direct literacy instruction and practice basic math facts. The strategy is to give them a "boost" or "jump-start" before school begins by reviewing and practicing reading, writing and math strategies.

Eligible students work one-on-one with adult mentors once a week for approximately 6-8 weeks on literacy activities. This is an opportunity for students to review and practice skills taught by their teacher.

Homework Club is made available for eligible students. The strategy is to help students complete their homework with guidance and reteach skills for mastery.

Intervention baskets have been created for students to receive additional support in literacy and math. Certified teachers circulate to classrooms pulling students for one-on-one instruction based on their specific needs. There is a focus on basic reading, writing, and math skills.

Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

The ST Math program we are using is a research-based strategy that will increase the quality and quantity of instruction in math. The MIND Institute created the program: "Born out of neuroscience research at the University of California, Irvine, MIND's unique approach accesses the brain's innate "spatial-temporal" reasoning ability." www.mindresearch.net.
Small group instruction that our teachers will be providing during Mathematics and Literacy Workshop is also a research-based method/framework that benefits our Title I eligible students. By working in small groups or one on one, the classroom teacher will be able to increase the quality and quantity of instruction.

Known internationally is the Reading Recovery program. It is known for its strong research-based methods for literacy instruction. The Reading Recovery teacher uses these research-based literacy strategies every day to increase the quality and quantity of instruction for the Title I eligible students in small groups and one-on-one.

What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

The evidence that indicates that extended learning time helps an accelerated quality curriculum is shown in a variety of ways. Pre-test and post-test student achievement data on the Title I services that we have provided for our eligible students through the Reading Recovery program, literacy intervention groups taught by our Title I Literacy Intervention teachers, and mathematics intervention groups taught by our Title I Mathematics Intervention teacher. The data shows growth for our at-risk learners in reading, writing, and mathematics. Providing additional time, one-on-one and small group instruction, increase amount of reading materials, workshop model, homework club, mentoring, jump start, super summer success, and the use of intervention baskets provides additional opportunities for students to master concepts and improve their reading, writing, and math skills. Therefore, the extended (supplemental) learning time has helped to provide an accelerated quality curriculum for our Title I eligible students.

What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

At Mary Helen Guest, our Reading Recovery teachers, our Math and Literacy Intervention teachers, work closely with the instructional staff to schedule times for their supplemental instruction that do not interfere with core instruction led by the classroom teacher. Students are pulled at the very beginning of the day while others are settling in for the day and attending class meetings. Other examples include students being pulled during silent reading or read aloud time. When direct instruction from the classroom teacher is not taking place, our intervention staff tries to pull students out at that time. The goal is to "double-dip", really immerse them in the learning process so they receive literacy and math instruction throughout the majority of the day.
Component 5: Title I and Regular Education Coordination

In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A program?

Title I supplemental programs are integrated with regular education at Mary Helen Guest. Regular education instructional staff analyze achievement data to identify struggling students in grades K-5. Some of those services include Reading Recovery for first graders, literacy intervention groups for students in grades K-2, reading comprehension or reading fluency groups for students in grades 3-5, math intervention groups for students in grades 2-5, the After School Homework Club, before school ST Math tutoring program, Summer School for reading, writing and mathematics for students in grades K-4.

The Title I teachers who are teaching each of these program coordinate their efforts on an on-going basis with the regular education classroom teachers of all of our struggling students. Meetings are held on a regular basis between the Title I teachers and the classroom teachers to review the progress of our students who are receiving Title I services, and interventions are adjusted based on the outcome of these meetings. Our SIPP Team (which focuses on planning for at-risk students in our school) meets regularly to review the progress of many of our Title I students. Regular education instructional staff meet with grade level liaisons frequently to discuss and review. Regular education staff serve as facilitators at the Family Literacy and Math nights. We have focused on integrating instructional strategies used in our Title I, Part A programs with those strategies that are used in our regular education classrooms. Our Title I Reading Recovery teachers are curriculum leaders in our school who share the strategies that they use for small group reading and writing instruction with all of our classroom teachers so they can reinforce and implement them with eligible students. Our classroom teachers are using the same reading and writing instructional strategies. In this way, we feel that the students are able to apply what they have learned in their supplemental literacy groups in their regular education classrooms and vice versa. Our Title I Mathematics Intervention teacher has also worked closely with the classroom teachers to be sure that common instructional strategies are used in both the supplemental Title I Mathematics Intervention groups and in the regular education classrooms.

For schools with preschool: In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

At Mary Helen Guest, we do not have a preschool program.
Component 6: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

At Mary Helen Guest, we do not employ any paraprofessionals with Title I funds.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

Yes, all of our teachers meet the NCLB requirements for highly qualified.
Component 7: High Quality and Ongoing Professional Development

What types of ongoing and sustained professional development has the staff received to work with eligible children or in the regular education program?

In the area of literacy instruction, all teachers in grades K-5 have participated in an on-going professional development process title Teacher 2 Teacher. This model includes focused training and observation of "lab" teachers exploring all aspects of Reader's Workshop and Writer's Workshop and research-based strategies. During each of the two observation cycles, teachers examine one component of reading/writing instruction in a small group training session with our school district's literacy trainer, they observe the literacy strategies in action in a "lab" classroom, they debrief the observation, and then set implementation goals for their own classroom. During the 2012-2013 school year we organized the Teacher 2 Teacher program for kindergarten teachers for two cycles, for 1st and 2nd grade teachers for two cycles, and for teachers in grades 3-5 for two cycles. The instructional strategies focused on skills that classroom teachers could use one-on-one or in small groups with their Title I eligible children in literacy.

Our Title I Reading Recovery teachers participate in ongoing and sustained professional development that is provided by our Reading Recovery Teacher Leader for our school district. This professional development includes the study of research-based literacy instruction as well as "behind the glass" teaching when individual Reading Recovery teachers do sample lessons behind a window/mirror as the other teachers in the group watch. Then the teaching of the teacher who was observed is critiqued and effective strategies are shared.

Our school district's literacy staff developer and our school district's Reading Recovery Teacher leader have provided ongoing and sustained professional development for our Title I Literacy Intervention teacher. Our school district's mathematics staff developer has provided ongoing and sustained professional development for our Title I Mathematics Intervention teacher.

Additional staff development for the entire Guest staff is provided several days per year by the school district curriculum developers. During the 2012-2013 school year this staff development included training on the new Common Core Curriculum for literacy and mathematics. It also included a full-day on the analysis of student writing and the development of writing instructional strategies. At the building level, staff development was also provided on Ruby Payne's Understanding the Framework of Poverty presented by Scott Felkey.

If appropriate, what types of ongoing and sustained professional development have been provided to parents, pupil services personnel, and other staff?

Literacy Night for the parents/guardians of eligible students in grades K-2 and a Title I Literacy Night for the parents of eligible students in grades 3-5 is provided for Guest families.

We also hold a Title I Mathematics Night for the parents/guardians of eligible students in grades K-5. These training sessions together that are taught by the school staff and curriculum staff developers from our Walled Lake Schools central office. The goal is for parents to learn strategies that they can use at home to help their child with reading, writing, and mathematics. Title I funds are used to purchase books, reading games, calculators, math games, additional manipulatives, subscription to a non-fiction children's magazine and other learning materials that parents and their children can use together at home. The principal of our school begins each of these Literacy and Mathematics Nights by making a short presentation to the parents about Title I programs and services along with the importance of parental involvement in their child's education.

Parents attended three principal coffees to meet the new principal and receive an overview of Title I programs.
Reading Recovery teachers trained adult mentors how to use retelling strategies when working one-on-one with students that they supported at school.

All staff members have attended training on Ruby Payne's work with Understanding the Framework of Poverty. We are also involved in a book study titled Mindset and kicking off training on Becky Bailey's Conscious Discipline program which is being implemented school-wide in 2014-2015 and will include a parent component. Additionally, the interventions learned through our work with Ruby Payne and Mindset will be shared with parents throughout the school year.

A Title I Advisory Board will be implemented and sustained through our Building Culture Task Team. Parents are included on the Advisory Board.

Parenting classes will be offered four times a year lead by staff members focusing on Discipling with Love and Logic.
Component 8: Strategies to Increase Parental Involvement

How were parents involved in the design of the Targeted Assistance program plan?

