School Improvement Plan

Mary Helen Guest Elementary School
Walled Lake Consolidated Schools

Michelle Fiebke-Lang, Principal
1655 Decker Rd
Walled Lake, MI 48390-2627
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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 the city of Walled Lake and services approximately 438 students and we have approximately 50 staff members. This year, MHG is in its third 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 known 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 opportunities for our students 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/intervention that are scientific-based to engage all students in the learning process and support their individual needs.
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. We will begin a two year training in Conscious Discipline and Brain Gym to further meet our students' diverse needs. 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. We are implementing new vocabulary strategies and focusing on learning targets, formative assessments and progress monitoring.
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 and "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, learning targets, formative assessments, BYOD/technology integration, 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, intervention teachers, and office staff. 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.
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 frequently to reflect on the improvement plan and further research instructional practices. We met for extended periods of time on many occasions over the course of the school year. Staff worked as a whole group, grade level or job alike groups and in their selected Task Team. We also have established three specific Task Teams: Instructional Practices & Interventions, Title I & Learning Environment/Building, and Instructional Practices & Curriculum - CCSS. Every Task Team has two facilitators that make up the school's Advisory Committee which 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, intervention 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, and local assessments. 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 2014-2015 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 Advisory Committee 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, conscious discipline, learning targets, 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. Mary Helen Guest remained consistent with enrollment. Government subsidized housing helps to keep our enrollment stable.

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

Ongoing review of the adequacy of facilities and class size remains a focus. Walled Lake Schools passed a safety, security and technology bond and this will address building inequities over a three year phase.

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 math.

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

Positive trend is recognized in 4th and 5th grade math and 5th grade reading.

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 (RtI) 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 intervention groups.

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

The 3rd grade MEAP reading data indicated the lowest levels of student achievement.
Which content area(s) show a negative trend in achievement?

Student performance on the 3rd grade reading MEAP shows a negative trend in achievement.

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

There are not content areas below the state targets of performance in grades 3-5.

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 continue to 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, learning targets, formative assessment and will continue to implement interventions for at-risk students. Additionally, we are implementing Conscious Discipline as our school-wide PBIS.
Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:
- White
- Male
- Female
- English Language Learners (ELLs)

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

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

How do you know the achievement gap is closing?*
MEAP data

What other data support the findings?
Benchmark Assessment and DWA and other summative and formative assessments

What factors or causes contributed to the gap closing? (Internal and External)*
Teachers are participating in on-going professional development to ensure highly effective instruction. Our SIPP program ensures all students who are not performing at grade level standards are engaged in direct intervention based on performance data. Intervention teachers continue to work with identified at risk students.

How do you know the factors made a positive impact on student achievement?
On-going classroom assessments; both summative and formative, 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?**

Strengthening Tier 1 interventions (part of the SIPP individual plans) and work to implement Tier 2 interventions based on availability of staff and funding. Staff needs to continue attending professional development to stay current with best practices.

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

- Economically Disadvantaged

**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?**

NA

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

NA

**What other data support the findings?**

NA

**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 do 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>
<th>Question</th>
<th>Value</th>
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<tbody>
<tr>
<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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</table>

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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<th>Question</th>
<th>Value</th>
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<tbody>
<tr>
<td></td>
<td>What is the total FTE count of teachers in your school?</td>
<td>28.0</td>
</tr>
</tbody>
</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.

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 but would like to have more voice. The most significant take-away from the survey is for teachers to listen more to students and to always be treated fairly.

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

Student participation and recognition through our school-wide 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 feel they are not listened to and some expressed that do not feel respected on the school bus.

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

NA

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

Building mobility and a diverse community. Due to transitions within the transportation department, the overall responsiveness of drivers and turn-over of staff, students recognized a difference from previous years.

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. Staff is planning to have bus drivers come to a breakfast and share our PBIS initiatives so they can reinforce the same methodology, vocabulary, etc. Our goal is show a united front and reinforce that the bus is an extension of school and the same rules apply.
Perception Data – Parents/Guardians

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

Parents/guardians indicated our school provides a safe learning environment. Additionally, they indicated all of their child’s teachers provide an equitable curriculum that meets his/her learning needs.

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

It was indicated that the area that shows a trend toward increasing parents/guardian satisfaction was an improvement in overall communication from the school.

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?

Parents/guardians indicated concern regarding the lack of high expectations of students.

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

Lack of communication from the school regarding the differentiation that occurs in the classroom.

