School Improvement Plan

Mary Helen Guest Elementary School
Walled Lake Consolidated Schools

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Introduction

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

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

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

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

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 390 students and we have approximately 45 staff members. This year, MHG is in its fifth year of a new principal and office staff. We have found our enrollment slowly declining. MHG has two staff members looping with their classrooms. MHG is a Title I building with over 35% 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. We are entering our 4th year of running a Parent Academy to support our families in a variety of ways.

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. Due to the continued decreases in state funding and declining enrollment, we find it difficult to maintain the same level of programming afforded in the past. The availability of resources has declined for many of our students that find themselves in families experiencing generational poverty. Additionally, some Governmental Housing is no longer available to our community, so consequently we are beginning to experience a more transient population. 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, and a greater focus on collecting and analyzing data from a variety of sources.
School's Purpose

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

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

Vision Statement:
Guest Elementary will...
Establish a solid foundation that empowers all children to develop academically and socially at their own pace.
Create a warm, caring and safe environment that values and celebrates the uniqueness of each child.
Exemplify a professional learning community. Students, staff and parents will model good citizenship and positive attitudes towards learning.
Uphold high expectations. We pledge to help all students achieve their personal goals. Our students will surpass District and State expectations. Together we will continue to grow as self-directed, life-long learners.

The Mary Helen Guest mission and vision were written together with the entire 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. Recently, we just added a byline: Responsible, Respectful, Resourceful, Resilient; Growing Guest Wildcat Champs.

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. We will be adding our new byline: Responsible, Respectful, Resourceful, Resilient; Growing Guest Wildcat Champs.

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 continue a two year training in Conscious Discipline, Growth Mindset training, 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, and useful feedback to increase student growth. We are implementing new vocabulary strategies and focusing on learning targets, formative assessments and progress monitoring. Formative assessment, providing feedback, and continuing to use learning targets to include success criteria will be a large part of our professional learning, along with learning to use our new technology and the implementation of our new math program EDM4, and iReady diagnostic reports.
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 Fellowship Teams, more staff members have an opportunity to take on leadership roles and there is shared decision making. We have one staff member attending the Galileo Teacher Leadership Academy, and three other staff members who are graduates of the Academy. Currently we are a Michigan Green School and have established and a Parent Academy to support families by providing training and resources for them to support their children's academic, social, and emotional development. We participate in a variety of community service projects and contribute to various charities. We offer our community a Little Lending Library so they can get books 24/7. 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 and increasing student growth through studying and understanding poverty, Conscious Discipline, Growth Mindset, engagement techniques, learning targets, formative assessments, BYOD/technology integration, higher level questioning techniques, instructional rounds and support for the social-emotional well-being of all our students. Our staff will not waiver from using best practices so all student needs are met. We will build on our current traditions and invite new traditions as the demographics of our building continue to change.
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, the 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 and ourselves to the same high expectations.
Improvement Plan Stakeholder Involvement
Introduction

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

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

The Mary Helen Guest staff uses the Professional Learning Community model, meeting frequently to reflect on our improvement plan, student data, perception data, 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 Fellowship Team. We will continue three specific Fellowship Teams that align with our building needs based on data and best practices: Building Culture, Interventions, and Best Instructional Practices. Every Task Team has two facilitators that make up the school's Advisory Team who took the primary responsibility for developing and writing this year's School Improvement Plan - Goals section. Ideas and input was discussed and collected 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, Fellowship team committees and then as a whole group, to discuss the areas of need based on our iReady data, daily observations, formative assessments, 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 Fellowship 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 2016-2017 school year. It will be communicated to the community by October. of 2016. The final SIP will be added to our October newsletter "Wildcat News" and shared at a Parent Academy Workshop. Progress will be monitored and evaluated throughout the school year. The Advisory Team and Fellowship Teams will review the plan frequently throughout 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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data-related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.
Demographic Data

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

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

Enrollment in the Walled Lake School District is slowly declining and an issue that is being addressed with all administrators including central office personnel and our school board. Additionally, along with declining student enrollment over the last three years, our level of mobility has increased. We have an increase of students that come part-way through the school year and do not finish the year with us. We continue to experience a decline in enrollment and are becoming more transient. A large portion of Government subsidized housing is no longer available.

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

Challenges with student attendance includes issues with tardiness due to parents not using our school's transportation system. This impacts valuable instruction. Overall, MHG does not experience excessive daily absenteeism.

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

At MHG, student behavior data shows an improvement in the areas of discipline referrals, suspensions, and bus incidents. We have minimal suspensions and referrals due to our PBS: Conscious Discipline, Consistency, among staff and families can be a challenge. Our playground and cafeteria continue to be areas where most offenses occur. Building transitions have also been identified as an area in need of improvement.

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

For attendance issues, we will continue to monitor excessive absences and students tardy to school and notify parents regularly. These absences and students tardiness will be flagged in Skyward to assist us in monitoring. Our PBIS program that focuses on being Responsible will be reinforced. We will continue to send out letters, emails and make phone calls to our families that are truant and refer to the county for support. We will be consistent in our expectations, but also listen, educate and support families that need guidance in understanding the impact of poor attendance and tardiness.
Teacher/School Leader(s) Demographic Data

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

At MHG we have several teacher leaders and experienced teachers that serve on our school's Fellowship Teams (PLC) and Advisory Team. Additionally, several teachers serve as leaders outside of the school. Their expertise will support student achievement. MHG Administrator is entering her fifth year and continues to strive to be an instructional leader while at the same time manage the daily happenings in the building. The MHG Administrator will continue to stay current by attending professional learning opportunities at Oakland Schools, 3-day Every Day Math training in Chicago, and completing 6 credit hours on how to provide feedback to increase student achievement and learn more about childhood disorders to best serve MHG diverse community. The realignment of Fellowship Team goals (PLC) will prove to have a positive impact on student achievement and building culture.