At Mary Helen Guest, families of targeted students were invited to provide input regarding all programs (homework club, Family Literacy and Math evenings, ST Math, Super Summer Success, Literacy and Math Summer Booster Club). Their input has been documented and will be used two-fold: (1) Program reviews and (2) Improvement of programs and how to best meet individual family needs. Targeted Assistance programs were shared and discussed at monthly PTA meetings.

How were parents involved in the implementation of the Targeted Assistance program plan?

Parents of Title I eligible students have been actively involved in the Family Literacy and Math Nights that were planned at MHG. Approximately 20 parents have attended each session along with their children.

Members of the Title I Community Advisory Committee will be asked to communicate information regarding programs with the other families (act as a liaison). They are also going to be asked to bring in friends to Targeted Assistance programs so we can build capacity and participation.

How were parents involved in the evaluation of the Targeted Assistance program plan?

Parents of eligible Title I students filled out evaluation forms at the end of the three Title I Family Nights, ST Math, Homework Club, Super Summer Success and Summer Literacy and Math Booster Club. The results will be shared with our Title I Community Advisory Committee to plan next steps for improvements and implementation of new ideas.

How will the parent involvement activities be evaluated?

As notes above, we ask the parents of eligible students to fill out evaluation forms at the end of each Targeted Assistance program. Information conversation also happen and this information is taken into consideration. Results from surveys are tabulated to identify strengths of the workshops as well as areas that can be improved.

Presentations about our Title I programs will take place at PTA meetings twice a year. Additionally, we will offer meetings in the evening and during the day hoping to accommodate different schedules.

Early in September, we hold Curriculum night for all families. Attendance is taken so we can contact any family that did not attend. This information provides data if parents of targeted students are attending.

Parent Compacts are sent out asking students and families to sign making a commitment to follow through on being a responsible student and parents will provide the environment and encouragement to do so. The number of compacts and discussion around them helps determine how seriously they are about their commitment.
How will the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) be implemented? Copy and paste the following link into your browser to view this policy - http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118.

Section 1118 e (1) Early Sept., all grade levels have Curriculum Night for parents. Curr. Night assists parents to understand the State’s academic content standards, State & local assessments & achievement standards as well as to plan for effective monitoring of their children’s progress. Additionally, we help parents work with their teacher and other educators to improve the “whole” child. Quarterly report cards reflect standards, conferences are held every fall & as needed to discuss progress toward standards. Questions & clarifications are addressed. Website links with State content standards are available on MHG’s website. MEAP results are discussed at PTA meetings & Title I parent meetings. Informational documents to interpret MEAP, MEAP Access & MIACCESS data results are available. Benchmark Assessment analysis explaining standards & child’s specific achievement are shared. Specific skills are identified so parents may assist their child. This helps inform our Student Instructional Planning Process (SIPP) which includes parents & a problem solving process to address learning needs & monitor progress. We provide frequent reports about progress. P-T conferences, family access, BA analysis reports, & encourage opportunities for families to volunteer & observe in classrooms. Reading Recovery teacher meets every student’s family receiving interventions. Parents are provided with progress updates 2X during the students’ intervention. Completion of a direct intervention students are placed in small skill groups to sustain & maintain growth. Another way that information is shared with parents is at our Annual Education Report meeting which is help every October in conjunction with our PTA Meeting.

Section 1118 e (2) MHG will provide 2 Family Literacy Nights and 1 Family Math Night to train parents of targeted students how to support the curriculum at home. The annual Parenting Fair is a full day conference parents with national/local parenting speakers. Families receive free tickets & childcare. Families visit MHG for additional support & training when it is convenient. Numerous books and supplies are provided to build up home libraries to support learning. Teachers regularly contact parents via phone and email to celebrate successes and identify gaps in learning. Home-links (EDM) are sent home daily to practice & reinforce math concepts. Reading logs are available so text is monitored. Study guides are given to support upcoming BAs. Through AdvancED, a district-wide perception survey was completed by our community, staff & students regarding the culture, teaching and learning, support to the community, etc. Pertinent information is used to inform our practices. At the district level, our Bilingual/ESL Title 1 Coordinator makes annual visits to each Title I school to do a presentation on Title 1 programs and services that are offered at the schools. All Title 1 parents are invited. Written surveys are given to elicit comments on the current services being offered to students & parents as well as suggestions to improve those services in the future. After Family nights & through our Title I Advisory Committee surveys are used to further provide information about programs & suggestions. Annual Kindergarten Orientations are held to enroll new kindergarten students & inform parents about the kindergarten program at MHG. Title I information is shared including what interventions take place & the role of support staff. A Title I P-T Advisory team comprised of parents of Title I students at MHG provide input on the WLCSD Title I Parental Involvement Policy, the Title I parent involvement policies for each of the Title I El. schools, and the School-Parent Compact for each of the Title I El. schools. The principal at MHG met with parents of Title I students to gather their input & to include their ideas in these documents. Copies of the school-level parent involvement policies for MHG are attached. In addition, MHG has established at Title I Parent-Teacher Advisory Team meet monthly during the school year to review Title I programs and provide input in developing additional Title I intervention programs for targeted students. Parents of Title I students who cannot attend information meetings can go directly to the school website to review the Title I link. It has the Title I Targeted Assistance Report, Parent-Teacher Compact & Parental Involvement Procedures. Parents may also provide feedback to the principal through Family Access or email address; MichelleFiebke-Lang@WLCSD.org.

Section 1118 e (3) In order to educate MHG staff about the contributions of parents & about effective communication with parents, we are studying Ruby Payne A Framework for Understanding Poverty & other books to inform staff how to get parents involved. Some staff members attended the Gurian Institute & will provide PD for staff on strategies to increase student engagement & family involvement for our At Risk
students. PD at MHG will support MHG School Improvement Plan. Objectives, goals, strategies, activities are written into the plan to increase student achievement, increase/improve pedagogical skills and parent involvement. Our goals include core curriculum, engagement techniques and building culture within the school climate. Our Sped resource teacher will provide PD on specific learning strategies to use with students. The importance of building relationships based upon effective schools’ research by Larry Lazotte and James Comer all staff will receive three hours directly related to building these positive bridges between families & school. Our Professional Learning Communities study & collaborate together throughout the school year ensuring Prof. growth so we positively impact how we instruct children.

Section 1118 e (4) MHG encourages families to attend the annual Parenting Fair as mentioned in #2. Title I Coordinator attends meetings with Pre-school coordinator to plan, promote, & advertise parent & parent/student activities for the Pre-school program, Headstart program, & GSRP Program.

Section 1118 e (14) Parents can hold a conference anytime with a staff member. Websites are available to support homework & learning in the home. Tutoring & supplies are available for families to support learning, socio-emotional & academic growth. We supply hard copies of our newsletter and report cards for those who do not own computers. Out-reach from our PTA helps bridge relationships inside/outside of school. MHG staff provides support for any reasonable parental involvement as parents request.

Section (f) MHG ELL paras use data from the ELPA test to build a profile of needs & strengths to inform what interventions for instruction are needed for students At-Risk. ELL paras are accessible in the building & provide strong support to the students, staff and families. MHG will provide 2 Annual Title 1 Parent Meetings; 1 early fall & spring. Families of targeted students will be invited. They will be informed how they can participate, what the requirements are & the rights of the family. Phone calls & possible home visits will be established to further reach out to families so they are dually informed. The Title 1 Advisory Committee will be established early in the school year to assist in communication & eval. of the established interventions. Presentation to our PTA in the fall of 2013 & spring of 2014 will be held to describe the purpose of Title I funding & how this funding will assist students at MHG. Specific details regarding added interventions will be described, & parent questions answered. Parents will be given surveys to provide feedback regarding these interventions. The strategies to increase parental involvement in the Title I schools in WLCSD are based on the following definition of parental involvement: A Title I Parent-Teacher Advisory team comprised of parents of Title I students at MHG have provided input on the WLCSD Title I Parental Involvement Policy, the Title I parent involvement policies for each of the Title I El. schools, and the School-Parent Compact for each of the Title I El. schools. The principal at MHG met with parents of Title I students to gather their input & to include their ideas in these documents. Copies of the school-level parent involvement policies for MHG are attached. MHG has established at Title I Parent-Teacher Advisory Team that will meet monthly during the school year to review Title I programs and provide input in developing additional Title I intervention programs for targeted students. All parents meetings provide full opportunity for participation by all parents including those with disabilities and those with limited Eng. prof. MHG is a barrier free building & meets all ADA requirements.