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

Increase communication between parents/guardians and school staff. This could be accomplished within our SIPP process where meetings are held with school staff and families.
Perception Data – Teachers/Staff

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

Staff acknowledged that the school leader provides opportunities for stakeholders to be involved in the school. Additionally, staff acknowledged that the school leader supports and innovative and collaborative culture, holds all staff members accountable for student learning and staff members accountable for student learning.

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

Staff indicated that in our school, a professional learning program designed to build capacity among all professional and support staff members is in place.

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

Staff indicated that not all teachers in our school use a variety of technologies as instructional resources.

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

Staff is continually expressing their frustration with the lack of resources for a Title I building. For example, the need for a full time social worker and counselors to serve our students.

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

The declining school budget results in cuts for Walled Lake Schools each year. Despite the efforts of our administration, the necessary cuts impact our work and resources to best support students.
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.

Walled Lake provides a district-wide guaranteed curriculum. The alignment of the curriculum is done at the district level. Professional learning activities that surround instruction are part of district planned staff development days. Additionally, building level professional development is conducted at staff meetings, task team meetings as well as our staff retreat. The process of developing authentic assessments is done at the district level. Our building has representatives on the standing district level committees in math, science, language arts, and social studies. Changes and adjustments are bought back to the building by our representative for implementation. Our PLC Advisory Team is representative of every staff member. They are the communication link with their teams, eliciting and dispensing important information and input about curriculum, instruction and assessment.

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. Our staff has participated in several district guided professional development sessions focusing on the Common Core State Standards. Time has been spent "unpacking" the Common Core in Language Arts and Math. The district is working to adjust our current instructional practices/resources to reflect the Common Core. Our building has representatives on the standing district level committees in math, science, language arts, and social studies. Changes and adjustments reflecting the Common Core are bought back to the building by our representative for implementation. Staff meets to discuss and explore these changes during common planning time and staff meetings.
School Additional Requirements Diagnostic
Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.
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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>
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<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><a href="http://wlcsd.org/Maryhelenguest.cfm?subpage=324463">http://wlcsd.org/Maryhelenguest.cfm?subpage=324463</a></td>
<td></td>
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<td>3.</td>
<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>No</td>
<td>The school is a K-5</td>
<td></td>
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<tr>
<td>4.</td>
<td>Our school reviews and annually updates the EDPs to ensure academic course work alignment.</td>
<td>No</td>
<td>Our school is a K-5 building</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>
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<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 Superintendent for Human Services 850 Ladd Road Walled Lake, MI 48390 248-956-2000</td>
<td></td>
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<tr>
<td>Label</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>No</td>
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<td>8.</td>
<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td>Yes</td>
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<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) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).
1. How was the comprehensive needs assessment process conducted?

Mary Helen Guest Advisory Committee, Instructional Practices & Curriculum - CCSS Task Team, Title I & Learning Environment/Building Task Team, and Instructional Practices & Interventions Task Team completed the comprehensive needs assessment by reviewing building-wide achievement data in May of 2014. Using our district created summative and formative assessments along with MEAP data for reading, writing, and math we were able to identify areas where instructional changes were needed to meet all student achievement gaps. We looked at the achievement data for our Economically Disadvantaged students, our ELL students, our Hispanic students, and other subgroups. The data examined guided our work and was used as the foundation for our annual report to the community and to develop yearly school improvement goals to address student learning.

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

Identification of 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, intervention teachers 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 (WIDA), 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). This year we are adding the iReady computer diagnostic testing for literacy and math. 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. All documentation is collected on individual students using Google Docs. 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.

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

All students in grades K-5 who are preforming 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. Collaboratively, 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 scientific-based 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 the 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.

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

Our kindergarten program is designed to provide a strong foundation in: Language development, early literacy; i.e. phonological awareness, letter knowledge, written expression, book and print awareness, motivation and sustainability to read as well as early math skills such as number and operation sense. The WLCSD coordinates and integrates service to all pre-school, K-5, Title I identified and LEP students. Mary Helen Guest, along with the other elementary schools, conduct a kindergarten orientation session for parents and pre-kindergarten students. In the spring we hold Kindergarten Story Hour for incoming kindergarten students and their parents. This gives the children an opportunity to meet the teachers, additional staff, and explore the school and classrooms. Parents meet separately with the principal, additional support staff and PTA volunteers. All K-2 teachers systemically check student progress. Formative assessments allow teachers to tailor student instruction immediately and meet the needs of each student. Those needing additional support or time are quickly assisted. Our summative assessments include: Developmental Reading Assessment (DRA), Developmental Writing Assessment (DWA), Walled Lake Literacy progress profile (WLLPP), District created benchmark assessments in math, science and social studies (BA) and iReady which is a computer diagnostic test for literacy and math; administered three times a year.
Component 2: Services to Eligible Students

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

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. iReady instructional component will be implemented for math and reading this school year.