How will the results of the evaluation be used to improve the plan?

At MHG, we use the results of the evaluation each year to make improvements on our Targeted Assistance program plan. Additionally, formal and informal discussion occur in a variety of ways. The survey from the Title I Literacy and Mathematic Nights for students and their parents indicated families would like to revisit some of the strategies and would like a more hands-on approach while learning how they can assist their child with math. Changes will be made to accommodate the input provided by our families. Some parents asked for more books to be supplied for reading. Plans to do this will increase the amount of books students take home each night. Families also stressed a need
for homework support, so we implemented a “homework” club after school two times a week with transportation. Along with the staff members running the homework club, additional staff and volunteers helped students.

**How was the school-parent compact developed?**

The school-parent compact was developed by parents, teachers, and other staff members. The Input provided has been shared between other Title I schools in the district. The Compact will be reviewed annually by the member of the Title I Advisory Committee and revisions will be made as needed. The Title I Advisory Committee will include parents/guardians, PTA representatives, and staff members.

**How is the parent compact used at elementary-level parent teacher conferences?**

Parent teacher conferences provide an opportunity for teachers to discuss and review the parent compact. Prior to conferences, MHG instructional staff discusses the compact with their students outlining the commitment to ensure it is understood. Students then sign and date the compact. Then at conferences, the teachers and parents discuss the components described in the compact and both sign and date the compact. Parents are provided with a copy of the school-parent compact to bring home. We ask that this document remain visible in the home and reviewed often to reinforce the student and parent commitment. At MHG, we have a significant ELL population. All compacts are translated into several of the languages that are spoken at our school. Additionally, our Bilingual paraeducators who speak these languages attend the parent teacher conferences of bilingual students in order to translate for the parents and the teachers.

**What is the plan to provide individual student academic assessment results in a language parents can understand?**

Information for parents is provided in a language that the parents can understand, to the extent practical. Each Title I school employs bilingual paraeducators who speak one or more of the major languages spoken by families at the school. These bilingual paraeducators frequently serve as translators for parents who speak languages other than English at parent-teacher conferences and meetings with teachers and the school staff. During these meetings, the teachers share individual student academic assessment results and the interpretation of those results in the parent’s home language with the help of the translators. In addition, these bilingual paraeducators attend parent informational meetings such as Kindergarten Orientation to translate while the meeting is in progress. When a school does not have a bilingual paraeducator on staff who can translate, a translator is brought in to the school from another school in the district or the community with the help of the Bilingual/ESL/Title I Coordinator. Guest ensures families are provided information in a language that they can understand. We employ bilingual paras who frequently serve as translators for parents at parent teacher conferences and meetings with staff. Academic progress, assessment results, report cards and general information are interpreted for families needing assistance.
Component 9  Coordination of Title I and Other Resources

How are the Federal, State and local programs coordinated and integrated to serve eligible children?

At MHG Elementary, our principal, school social worker, teachers, and bilingual paraeducators help to educate our parents on the Federal, State, and local programs that are available to serve Title I eligible children and families through written communication and one-on-one discussions.

Many of our Title I identified students participate in the free or reduced price breakfast and lunch programs at our school. Community resources such as Costco, Walled Lake Missionary Chruch and local volunteers are currently utilized to provide additional services needed by the identified Title I students. A "Community Resource" book is utilized by all staff meembers to provide local contacts for families. For example, 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, Social Servies, Mobile Dentists (local dentist who will do pro bono work), Lakes Area Youth Assistance, Hispanic Outreach and Chaldean Social Services. Oakland Schools may also be called upon to provide specialists to analyze and serve students with very specific learning needs when a second opinion is needed, or very specialized services are required. Most of the services listed are free or low-cost for the students and their families. As mentioned before, our Bilingual staff assist when translation is needed in order for teh students and the families to communicate with any of the listed agencies or service providers.

The school district's Head Start and GSRP programs serve pre-school students who qualify and teh Adult Education and Adult ESL Programs serve parents who choose to attend. Guest staff supply family with free resources such as books, paper, writing utensils, etc. to support homework.

In what ways does the plan show coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school (e.g. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)?

As mentioned in the last questions, our goal is to provide education for the parents of our Title I eligible students on the availability of Federal, State, and local programs that can meet their needs. As we work with parents of Title I, our entire school staff assists with a myriad of needs. At MHG, we have a program titled Wildcats in Charge that teaches our students about safety outside of school. We also are involved with "Tar Wars" - the dangers of smoking. Technology safety is taught along with anti-bullying. We are studying a program titled Conscious Discipline and focus on nutritional needs by not allowing edible treats. We keep a supply of fruit for students without snack and when we notice students that are hungry, we immediately address the situation with the family offering our help. The school district's Head Start and GSRP programs serve pre-school students who qualify and teh Adult Education and Adult ESL Programs serve parents who choose to attend. Additionally, MHG is committed to giving scholarships through a variety of ways so all children can particpate in extra-curricular activities. For example, Math Pentathlon, field trips, science centers and camps.
Component 10: Ongoing Review of Student Progress

How is eligible student progress reviewed on an ongoing basis?

The following assessment tools are used to review ongoing progress of eligible students. We utilize the Walled Lake Literacy Program Profile (WL-LPP) for grades K-2 in the fall, winter and spring; the Developmental Reading Assessment (DRA) for grades K-5 two or three times per year; the Developmental Writing Assessment (DWA) for grades K-5 in the fall and spring; Michigan Education Assessment Program (MEAP) every fall for grades 3-5; English Language Proficiency Assessment (ELPA) every spring for English Language Learners; and Walled Lake School District's Benchmark Assessments (quarterly assessment in grades 3-5 for mathematics, social studies, science, and language arts).

Students whose academic performance is below standard for their grade level are supported with Title I funded additional instructional services.

Guest and the Walled Lake district uses a student data warehouse management system called Mastery Manager. Teachers input individual student assessment data from the above mentioned assessments. Individual student results are organized into reports for data analysis that our instructional staff use to identify students needing further instruction and to track ongoing student progress. Through careful analysis, instructional staff are able to identify students’ individual needs as well as identifying groups of students with like instructional needs.

Every grade level has one hour of common planning time scheduled each week. The goal is for grade level teams to collaboratively analyze data as reported by the above named assessments. Professional dialogue enables grade level teams to plan for additional instructional needs for individual students and/or groups of students.

At Guest we analyze longitudinal data through Mastery Manager 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 group instruction has a long term positive effect on MEAP proficiency.

How is the Targeted Assistance program revised to meet the needs of eligible students?

The Targeted Assistance program is revised throughout the school year in order to meet the needs of eligible students. Our Title I Reading Recovery teachers, our Title I Literacy and Math Intervention teachers, review formative and summative assessment data about each of their eligible students who are receiving Title I services throughout the school year. They use that data to inform their instruction and also to modify their instructional groups. In general, the length of our Title I intervention groups for Literacy and Math is six to eight weeks. The exception would be the Reading Recovery program which is twenty weeks. At the end of the six or eight week period, data is reviewed to see if the groups need to be reconfigured. If the literacy or math data shows strong improvement for a specific group, that group will start receiving less instructional time; by the same token, if the data shows that an intervention group is really struggling, then that group will start receiving more instructional time. Our Reading Recovery teachers, our Literacy Intervention teacher, and our Math Intervention teacher consult with the classroom teachers on an ongoing basis throughout the year to determine if additional students are in need of Title I interventions. By maintaining strong, ongoing communication with the instructional staff, new students can be added to the Targeted Assistance program throughout the school year.
How have teachers been trained to identify students who need additional assistance or trained on how to implement student achievement standards in the classroom?