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 drive 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. This will end in December.

7. Summer Literacy and Math Booster program takes place in August for incoming 3-5 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

1. 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 PLC process is facilitated by our school’s Advisory Committee 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 the SIPP support team and grade level teachers. Data is collected and shared through Google Docs. As data on the progress of group interventions and individual interventions is collected and analyzed by the SIPP support team and grade level teams is shared and next steps are determined. 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 Advisory Committee 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

1. Which instructional strategies in the plan focus on helping eligible students reach the State’s standards in the four core curriculum academic areas?

All the classroom strategies address meeting the Common Core Expectations. All School Improvement goals were created to instruct toward the learning of required State Standards. Our strategies incorporate and address all academic core areas. In addition to extended learning time, explicit reading, writing and math instruction, summer programs, we also embed our instruction in a strong foundation in early literacy and number sense. Readers/Writers workshop are used to differentiate the curriculum to ensure individual student needs are met. CCSS are embedded in the workshop model beginning with mini lessons, guided practice, guided reading and writing, comprehension focus groups, oral discussions, written responses and independent practice. The acquisition of language in kindergarten is monitored and strategies from Reading Recovery are used to support phonological awareness and letter I.D. Games from Every Day Mathematics are used for practice to improve number sense. In first grade, the most at risk students receive one on one instruction with our Reading Recovery teacher for 20 weeks. Progress monitoring/informal assessments occurs at every lesson to guide instruction for the next day. Literacy groups are used with previous Reading Recovery students to continue the support they need until they reach grade level expectations. Eligible students receive extra reading and writing support from intervention teachers and grade level teachers. ELL paras are also take part in teaching students. All grade level teachers use Learning Targets to focus their teaching on CCSS and follow-up with formative assessment to determine if students met the target/goal. Summer programs such as Sunshine Academy, Summer Literacy and Math are provided for eligible students. Additionally, Resource room teachers also support eligible students in reading, writing, and math through very explicit instruction. Vocabulary instruction is completed daily to support comprehension and writing acquisition. Units of study/unit planners ensure CCSS are aligned with daily curriculum and instructional practices. 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.

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

The Next Steps in Guided Reading by Jan Richardson
Apprenticeship in Literacy by Linda Dorn and Carla Soffos
Notice and Note: Strategies for Close Reading by Kylene Beers, Robert E. Probst
Learning Targets: Helping Students Aim for Understanding in today's Lesson by Connie M. Moss and Susan M. Brookhart
Total Participation Techniques by Persida Himmele and William Himmele
Super Summer Success, Richard Allington
Reading Recovery, Marie Clay
Every Day Math/Common Core Standards Initiatives of Oakland County
Sunshine Academy, WLCSD Summer School Program
Nerd Words, David Shephard
Effect size, John Hattie
Bring Words to Life: Robust Vocabulary Instruction by Isabel Beck
Writing About Reading by Janet Angelillo

Teaching Comprehension, Genre, and Content Literacy, Fountas and Pinnell

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iReady Built for the Common Core - reliable growth measure and individualized instruction.

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

Data from our Developmental Reading Assessment and Developmental Writing Assessment shows students acceleration with our reading program. The majority of our Reading Recovery students are discontinued after 20 weeks of instruction. WL-LPP scores show literacy acquisition. Over the last 2 years more students are attending Family Literacy and Math nights and Sunshine Academy.

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

All programs, except Reading Recovery, are before school or summer programs. Our ELL teachers occasionally pull students out but mostly push in to support reading, writing, math, science or social studies. Any Resource room teachers, or intervention teachers use a variety of methods depending on the students needs.
1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

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, and before school iReady instructional tutoring, 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 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.

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

At Mary Helen Guest, we did not have pre-school last school year. For the 2014-15 School year, we will house GSRP. We plan to make them part of our Guest family in every way possible. PTA events, school-wide events, assemblies, etc.
## Component 6: Instruction by Highly Qualified Staff

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<tr>
<td>1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>No</td>
<td>At Mary Helen Guest, we do not employ any paraprofessionals with Title I funds.</td>
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<td>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>Yes</td>
<td>All of our teaching staff at Guest Elementary is highly qualified and meet the requirements for NCLB. Our teachers are observed and meet with the principal twice a year for their evaluations.</td>
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Component 7: High Quality and Ongoing Professional Development/Learning

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

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. Additionally, our district literacy staff developer provided professional development on how to unwrap CCSS and develop learning targets. This work will continue and we will be adding focusing on formative assessment techniques. Our professional development decisions are contingent on the work of John Hattie. Many grade level teachers continue to attend professional develop opportunities during the summer. This summer the focus was o CCSS unit planners that will be used during reading/writing and math workshop where teachers will differentiate to meet the needs of eligible students. 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 by staff members on using vocabulary, learning targets and the implementation of Conscious Discipline by Mary Masson. We also continue to implement strategies from Ruby Payne's Understanding the Framework of Poverty. Three staff members are attending the Two Sisters Daily Five conference in Chicago. They will present for the rest of the staff how we can build in more time for reading and writing to support eligible students.

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

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 two 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 four Parent Academy Workshop each included a different topic to support parents in helping their child learn at home. Principal coffees were also planned and an overview of Title I was conducted. Every year we hold grade level Curriculum nights for families. This evening program provides parents with an overview for the year in each content area and describes the expectations that the Common Core outlines. We hold monthly PTA meetings where programming information is shared.
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<td>3. Your school's professional development/learning plan or calendar is complete.</td>
<td>Yes</td>
<td>Our professional development days are on our website and on the district website. Staff also have a document with additional building level professional development plans.</td>
<td>District PD Calendar Building Professional Development</td>
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Component 8: Strategies to Increase Parental Involvement

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

At Mary Helen Guest, families of targeted students were invited to provide input regarding all programs (ST Math, Family Literacy and Math evenings, Super Summer Success, Literacy and Math Summer Booster Club, Parent Academy). 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. Input is documented and discussed how to systematically implement future ideas.

2. How are 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). Our Parent Academy involves parents on many levels in the implementation of future plans and needs. Our ELL paraprofessionals planned events for eligible students and families to attend school to ask questions and gather ideas to meet their needs in order to support their children.

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

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 & Parent Academy 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 held every October in conjunction with our PTA Meeting.

Section 1118 e (2) MHG will provide 2 Family Literacy Nights and 2 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 I 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.

Our Parent Academy is held once a month and all topics of discussion are generated from families so we can address their needs. at MHG provide input on the WLCSID Title I Parental Involvement Policy, the Title I parent involvement policies for each of the Title I elementary schools, and the School-Parent Compact for each of the Title I elementary schools. The principal and other staff members at MHG met with parents of Title I students to gather their input & to include their ideas in these documents. In addition, MHG has established at Title I Parent Academy that meets 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 1 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@WLCSID.org.

Section 1118 e (3) In order to educate MHG staff about the contributions of parents & about effective communication with parents, we are continue to use strategies from 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. We are also learning about Conscious Discipline and using many brain gym activities. 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, writing learning targets, using formative assessment and increasing vocabulary instruction to be daily based on best practices. We will continue building culture within the school climate. 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 WIDA 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 2014 & spring of 2015 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 parent 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.

5. Describe how the parent involvement activities are evaluated.

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.

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

The Parent-School compact was developed by staff and parents. The group did not make any changes for this coming school year.

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<tr>
<td>7. Do you have a Title I School-Parent Compact?</td>
<td>Yes</td>
<td>Our compact is attached. No changes for the upcoming school year.</td>
<td>MHG Compact</td>
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8. How does the school provide individual student academic assessment results in a language parents can understand?
Our ELL para-professional translate in writing and/or speaking to all our bi-lingual families. All meetings with teachers and/or principals are translated into the most dominate language that the parent fully understands. If we do not have an individual in the building that speaks the language needed, we can ask for assistance from our other 17 buildings. We have not encountered a situation where we could not provided interpretation needed for parents or children.