Teachers have been trained in the Walled Lake Schools Student Instructional Planning Process (SIPP) which utilizes a "Response To Intervention" model in order to identify students who need additional assistance. This training has been provided at the building level at staff meetings and on staff development days by our principal and members of the SIPP Team for our school. The SIPP Team includes our teacher consultant, our school psychologist, our school social worker, our speech and language teacher, our resource room teachers, one general education classroom teacher (depending on who is reporting), one of our Reading Recovery teachers, and our principal. The training has focused on data analysis to identify at-risk students as well as the planning of instructional strategies to meet the needs of those students based on the data analysis. Six members of our school's SIPP Team serve as liaisons to the six grade levels at our school. The SIPP Team liaisons attend some of the weekly common planning meetings (block time) for our grade level teams. Additional training on the identification and ongoing assessment of our Title I eligible students also takes place during the grade level block time meetings. Training on how to implement student achievement standards in the classroom takes place during staff meetings and staff development meetings; this training is provided by our principal, members of the SIPP Team, members of our School Improvement Team, members of our teaching staff, and curriculum specialists from our Central Office. One focus of this training has been on providing small group, differentiated instruction in the regular classroom in order to meet the needs of struggling students and all students. The training has included using data to form small groups, the planning of instruction within the small groups, and the monitoring of student progress over time. Over the past few years our teachers have participated in the Teacher to Teacher program that provided in-depth training for various aspects of Reader's Workshop and Writer's Workshop incorporating the student achievement standards for reading and writing. Our staff has also participated in training for Mathematics Workshop in order to provide a delivery system in math to effectively work with small, differentiated groups of mathematics students. Other training sessions on how to implement student achievement standards in the classroom included training in the new Common Core Standards for reading, writing, and mathematics.
Evaluation

How does the school evaluate at least annually the implementation of the targeted assistance program?

Three times per year, the members of the SIPP Team (Student Instructional Planning Process Team), input the names of all students who are receiving services and participating in programs through the Title I targeted assistance program into the Mastery Manager system for our school district. This data is compiled by grade level so that at the end of the year we can evaluate the implementation of all aspects of the targeted assistance program. We look at the number of students receiving services from the Reading Recovery teachers, from the Literacy Intervention teacher, and from the Mathematics Intervention teacher. We also look at the number of students and parents who participated in our Title I Literacy Nights for K-2 and 3-5 as well as our Title I Mathematics Night for grades K-5. Data is compiled on the participation in our ST Math tutoring program and Homework Club, as well as the participants in the Sunshine Academy Summer School program for literacy and mathematics that are funded through our Title I targeted assistance program. We analyze MEAP data in reading, writing, and mathematics for the Title I eligible students who are receiving services through the targeted assistance program as well as other indicators of academic achievement as part of the annual evaluation of the targeted assistance program.

How does the school evaluate the results achieved by the targeted assistance program using data from the State’s annual assessments and other indicators of academic achievement?

For each of our eligible students who are participating in the Title I targeted assistance program, we compile data on whether the student has met or exceeded the State of Michigan standard for proficiency on the MEAP tests in reading, mathematics, writing (grade 4 only), and science (grade 5 only). We also compile data by grade level and by subject area to look at the overall percentage of students who are participating in the Title I targeted assistance program who are meeting or exceeding the State of Michigan standard for proficiency on the MEAP tests.

As part of the evaluation process, we also review the achievement data for our eligible students who are participating in the Title I targeted assistance program for the Walled Lake Literacy Progress Profile for grades K-2 (WL-LPP), the Developmental Reading Assessment (DRA) for grades K-5, the Developmental Writing Assessment (DWA) for grades K-5, the English Language Proficiency Assessment (ELPA) for English Language Learners, and Walled Lake School District's Benchmark Assessments for mathematics for grades 2-5. We monitor the growth and success of our Title I targeted assistance program through all of these measures. In addition, our Reading Recovery teachers, our Literacy Intervention teacher, and our Mathematics Intervention teacher maintain pre-test and post-test data on the progress of all of their Title I eligible students that is evaluated at the end of the school year. The Reading Recovery teachers present a detailed analysis to the principal and the Reading Recovery teacher leader which includes the percentage of students who are successfully completing the Reading Recovery program as well as the improvement of the Developmental Reading Assessment (DRA) levels of the children who have participated in our literacy groups. We also review the growth in DRA levels for the students who participate in the literacy groups with our Literacy Intervention teacher. The Mathematics Intervention teacher has utilized pretest and post-test assessments on specific mathematics skills as part of the evaluation process. We have been pleased with the strong growth of our eligible students who worked with our Reading Recovery teachers, our Literacy Intervention teacher, and our Mathematics At the end of the Sunshine Academy Summer School Program, Super Summer Success and Literacy and Math Booster, the teachers create individual reports on the progress in literacy and mathematics for each of the students who received scholarships using Title I funds as part of our targeted assistance program. This data is also included as part of our evaluation of the results of our targeted assistance program.
How does the school determine whether the targeted assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards?

MEAP reading (grades 3-5), mathematics (grades 3-5), and writing tests (grade 4 only). These are considered the eligible students who are furthest from achieving the standards for grades 3-5. Once these students are determined based on the MEAP data, we cross-reference other local achievement data that we maintain such as progress on the DRA (Developmental Reading Assessment), DWA (Developmental Writing Assessment), and Walled Lake Schools Mathematics Benchmark Assessments. If the eligible students in the bottom third of the MEAP test are making solid progress on our local assessments, we consider that the targeted assistance program has been somewhat effective in increasing the achievement of those students. However, if the eligible students in the bottom third of the MEAP test are not making progress on our local assessments, this shows one of two things: either the targeted assistance program has not been effective in increasing the achievement of an eligible student or that the eligible student has a significant learning problem and that the next steps need to be taken to look at testing for special services.

What process 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?

After the annual evaluation of the Title I targeted assistance plan is complete, the next step is to revise the plan, as necessary, to ensure the continuous improvement of eligible students in the targeted assistance program. The co-chairpersons and the members of the Leadership TaskTeam for our school are instrumental in formulating ways to revise the plan. Often we decide to include additional staff development in our plan in order to address the problems that were identified in the evaluation.

For example, one of the key areas for additional training that we have identified is training for regular education teachers on Tier I interventions to support their Title I eligible students. In the upcoming school year, some of this training will focus on strategies for small group instruction for struggling reading, writing, and mathematics students. Additionally training will focus on interpreting data and using it for next steps for instruction. Other staff development will be designated for our Title I Reading Recovery teachers, our Literacy Intervention teacher, and our Mathematics Intervention teacher.

This process of the evaluation of the Title I targeted assistance program followed by revisions to the plan takes place on an annual basis.
2013-2014 Goals & Plans
Overview

Plan Name

2013-2014 Goals & Plans

Plan Description

Instructional Goals for MHG
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>All students at Mary Helen Guest will be proficient readers.</td>
<td>Objectives:1&lt;br&gt;Strategies:1&lt;br&gt;Activities:5</td>
<td>Academic</td>
<td>$4832</td>
</tr>
<tr>
<td>2</td>
<td>All students at Mary Helen Guest will become proficient writers.</td>
<td>Objectives:1&lt;br&gt;Strategies:1&lt;br&gt;Activities:4</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>3</td>
<td>All students at Mary Helen Guest will be proficient in math.</td>
<td>Objectives:1&lt;br&gt;Strategies:2&lt;br&gt;Activities:6</td>
<td>Academic</td>
<td>$7600</td>
</tr>
</tbody>
</table>
Goal 1: All students at Mary Helen Guest will be proficient readers.

Measurable Objective 1:
85% of 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 in the area of reading in English Language Arts by 06/30/2022 as measured by MEAP.

Strategy 1:
Reading Comprehension - Instructional staff will develop and implement lessons aimed at improving students text comprehension in all subject areas, including science and social studies. This will include strategies such as responding to reading by writing about the text, answering questions about what they have read, and using context clues to increase their knowledge of vocabulary within the text.

Activity - Comprehension Strategies

<table>
<thead>
<tr>
<th>Activity - Comprehension Strategies</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>
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</thead>
<tbody>
<tr>
<td>Instructional staff will be trained using the Jan Richardson Next Steps in Guided Reading webinar and associated materials to ensure all students are getting appropriate and effective reading instruction.</td>
<td>Professional Learning</td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Reading Recovery Teachers Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
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Activity - Progress Monitoring

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<thead>
<tr>
<th>Activity - Progress Monitoring</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>
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</table>
Instructional staff will be trained using Interventions that Work by Linda Dorn to use progress monitoring tools to identify areas of need in reading and writing and inform instruction.