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Does the school have a Title I Parental Involvement Policy/Plan?</td>
<td>No</td>
<td>Currently MHG does not have a Title I Parental Involvement Policy/Plan. However, we have launched a Parent Academy to increase parental involvement and input. This will evolve over the next school year.</td>
<td></td>
</tr>
</tbody>
</table>

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

Parent teacher conferences provides 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 para-educators who speak these languages attend the parent teacher conferences of bilingual students in order to translate for the parents and the teachers.
Component 9: Coordination of Title I and Other Resources

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

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 Church 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 members 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 Services, 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 the 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 the 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.

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

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 the 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 participate in extra-curricular activities. For example, Math Pentathlon, field trips, science centers and camps. We work closely with the Walled Lake Police and Fire Departments along with local volunteer.
Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is 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 the spring; Michigan Education Assessment Program (MEAP) every fall for grades 3-5; English Language Proficiency Assessment (WIDA) 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.

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

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

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. 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. This year we will be using iReady as a diagnostic tool to inform instruction and review student progress.
NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement—but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

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

Local and state data is used to determine if the systems and intervention being provided are positively impacting students. Perception data is also used through the use of surveys given to students and families.

Additionally, 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 targeted assistance programs as well as other indicators of academic achievement as part of the annual evaluation of the targeted assistance program.

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

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). The testing schedule will change this school year as well as what tests are given in the grade levels. We adjust accordingly. 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 intervention teacher(s). 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.

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

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.

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

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 facilitators of our Task Teams and the Advisory Committee 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. Input from staff, the collection of perception data from families and analyzing student assessment data is used to determine what changes, if any are necessary to ensure continuous improvement of the program and the current programs in place.
2014-2015 Goals and Plans
Overview

Plan Name

2014-2015 Goals and Plans

Plan Description
## Goals Summary

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

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
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<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>$202056</td>
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<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>$600</td>
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<td>3</td>
<td>All students at Mary Helen Guest will increase their proficiency in math.</td>
<td>Objectives:1 Strategies:2 Activities:10</td>
<td>Academic</td>
<td>$56438</td>
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</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, 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' 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.

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
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 Himmiele and William Himmiele
Learning Targets: Helping Students Aim for Understanding in Today's Lesson by Connie M. Moss and Susan M. Brookhart

Tier:

<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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SY 2014-2015
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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.

<table>
<thead>
<tr>
<th>Activity - Progress Monitoring</th>
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<tbody>
<tr>
<td><strong>Activity Type</strong></td>
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<tr>
<td>Professional Learning</td>
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</tbody>
</table>

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 and inform instruction.

<table>
<thead>
<tr>
<th>Activity - Total Participation Techniques</th>
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<tbody>
<tr>
<td><strong>Activity Type</strong></td>
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<tr>
<td>Direct Instruction</td>
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</table>

Instructional staff will use Himmele & Himmele's book Total Participation Techniques to engage all students in learning across all curriculum areas. Additionally, staff will begin to use techniques to progress monitor and create formative assessments.

<table>
<thead>
<tr>
<th>Activity - Family Literacy Night</th>
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<tbody>
<tr>
<td><strong>Activity Type</strong></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 - 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 Responsible</th>
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</thead>
<tbody>
<tr>
<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>
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<tr>
<th>Activity - Super Summer Success</th>
<th>Activity Type</th>
<th>Tier</th>
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<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>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></td>
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<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 Responsible</th>
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</table>
A select few of MHG instructional staff will attend the Walled Lake Curriculum Camp session to learn about the new CCSS units of study. Summer Math and Literacy Teachers will provide professional learning for all staff on close and critical reading protocols. Additionally, MHG staff will provide additional resources (articles, websites, books, etc.) related to CCSS. Three teachers will be attending Daily Five Conference and then provide professional development for staff.

<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>
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</thead>
<tbody>
<tr>
<td>All MHG instructional staff will attend professional learning, use available resources such as the Walled Lake School's Curriculum Website to implement the CCSS using best instructional practices.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>06/30/2014</td>
<td>07/01/2015</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Reading Recovery Teachers Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others Summer Literacy and Math teachers</td>
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</table>

<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 Responsibility</th>
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<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>
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<td>09/02/2014</td>
<td>06/11/2015</td>
<td>$137717</td>
<td>Title I Part A</td>
<td>Kathy Ilacqua, Mary Helen Guest Reading Recovery Teacher</td>
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<table>
<thead>
<tr>
<th>Activity - Direct Vocabulary Instruction</th>
<th>Activity Type</th>
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<th>End Date</th>
<th>Resource Assigned</th>
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<th>Staff Responsibility</th>
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</table>
### Strategy 2:

**Improving Classroom Learning Environments** - Instructional staff, building Principal, Support staff and others will integrate discipline and engagement techniques to improve classroom learning environments.