<table>
<thead>
<tr>
<th>Activity - Total Participation Techniques</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>Instructional staff will use Himmele &amp; Himmele's book Total Participation Techniques to engage all students in learning across all curriculum areas.</td>
<td>Direct Instruction</td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$350</td>
<td>General Fund</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
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</table>

Targeted students and their families are invited to an evening where they are taught reading comprehension strategies, and given materials to take home to practice those strategies.

<table>
<thead>
<tr>
<th>Activity - Family Literacy Night</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>Targeted students and their families are invited to an evening where they are taught reading comprehension strategies, and given materials to take home to practice those strategies.</td>
<td>Community Engagement</td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>Title I School Improvement (ISI)</td>
<td>Reading Recovery Teachers Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Activity - Literacy Booster Group</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>
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</table>
Goal 2: All students at Mary Helen Guest will become proficient writers.

Measurable Objective 1:
85% of 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 in writing in English Language Arts by 06/30/2022 as measured by MEAP.

Strategy 1:
Non-fiction writing - Instructional staff will develop and implement lessons aimed at improving students’ non-fiction writing in all subject areas, including science and social studies. This will include strategies such as responding to reading by writing about the text, by comparing and contrasting, procedural writing, argumentative writing, and writing about learning."

Category:
Research Cited: According to Tony Stead and Lindsay Hoyt, "...while informational texts comprise the majority of those written and read by literate adults, evidence suggests that far too few children are taught explicit strategies for reading and writing these text types (Barone and Morrow, 2002; Brozo, 2010; Duke, 2004). It is logical, then, to focus writing instruction on the text types that our students will need throughout schooling, in the workplace, and in their lives.

Tier:

<table>
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<tr>
<th>Activity - Writer's Workshop</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>Classroom teachers will use the writer's workshop model</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>including strategies from Jan Richardson's Next Steps in Guided Reading and Linda Dorn's Interventions That Work.</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Activity - Vocabulary Professional Development</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>
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</tbody>
</table>
Goal 3: All students at Mary Helen Guest will be proficient in math.

<table>
<thead>
<tr>
<th>Activity - Writing Structures Professional Development</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 will attend professional learning to build a repertoire of writing techniques including different structures and organizers.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teacher Leader from T-2-T Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
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<table>
<thead>
<tr>
<th>Activity - Total Participation Techniques</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>Instructional staff will use strategies from Himmele &amp; Himmele's Total Participation Techniques to ensure students are engaged in writing instruction.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>
**Measurable Objective 1:**
85% of 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 in all standards in Mathematics by 06/30/2022 as measured by MEAP.

**Strategy 1:**
Problem Solving - Instructional staff will develop and implement lessons aimed at improving students' problem solving skills. This will include strategies such as automaticity of basic facts, represent and solve multi-step problems and develop an understanding of fractions as numbers.

Category:

| Tier: |

<table>
<thead>
<tr>
<th>Activity - Math Workshop</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>Instructional staff will use the math workshop model including strategies introduced through professional learning provided by Walled Lake School District.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
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<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 Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST Math is a game-based instructional software designed to boost math comprehension and proficiency through visual learning and promotes mastery-based learning and mathematical understanding, problem solving skills, and improve conceptual understanding.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$7000</td>
<td>Title I Part A</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
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## Activity - Focused Intervention: basic facts

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<thead>
<tr>
<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>
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<tbody>
<tr>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

All students (grades 2nd-5th) identified through pre-testing as having weak computational skills (addition, subtraction, multiplication and division) will be engaged in specific interventional groups 3-4 times per week.

## Activity - Total Participation Techniques

<table>
<thead>
<tr>
<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>Direct Instruction</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$350</td>
<td>General Fund</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

Instructional staff will use Himmele & Himmele’s book Total Participation Techniques to engage all students in learning across all curricular areas.

Begin Date
Jul 1, 2013

End Date
Jun 30, 2014

Staff
Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others

Resources

Funding Source

Funding Amount

General Fund
350
Strategy 2:
Differentiated Instruction - Instructional staff will use data including pre-testing and the workshop model to best differentiate instruction for all students.

Category:

Tier:

<table>
<thead>
<tr>
<th>Activity - Math Workshop</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 Responsibl e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers will use the math workshop model including strategies introduced through professional learning provided by the Walled Lake School District.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Math Workshop: Professional Learning</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 Responsibl e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff will review, observe and implement the elements of math workshop by using professional learning materials provided by the Walled Lake School District, other materials generated by staff and supplemental materials provided at the building level.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$250</td>
<td>General Fund</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

<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>Family Literacy Night</td>
<td>Targeted students and their families are invited to an evening where they are taught reading comprehension strategies, and given materials to take home to practice those strategies.</td>
<td>Community Engagement</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>0</td>
<td>Reading Recovery Teachers Instructional Staff, Support Staff, Principal, District Curriculum Developers and Others</td>
</tr>
<tr>
<td>Literacy Booster Group</td>
<td>Targeted students will attend 8-10 days of summer reading and writing instruction. Teachers will be using the resources Close Reading of Informational Texts by Sunday Cummins and Notice &amp; Note by Beers and Probst to teach close reading strategies to improve reading comprehension.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>08/12/2013</td>
<td>08/22/2013</td>
<td>4382</td>
<td>Building Principal and Instructional Staff</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>Math Workshop: Professional Learning</td>
<td>Instructional staff will review, observe and implement the elements of math workshop by using professional learning materials provided by the Walled Lake School District, other materials generated by staff and supplemental materials provided at the building level.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>250</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Budget</td>
<td>Responsible Part of the Organization</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Progress Monitoring</td>
<td>Instructional staff will be trained using Interventions that Work by Linda Dorn to use progress monitoring tools to identify areas of need in reading and writing and inform instruction.</td>
<td></td>
<td></td>
<td>$100</td>
<td>Reading Recovery</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Instructional Staff, Support Staff,</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Principal, District Curriculum</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Developers, and Others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Participation Techniques</td>
<td>Instructional staff will use Himmele &amp; Himmele's book Total Participation Techniques to engage all students in learning across all curriculum areas.</td>
<td></td>
<td></td>
<td>$350</td>
<td>Instructional Staff, Support Staff,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Principal, District Curriculum</td>
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<td></td>
<td></td>
<td></td>
<td>Developers, and Others</td>
<td></td>
<td></td>
<td></td>
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</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>
<tbody>
<tr>
<td>ST Math</td>
<td>ST Math is a game-based instructional software designed to boost math comprehension and proficiency through visual learning and promotes mastery-based learning and mathematical understanding, problem solving skills, and improve conceptual understanding.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$7000</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
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</tbody>
</table>

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>Total Participation Techniques</td>
<td>Instructional staff will use strategies from Himmele &amp; Himmele's Total Participation Techniques to ensure students are engaged in writing instruction.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Math Workshop</td>
<td>Classroom teachers will use the math workshop model including strategies introduced through professional learning provided by the Walled Lake School District.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Writing Structures Professional</td>
<td>Teachers will attend professional learning to build a repertoire of writing techniques including different structures and organizers.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>Teacher Leader, Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Math Workshop</td>
<td>Instructional staff will use the math workshop model including strategies introduced through professional learning provided by Walled Lake School District.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Teachers will participate in professional learning aimed at improving vocabulary in student writing.</td>
<td>Professional Learning</td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>Teacher Leader from T-2-T Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension Strategies</td>
<td>Instructional staff will be trained using the Jan Richardson Next Steps in Guided Reading webinar and associated materials to ensure all students are getting appropriate and effective reading instruction.</td>
<td>Professional Learning</td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>Reading Recovery Teachers Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writer's Workshop</td>
<td>Classroom teachers will use the writer's workshop model including strategies from Jan Richardson's Next Steps in Guided Reading and Linda Dorn's Interventions That Work.</td>
<td>Direct Instruction</td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused Intervention: basic facts</td>
<td>All students (grades 2nd-5th) identified through pre-testing as having weak computational skills (addition, subtraction, multiplication and division) will be engaged in specific interventional groups 3-4 times per week.</td>
<td>Academic Support Program</td>
<td>07/01/2013</td>
<td>06/30/2014</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2015-2016 Goal & Plans
Overview

Plan Name

2015-2016 Goal & Plans

Plan Description

MHG Professional Development Plan
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>All students at Mary Helen Guest will increase their proficiency in reading.</td>
<td>Objectives:1 Strategies:2 Activities:15</td>
<td>Academic</td>
<td>$160820</td>
</tr>
<tr>
<td>2</td>
<td>All students at Mary Helen Guest will increase their proficiency in writing.</td>
<td>Objectives:1 Strategies:1 Activities:4</td>
<td>Academic</td>
<td>$800</td>
</tr>
<tr>
<td>3</td>
<td>All students at Mary Helen Guest will increase their proficiency in math.</td>
<td>Objectives:1 Strategies:2 Activities:8</td>
<td>Academic</td>
<td>$5428</td>
</tr>
</tbody>
</table>
Goal 1: All students at Mary Helen Guest will increase their proficiency in reading.

Measurable Objective 1:
85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 in the area of reading in English Language Arts by 06/30/2022 as measured by State and local assessments.

Strategy 1:
Reading Comprehension and Fluency - Instructional staff will develop and implement lessons aimed at improving students’ fluency & comprehension of complex text in all subject areas, including science and social studies. This will include strategies such as responding to reading by writing about the text, answering questions about what they have read, using context clues to increase their knowledge of vocabulary within the text and use Close and Critical Reading Protocols aligned to the Common Core Standards.

Category:
Research Cited: To read well requires one to develop one’s thinking about reading and, as a result, to learn how to engage in the process. Reading Recovery Teachers participate in Continuing Contact training with our Reading Recovery teacher leader, Lynn Mangold. During the training a variety of resources are reviewed.
Research Cited: www.criticalthinking.org
How to Read a Paragraph: The Art of Close Reading by Richard Paul and Linda Elder
Robert Marzano’s Meta Analysis of Instructional Practices 2004-2008 Marzano Research Laboratory
The Next Steps in Guided Reading by Jan Richardson
Apprenticeship in Literacy by Linda Dorn and Carla Soffos
Writing About Reading by Janet Angelillo
"Notice and Note" Notice and Note: Strategies for Close Reading by Kylene Beers, Robert E. Probst
Close Reading of Informational Texts: Assessment-Driven Instruction in Grades 3-8 by Sunday Cummins PhD
Bring Words to Life: Robust Vocabulary Instruction by Isabel Beck
Total Participation Techniques by Persida Himmele and William Himmele
Learning Targets: Helping Students Aim for Understanding in Today's Lesson by Connie M. Moss and Susan M. Brookhart

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Comprehension Strategies</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>

SY 2013-2014

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Instructional staff will use the Jan Richardson Next Steps in Guided Reading and associated materials to ensure all students are getting appropriate and effective reading instruction. K-2 will develop reader’s workshop partners, as well as, grades 3-5. Instructional staff will use the Linda J. Dorn Interventions That Work to ensure all students can construct knowledge through the reading process using the Dynamic Intervention in a layered four-tiered framework. Grades 3-5 need comprehension, Close Reading resources and support.

### Activity - Progress Monitoring

<table>
<thead>
<tr>
<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>Instructional staff will continue to be trained using Interventions that Work by Linda Dorn to use progress monitoring tools to identify areas of need in reading and writing</td>
<td>Professional Learning</td>
<td>Implement</td>
<td>07/01/2015</td>
<td>06/01/2016</td>
<td>$100</td>
<td>General Fund</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

### Activity - Total Participation Techniques

<table>
<thead>
<tr>
<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>Instructional staff will continue to use Himmele &amp; Himmele’s book Total Participation Techniques to engage all students in learning across all curriculum areas. Staff will be trained on the 5 Pillars of the Formative Assessment Process - Specifically Pillars II and III in 2015-2016 school year.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2015</td>
<td>06/01/2016</td>
<td>$350</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

### Activity - Family Literacy Night

<table>
<thead>
<tr>
<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>
Targeted students and their families are invited to an evening where they are taught reading comprehension strategies, and given materials to take home to practice those strategies. There are between 130 - 170 invites for literacy, math and Parent Academy sent out for each program.

<table>
<thead>
<tr>
<th>Activity - Super Summer Success</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>Title I eligible students will take home a variety of fiction and nonfiction books at their independent reading level to practice over the summer to help maintain skills.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>06/01/2015</td>
<td>09/01/2016</td>
<td>$264</td>
<td>Title I Part A</td>
<td>Reading Recovery Teacher Instructional Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Professional Learning</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>MHG instructional staff will attend the Walled Lake Curriculum Camp and Spice it up session to learn about the new technology, literacy connectors, and the new EDM4 and many more sessions directly related to best practices and implementation. Formative assessment training and planning will be planned by Howard Les, from Oakland Schools, along with Guest teacher leaders. EDM4, Conscious Discipline, vocabulary instruction, Fractions (Oakland Schools training) training will also be conducted this school year. Teacher leaders will also take staff though Social Justice and current, relevant training on best practices will occur from our Galileo Academy participant and graduate; attend The Hickey Leadership summit to network, plan and focus on preparing for the 2015-2106 school year.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2015</td>
<td>06/01/2016</td>
<td>$500</td>
<td>General Fund</td>
<td>Reading Recovery Teacher Instructional Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Common Core State Standards</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>
</table>
All MHG instructional staff will continue to use available resources such as the Walled Lake School's Curriculum Website and Oakland Schools to implement the CCSS using best instructional practices.

<table>
<thead>
<tr>
<th>Activity - Small Group Reading Instruction</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>Reading Recovery Teacher will provide daily reading lessons for individuals and small groups of at-risk reading students</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$133491</td>
<td>Title I Part A</td>
<td>Juliet Mattson, Mary Helen Guest Reading Recovery Teacher</td>
</tr>
</tbody>
</table>

Instructional staff will be implementing daily direct vocabulary instruction in whole group and small group settings with an emphasis on character traits, and the content areas of science and social studies.

<table>
<thead>
<tr>
<th>Activity - Direct Vocabulary Instruction</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>Instructional staff will be implementing daily direct vocabulary instruction in whole group and small group settings with an emphasis on character traits, and the content areas of science and social studies.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

Reading Recovery teacher will complete full services for targeted students who were not able to finish the entire course of study.

<table>
<thead>
<tr>
<th>Activity - Summer Extension of Small Group Instruction</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>Reading Recovery teacher will complete full services for targeted students who were not able to finish the entire course of study.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>06/01/2016</td>
<td>06/01/2016</td>
<td>$1164</td>
<td>Title I Part A</td>
<td>Kathy Ilacqua, Reading Recovery Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Zippy Book Program</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>
### Strategy 2:
Improving Classroom Learning Environments and Servicing the Social and Emotional needs of Students - Instructional staff, building Principal, Support staff and others will integrate discipline and engagement techniques to improve classroom learning environments. Social Worker will identify the numerous factors interfering with the ability for children to learn and provide supports and remedy barriers to learning. Social Worker will share/link valuable resources with families to promote student success.