**Category:**


**Tier:**

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**Activity - Direct Instruction**

<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>
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</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Instructional Staff, Support staff, Principal, District Curriculum Developers, and others</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>
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**Activity - Summer Extension of Small Group Instruction**

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<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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<tr>
<td>Direct Instruction</td>
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<td>06/15/2015</td>
<td>06/26/2015</td>
<td>$1162</td>
<td>Title I Part A</td>
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**Activity - Supplemental Instruction**

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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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<tr>
<td>Direct Instruction</td>
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<td></td>
<td>09/02/2014</td>
<td>06/10/2015</td>
<td>$50819</td>
<td>Title I Part A</td>
<td>.6 Intervention Teacher</td>
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</table>

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**Strategy 2:**

Improving Classroom Learning Environments - Instructional staff, building Principal, Support staff and others will integrate discipline and engagement techniques to improve classroom learning environments.
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 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 Linday 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>
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</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>
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</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>Teachers will continue to participate in professional learning aimed at improving vocabulary in student writing by incorporating daily vocabulary instruction.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/10/2015</td>
<td>$600</td>
<td>General Fund</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

<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 and for formative assessment</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>
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 MEAP.

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

Tier:
## Activity - iReady

<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>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>09/02/2014</td>
<td>06/10/2015</td>
<td>$3061</td>
<td>Title I Part A</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
</tr>
</tbody>
</table>

## Activity - Focused Intervention: Math Fact Fluency

<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>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>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>
<td></td>
</tr>
</tbody>
</table>

## Activity - Total Participation Techniques
Instructional staff will use Himmele & Himmele’s book Total Participation Techniques to engage all students in learning across all curricular areas and for formative assessment.

**Begin Date**
Jul 1, 2013

**End Date**
Jun 30, 2014

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

**Resources**

**Funding Source**
General Fund

**Funding Amount**
$350

---

<table>
<thead>
<tr>
<th>Activity - CCSS Math Unit Planners</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>Using the Walled Lake School's Curriculum Website, instructional staff will become familiar with the new CCSS Math Units and collaboratively beginning planning for instruction. Instructional staff, along with students will set Learning targets and use data binders.</td>
<td>Professional Learning</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>

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<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>
</table>

SY 2014-2015
### 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 - Supplemental 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>Part-time intervention teacher to work during the day to provide supplemental instruction for targeted students in Math</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/10/2015</td>
<td>$50819</td>
<td>Title I Part A</td>
<td>Instruction staff, support staff, Principal, district curriculum developers and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Every Day Math 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 Responsible</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></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, curriculum directors, and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Every Day Math Supplemental web-based 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>Instructional staff will train parents how to log in and use Every Day Math web-based materials for math instruction.</td>
<td>Parent Involvement</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>11/01/2014</td>
<td>$100</td>
<td>General Fund</td>
<td>Instructional staff, support staff, principal and others</td>
</tr>
<tr>
<td>Activity - Math Workshop</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 Responsibility</td>
</tr>
<tr>
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<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Instructional staff will use the math workshop model to differentiate instruction for all students.</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 - 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>Instructional staff will continue to 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>07/01/2014</td>
<td>06/10/2015</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

<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</td>
<td>Instructional staff will use the math workshop model to differentiate instruction for all students.</td>
<td>Direct Instruction</td>
<td></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>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></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>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></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>
</tbody>
</table>
### Common Core State Standards
All MHG instructional staff will attend professional learning, use available resources such as the Walled Lake School's Curriculum Website to implement the CCSS using best instructional practices.

| Professiona Learning | 07/01/2014 | 06/30/2015 | $0 | Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others |

### Total Participation Techniques
Instructional staff will use strategies from Himmele & Himmele's Total Participation Techniques to ensure students are engaged in writing instruction and for formative assessment.

| Direct Instruction | 09/02/2014 | 06/10/2015 | $0 | Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others |

### Direct Vocabulary Instruction
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.

| Direct Instruction | 09/02/2014 | 06/10/2015 | $0 | Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others |

### Professional Learning
A select few of MHG instructional staff will attend the Walled Lake Curriculum Camp session to learn about the new CCSS units of study. Summer Math and Literacy Teachers will provide professional learning for all staff on close and critical reading protocols. Additionally, MHG staff will provide additional resources (articles, websites, books, etc.) related to CCSS. Three teachers will be attending Daily Five Conference and then provide professional development for staff.

| Professiona Learning | 08/18/2014 | 06/30/2015 | $0 | Reading Recovery Teachers Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others Summer Literacy and Math teachers |
### 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.