**Category:**


2) Second Step curriculum on teaching social-emotional skills
3) Emotional ABC’s curriculum: simple tools for learning basic emotions identification and effective expression

### Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - Conscious Discipline</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>All MHG staff will learn and implement evidence-based discipline approaches by attending training provided by MHG staff and Conscious Discipline facilitator, Mary Masson. There will also be a 6 week training component for parents.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>05/01/2016</td>
<td>$2500</td>
<td>General Fund</td>
<td>Instructional staff, support staff, building principal and others</td>
</tr>
</tbody>
</table>
### Activity - Understanding Frameworks of Poverty

<table>
<thead>
<tr>
<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>MHG staff will continue to learn and implement interventions to engage economically disadvantaged students and their families in the learning process. Conscious Discipline techniques and philosophy will be woven in with other interventions to strengthen how we best support students.</td>
<td>Professiona l Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$0</td>
<td>No Funding Required</td>
</tr>
</tbody>
</table>

### Activity - Educating and Training for families of at-risk Learners

<table>
<thead>
<tr>
<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>MHG staff will provide training for parents of at-risk students how to support academic learning and socio-emotional needs through a variety of techniques. We will use the Parent Academy as the vehicle. Additionally, 6 weeks of parent training for Conscious Discipline will be planned for the 2015-2016 school year.</td>
<td>Communication, Behavioral Support Program, Parent Involvement, Teacher Collaboration, Policy and Process, Professional Learning, Community Engagement, Evaluation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/30/2016</td>
<td>$4333</td>
<td>Title I Part A, General Fund</td>
</tr>
</tbody>
</table>

### Activity - Social & Emotional Development

<table>
<thead>
<tr>
<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>Social Worker will work with targeted students and families by teaching and coordinating intervention designed to promote student success. The Social Worker will collaborate with teachers, support staff, principal, families, and other community resources to help facilitate and fully implement skills to address the &quot;whole&quot; child.</td>
<td>Behavioral Support Program, Parent Involvement, Teacher Collaboration, Professional Learning, Community Engagement, Direct Instruction</td>
<td>Tier 2</td>
<td>Getting Ready</td>
<td>09/01/2015</td>
<td>06/28/2016</td>
<td>$13349</td>
<td>Title I Part A</td>
</tr>
</tbody>
</table>
Goal 2: All students at Mary Helen Guest will increase their proficiency in writing.

Measurable Objective 1:
85% of 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 in writing in English Language Arts by 06/30/2022 as measured by State and local assessments.

Strategy 1:
Non-fiction writing - Instructional staff will develop and implement lessons aimed at improving students' non-fiction writing in all subject areas, including science and social studies. This will include strategies such as responding to reading by writing about the text, by comparing and contrasting, procedural writing, argumentative writing, and writing about learning.

Category:
Research Cited: According to Tony Stead and Lindsay Hoyt, "...while informational texts comprise the majority of those written and read by literate adults, evidence suggests that far too few children are taught explicit strategies for reading and writing these text types (Barone and Morrow, 2002; Brozo, 2010; Duke, 2004). It is logical, then, to focus writing instruction on the text types that our students will need throughout schooling, in the workplace, and in their lives.

Tier:

<table>
<thead>
<tr>
<th>Activity - Writer's Workshop</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>Classroom teachers will use the writer's workshop model including strategies from Jan Richardson's Next Steps in Guided Reading and Linda Dorn's. Interventions That Work. CCSS units of study will be used along with pacing guides.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/10/2015</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Vocabulary Professional Development</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>Activity Type</td>
<td>Activity Type</td>
<td>Tier</td>
<td>Phase</td>
<td>Begin Date</td>
<td>End Date</td>
<td>Resource Assigned</td>
<td>Source Of Funding</td>
<td>Staff Responsible</td>
</tr>
<tr>
<td>Type</td>
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<td>Tier</td>
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<tr>
<td>Begin Date</td>
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<tr>
<td>End Date</td>
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<tr>
<td>Resource Assigned</td>
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</tr>
<tr>
<td>Source Of Funding</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Staff Responsible</td>
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<td></td>
</tr>
</tbody>
</table>
Goal 3: All students at Mary Helen Guest will increase their proficiency in math.

Measurable Objective 1:
85% of 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 in all standards in Mathematics by 06/30/2022 as measured by State and local assessments.
### Strategy 1:

Problem Solving - Instructional staff will develop and implement lessons aimed at improving students' problem solving skills and memory skills. This will include automaticity of basic facts and utilize appropriate algorithms to solve problems.

**Category:**


Total Participation Techniques by Persida Himmele

Handbook of Research on Student Engagement edited by Sandra L. Christenson, Amy L. Reschly and Cathy Wylie


**Tier:**

<table>
<thead>
<tr>
<th>Activity - iReady</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>iReady is a K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. online instructional program designed to boost math comprehension and proficiency through visual learning and promotes mastery-based learning and mathematical understanding, problem solving skills, and improve conceptual understanding. Selected teachers will hold one tutoring session before school for Title I eligible students. Additionally, intervention teacher(s) other staff will use iReady program for Title I targeted students.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$2329</td>
<td>Title I Part A</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Focused Intervention: Math Fact Fluency</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>Activity - Focused Intervention: Math Fact Fluency</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$2329</td>
<td>Title I Part A</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

**Notes:**

- **SY 2013-2014**
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All students (grades 2nd-5th) identified through pre-testing as having weak computational skills (addition, subtraction, multiplication and division) will be engaged in specific intervention groups 3-4 times per week.

<table>
<thead>
<tr>
<th>Activity - PD for EDM4</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>New Every Day Math 4 will be taught in sequence that aligns with CCSS.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, Support staff, Principal, District Curriculum Developers, and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Title I Family 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>Instructional staff will provide training for parents of eligible at-risk students mathematics students about the strategies used with the Everyday Mathematics program at our Title I Mathematics Night for families and other evening activities. Two teachers will work during the day with curriculum coordinators planning the evening.</td>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$1049</td>
<td>Title I Part A</td>
<td>Instructional staff, support staff, Principal, district curriculum developers and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - iReady Supplemental Instruction materials</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>Two teachers will provide tutoring after school using iReady supplemental instructional materials/licenses for targetd students in Math.</td>
<td>Materials</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$1800</td>
<td>Title I Part A</td>
<td>2 teachers responsible for after school math tutoring using iReady</td>
</tr>
</tbody>
</table>
**Strategy 2:**
Differentiated Instruction - Instructional staff will use data including pre-testing and the workshop model to best differentiate instruction for all students.

Category:

Tier:

<table>
<thead>
<tr>
<th>Activity - Every Day Math 4 Website Supplemental Resources</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>Instructional staff will use Every Day Math Supplemental website resources to provide additional math instruction for all students.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, support staff, principal, curriculum directors, and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Math Workshop</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>Instructional staff will use the math workshop model to differentiate instruction for all students.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Math Workshop: Professional Learning</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>Newly adopted math program; Every Day Math 4 professional learning will be planned</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/28/2014</td>
<td>06/01/2016</td>
<td>$250</td>
<td>General Fund</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</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>Conscious Discipline</td>
<td>All MHG staff will learn and implement evidence-based discipline approaches by attending training provided by MHG staff and Conscious Discipline facilitator, Mary Masson. There will also be a 6 week training component for parents.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>05/01/2016</td>
<td>$2500</td>
<td>Instructional staff, support staff, building principal and others</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>MHG instructional staff will attend the Walled Lake Curriculum Camp and Spice it up session to learn about the new technology, literacy connectors, and the new EDM4 and many more sessions directly related to best practices and implementation. Formative assessment training and planning will be planned by Howard Les, from Oakland Schools, along with Guest teacher leaders. EDM4, Conscious Discipline, vocabulary instruction, Fractions (Oakland Schools training) training will also be conducted this school year. Teacher leaders will also take staff though Social Justice and current, relevant training on best practices will occur from our Galileo Academy participant and graduate; attend The Hickey Leadership summit to network, plan and focus on preparing for the 2015-2106 school year.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2015</td>
<td>06/01/2016</td>
<td>$500</td>
<td>Reading Recovery Teachers Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others Summer Literacy and Math teachers</td>
</tr>
<tr>
<td>Math Workshop: Professional Learning</td>
<td>Newly adopted math program; Every Day Math 4 professional learning will be planned</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/28/2014</td>
<td>06/01/2016</td>
<td>$250</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>
### School Improvement Plan
Mary Helen Guest Elementary School

| Professional Development | Teachers will continue to participate in professional learning aimed at improving vocabulary in student writing by incorporating daily vocabulary instruction. Teachers will follow pacing calendar for vocabulary instruction. | Professio

### Vocabulary Professional Development

| Teachers will continue to participate in professional learning aimed at improving vocabulary in student writing by incorporating daily vocabulary instruction. Teachers will follow pacing calendar for vocabulary instruction. | Professio

### 5 Pillars of Formative Assessment

| Staff will be trained on Pillars II and III - Effective Questioning and Descriptive Actionable Feedback | Direct

### Comprehension Strategies

| Instructional staff will use the Jan Richardson Next Steps in Guided Reading and associated materials to ensure all students are getting appropriate and effective reading instruction. K-2 will develop reader's workshop partners, as well as, grades 3-5. Instructional staff will use the Linda J. Dorn Interventions That Work to ensure all students can construct knowledge through the reading process using the Dynamic Intervention in a layered four-tiered framework. Grades 3-5 need comprehension, Close Reading resources and support. | Professio

### Progress Monitoring

| Instructional staff will continue to be trained using Interventions that Work by Linda Dorn to use progress monitoring tools to identify areas of need in reading and writing. Intervention and Ready Recovery will train staff to use comprehension check list for reading and writing. | Professio

### Professional Learning Tier 1

| Implement |

### Implementing the Plan

| Implement | 09/01/2015 | 06/30/2016 | $300 | Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others

### Getting Ready

| Implement | 09/01/2015 | 06/30/2016 | $500 | Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others

### Direct Instruction

| Implement | 09/01/2015 | 06/30/2016 | $500 | Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others

### Getting Ready

| Implement | 07/01/2015 | 06/01/2016 | $500 | Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others

### Direct Instruction

| Implement | 07/01/2015 | 06/01/2016 | $100 | Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others

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### Total Participation Techniques

Instructional staff will continue to use Himmele & Himmele's book Total Participation Techniques to engage all students in learning across all curriculum areas. Staff will be trained on the 5 Pillars of the Formative Assessment Process - Specifically Pillars II and III in 2015-2016 school year.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zippy Book Program</td>
<td>Students approaching or below grade level will take home a bag of books at their independent level to read at home. Documentation will be kept on a reading log. The objective is to increase reading fluency, comprehension, Parent-school involvement. Parent volunteers will be needed to run the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHG staff will provide training for parents of at-risk students how to support academic learning and socio-emotional needs through a variety of techniques. We will use the Parent Academy as the vehicle. Additionally, 6 weeks of parent training for Conscious Discipline will be planned for the 2015-2016 school year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicatio n, Behavioral Support Program, Parent Involvement, Teacher Collaboration, Policy and Process, Professional Learning, Community Engagement, Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

### Educating and Training for families of at-risk Learners

MHG staff will provide training for parents of at-risk students how to support academic learning and socio-emotional needs through a variety of techniques. We will use the Parent Academy as the vehicle. Additionally, 6 weeks of parent training for Conscious Discipline will be planned for the 2015-2016 school year.

<table>
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<tr>
<th>Activity Name</th>
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<tr>
<td>MHG staff will provide training for parents of at-risk students how to support academic learning and socio-emotional needs through a variety of techniques. We will use the Parent Academy as the vehicle. Additionally, 6 weeks of parent training for Conscious Discipline will be planned for the 2015-2016 school year.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td></td>
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</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>
<tbody>
<tr>
<td>iReady</td>
<td>iReady is a K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. an online instructional program designed to boost math comprehension and proficiency through visual learning and promotes mastery-based learning and mathematical understanding, problem solving skills, and improve conceptual understanding. Selected teachers will hold one tutoring session before school for Title I eligible students. Additionally, intervention teacher(s) other staff will use iReady program for Title I targeted students.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$2329</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Title I Family Math</td>
<td>Instructional staff will provide training for parents of eligible at-risk students mathematics students about the strategies used with the Everyday Mathematics program at our Title I Mathematics Night for families and other evening activities. Two teachers will work during the day with curriculum coordinators planning the evening.</td>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$1049</td>
<td>Instruction staff, support staff, Principal, district curriculum developers and others</td>
</tr>
<tr>
<td>Family Literacy Night</td>
<td>Targeted students and their families are invited to an evening where they are taught reading comprehension strategies, and given materials to take home to practice those strategies. There are between 130 - 170 invites for literacy, math and Parent Academy sent out for each program.</td>
<td>Community Engagement</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2015</td>
<td>06/01/2016</td>
<td>$1269</td>
<td>Reading Recovery Teachers Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Social &amp; Emotional Development</td>
<td>Social Worker will work with targeted students and families by teaching and coordinating intervention designed to promote student success. The Social Worker will collaborate with teachers, support staff, principal, families, and other community resources to help facilitate and fully implement skills to address the &quot;whole&quot; child.</td>
<td>Behavioral Support Program, Parent Involvement, Teacher Collaboration, Professional Learning, Community Engagement, Direct Instruction</td>
<td>Tier 2</td>
<td>Getting Ready</td>
<td>09/01/2015</td>
<td>06/28/2016</td>
<td>$13349</td>
<td>Master Social Worker, instructional staff, support staff, and principal</td>
</tr>
<tr>
<td>Super Summer Success</td>
<td>Title I eligible students will take home a variety of fiction and nonfiction books at their independent reading level to practice over the summer to help maintain skills.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>06/01/2015</td>
<td>09/01/2016</td>
<td>$264</td>
<td>Reading Recovery Teacher Instructional Staff</td>
</tr>
<tr>
<td>Summer Extension of Small Group Instruction</td>
<td>Reading Recovery teacher will complete full services for targeted students who were not able to finish the entire course of study.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>06/01/2016</td>
<td>06/01/2016</td>
<td>$1164</td>
<td>Kathy Ilacqua, Reading Recovery Teacher</td>
</tr>
<tr>
<td>Educating and Training for families of at-risk Learners</td>
<td>MHG staff will provide training for parents of at-risk students how to support academic learning and socio-emotional needs through a variety of techniques. We will use the Parent Academy as the vehicle. Additionally, 6 weeks of parent training for Conscious Discipline will be planned for the 2015-2016 school year.</td>
<td>Communication, Behavioral Support Program, Parent Involvement, Teacher Collaboration, Policy and Process, Professional Learning, Community Engagement, Evaluation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/30/2016</td>
<td>$2833</td>
<td>Instructional staff, support staff, building principal, facilitators, and others.</td>
</tr>
<tr>
<td>iReady Supplemental Instruction materials</td>
<td>Two teachers will provide tutoring after school using iReady supplemental instructional materials/licenses for targeted students in Math.</td>
<td>Materials</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$1800</td>
<td>2 teachers responsible for after school math tutoring using iReady</td>
</tr>
</tbody>
</table>
## 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>Common Core State Standards</td>
<td>All MHG instructional staff will continue to use available resources such as the Walled Lake School's Curriculum Website and Oakland Schools to implement the CCSS using best instructional practices.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>06/01/2015</td>
<td>07/01/2016</td>
<td>$0</td>
<td>Reading Recovery Teachers, Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Every Day Math 4 Website Supplemental Resources</td>
<td>Instructional staff will use Every Day Math Supplemental website resources to provide additional math instruction for all students.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, Curriculum Directors, and Others</td>
</tr>
<tr>
<td>Common Core State Standards</td>
<td>All MHG instructional staff will attend professional learning, use available resources such as Google Docs to implement the CCSS using best instructional practices.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

Small Group Reading Instruction

Reading Recovery Teacher will provide daily reading lessons for individuals and small groups of at-risk reading students.
<table>
<thead>
<tr>
<th>Math Workshop</th>
<th>Instructional staff will use the math workshop model to differentiate instruction for all students.</th>
<th>Direct Instruction</th>
<th>Tier 1</th>
<th>Monitor</th>
<th>09/01/2015</th>
<th>06/01/2016</th>
<th>$0</th>
<th>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD for EDM4</td>
<td>New Every Day Math 4 will be taught in sequence that aligns with CCSS.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td></td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Focused Intervention: Math Fact Fluency</td>
<td>All students (grades 2nd-5th) identified through pre-testing as having weak computational skills (addition, subtraction, multiplication and division) will be engaged in specific intervention groups 3-4 times per week.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/02/2014</td>
<td>06/28/2016</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Writer's Workshop</td>
<td>Classroom teachers will use the writer's workshop model including strategies from Jan Richardson's Next Steps in Guided Reading and Linda Dorn's. Interventions That Work. CCSS units of study will be used along with pacing guides.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td></td>
<td>09/02/2014</td>
<td>06/10/2015</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Direct Vocabulary Instruction</td>
<td>Instructional staff will be implementing daily direct vocabulary instruction in whole group and small group settings with an emphasis on character traits, and the content areas of science and social studies.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/01/2016</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>
MHG staff will continue to learn and implement interventions to engage economically disadvantaged students and their families in the learning process. Conscious Discipline techniques and philosophy will be woven in with other interventions to strengthen how we best support students.