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>07/01/2014</th>
<th>06/30/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Common Core State Standards

All MHG instructional staff will attend professional learning, use available resources such as the Walled Lake School's Curriculum Website to implement the CCSS using best instructional practices.

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>06/30/2014</th>
<th>07/01/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Recovery Teachers Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Every Day Math Website Supplemental Resources

Instructional staff will use Every Day Math Supplemental website resources to provide additional math instruction for all students.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>09/02/2014</th>
<th>06/10/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff, Support staff, principal, curriculum directors, and others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Understanding Frameworks of Poverty

MHG staff will continue to learn and implement interventions to engage economically disadvantaged students and their families in the learning process.

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>09/02/2014</th>
<th>06/10/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff, Support staff, building principal and others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CCSS Math Unit Planners

Using the Walled Lake School's Curriculum Website, instructional staff will become familiar with the new CCSS Math Units and collaboratively begin planning for instruction. Instructional staff, along with students will set Learning targets and use data binders.

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>09/02/2014</th>
<th>06/10/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff, Support staff, Principal, District Curriculum Developers, and others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Name</td>
<td>Activity Description</td>
<td>Activity Type</td>
<td>Tier</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------</td>
<td>---------------</td>
<td>------</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.</td>
<td>Parent Involvement</td>
<td></td>
</tr>
<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. 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></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>
</tr>
<tr>
<td>Supplemental Instruction</td>
<td>Part-time intervention teacher to work during the day to provide supplemental instruction for targeted students in Math</td>
<td>Direct Instruction</td>
<td></td>
</tr>
<tr>
<td>Small Group Reading Instruction</td>
<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></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></td>
</tr>
</tbody>
</table>
### Family Literacy Night

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 Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Engagement</td>
<td></td>
<td></td>
<td>07/01/2014</td>
<td>06/30/2015</td>
<td>$2034</td>
</tr>
</tbody>
</table>

### Title I Family Math

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.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/10/2015</td>
<td>$1858</td>
</tr>
</tbody>
</table>

### Supplemental Instruction

Part-time intervention teacher to work during the day to provide supplemental instruction for targeted students in literacy.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/10/2015</td>
<td>$50819</td>
</tr>
</tbody>
</table>

### General Fund

- **Total Participation Techniques**
  - Instructional staff will use Himmele & Himmele's book *Total Participation Techniques* to engage all students in learning across all curriculum areas. Additionally, staff will begin to use techniques to progress monitor and create formative assessments.
  - Activity Type: Direct Instruction
  - Begin Date: 07/01/2014
  - End Date: 06/30/2015
  - Resource Assigned: $350
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Amount</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Workshop: Professional Learning</td>
<td>Instructional staff will continue to 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>07/01/2014</td>
<td>06/10/2015</td>
<td>$250</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<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.</td>
<td>09/30/2014</td>
<td>05/26/2015</td>
<td>$2500</td>
<td>Instructional Staff, Support Staff, Building Principal and Others</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<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 and inform instruction.</td>
<td>07/01/2014</td>
<td>06/30/2015</td>
<td>$100</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
<tr>
<td>Vocabulary Professional Development</td>
<td>Teachers will continue to participate in professional learning aimed at improving vocabulary in student writing by incorporating daily vocabulary instruction.</td>
<td>09/02/2014</td>
<td>06/10/2015</td>
<td>$600</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</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 curricular areas and for formative assessment.</td>
<td>Direct Instruction</td>
<td>09/02/2014</td>
<td>06/10/2015</td>
<td>$350</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>--------------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>Begin Date</td>
<td>Jul 1, 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End Date</td>
<td>Jun 30, 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
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</tr>
<tr>
<td>Funding Source</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Funding Amount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund</td>
<td>350</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every Day Math Supplemental web-based materials</td>
<td>Instructional staff will train parents how to log in and use Every Day Math web-based materials for math instruction.</td>
<td>Parent Involvement</td>
<td>09/02/2014</td>
<td>11/01/2014</td>
<td>$100</td>
</tr>
<tr>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>06/11/2014</td>
<td>09/05/2014</td>
<td>$200</td>
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