Teacher/School Leader(s) Demographic Data

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

Relatively speaking, we have an experienced staff with the exception of Title I Intervention Teachers. The experience and growth mindset of our staff has proven beneficial to our students with respect to a strong knowledge-base/content, cultural awareness, and dedication to building strong community connections. The MHG staff believe in building capacity be implementing the concept of teacher leaders planning professional learning opportunities to share their expertise, and implementing the concept of training Trainer to train. New staff members will be inducted to how we do business at MHG and we will all learn from what new experiences and learning they bring to the building all of which will positively impact student achievement. Student teacher interns are a par of our community as well and enrich the learning for students.

Teacher/School Leader(s) Demographic Data

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

The school leader is out of the building 1/2 to one day per week for district commitments and/or PD opportunities. While this does present difficulties at times, she is accessible through email and phone while absent. There have been no medical illnesses present at this time. The administrator's attendance has a direct impact on student achievement, however, this did not appear to be so this past year.

Teacher/School Leader(s) Demographic Data

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

Our staff has a relatively low level of absences on an individual basis. With any extended staff absences, appropriate certified staff were placed in their classroom during their absence and continued communication was maintained between the teacher and long-term substitute. Professional Learning opportunities that took staff from the classroom appeared to benefit student achievement as they were balanced between grade levels/staff and were carefully chosen to benefit students and improve the staffs’ pedagogical skills.
Teacher/School Leader(s) Demographic Data

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

Our district offers professional learning opportunities outside of the school day and in the summer to prevent absences. Careful monitoring, balance and discussion regarding the value and amount of these learning opportunities should occur to ensure the impact to students is minimized. The relevancy of any planned professional learning is scrutinized to ensure it will benefit students and staff.
Process Data

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

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

Purpose and Direction
Governance and Leadership

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

Resources and Support Systems

12. How might these challenges impact student achievement?

These challenges might impact student achievement if support systems and resources are limited: increased class sizes, appropriate training to use new technology to its fullest capacity, limited resources such as social work and counseling services to meet emotional and social needs. Lack of interventionist to support the learning of our most at-risk students.

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

All teacher stakeholders must work together to refine and plan our professional learning together. We must narrow our professional learning efforts in order to tackle the challenges of the curriculum and new initiatives that interrupt our focus. Priorities for professional learning must be set by teachers, and learning opportunities must be developed and attended by all teachers to develop teaching and learning. Teacher leaders must continue to be empowered to be learners and share their learning with others.

Continued work with our Special Services personnel and Title I Interventionist to help our general education teachers work with students with challenging behaviors in the classroom. Support, strategies, and interventions must be learned, implemented with fidelity, and monitored and adjusted as necessary.

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

Through the IEP process, students with special education are granted the necessary services to support their inclusion in the general education environment. All support staff communicates regularly with families of special needs students to ensure the IEP is implemented and that students are receiving the appropriate level of services. The 504 process is run by the building administrator by collaborating with...
support staff, students, and parents that need additional accommodations. Our Student Instructional Planning Process (SIPP - RtI) team also works to support those students that do not have access to an IEP or 504 plan.

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

Extended learning opportunities available for students include:

Grades 3-5 Student Government (Student Council)
Grades K-5 Variety of field trips aligned with standards
Grade 5 Safety Patrol, Kindergarten Mentoring program,
Grades K-5 Buddy system that includes STEAM/STEM/PBL projects
Grades 1-5 the district extends learning opportunities in math advancement to those students that test at the district level for advancement
Depending on the school schedule, one grade level will receive additional learning opportunities in Art Therapy and a community tutoring program
Grades K-5 receive visual arts, music, PE and computer instruction. Also included are art shows, choir performances, science demonstrations
Grades K-5 Math Pentathlon
Grades K-5 teachers ensure extended learning opportunities needed on an individual basis
Grades K-5 the district provides opportunities for community education programs that include but not limited to musicals, science, and art classes
Grades K-5 will be involved in CHAMP time which will focus on character training aligned with our PBIS program.

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

Families can self-select their child for math testing and enrollment in Community Education opportunities. Teachers identify students for instructional advancement opportunities and communicate with families through email, parent-teacher conferences, phone, texting and one-on-one meetings. Some programs require permission slips and enrollment forms. Families are notified through permission forms, emails, newsletter, Skylert, and phone calls, and other social media.

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

The district provides pacing guides and benchmarks, and all staff follow the district developed common curriculum. Through teacher evaluations and observation, the building administrator ensures that staff are implementing all state content standards with fidelity. Professional learning opportunities are provided to help ensure a strong foundation and guidance.

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

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

19a. Reading- Strengths

Base on MSTEP data and other school assessment results from the DRA assessment, iReady Diagnostic, benchmark assessment, and other formative assessments, our students in 3rd and 4th grade made progress and 5th grade remained consistent.

Our spring 2016 MSTEP Reading Scores indicate the following:

3rd grade
- Advanced 23%
- Proficient 24%
- Partially Proficient 18%
- Not Proficient 35%

4th grade
- Advanced 25%
- Proficient 21%
- Partially Proficient 22%
- Not Proficient 32%

5th grade
- Advanced 14%
- Proficient 52%
- Partially Proficient 26%
- Not Proficient 9%

We continue to analyze state and formative assessment data and the content strands within each to inform our instruction with all students. Continued professional learning opportunities will be implemented to increase student achievement in reading, especially those student partially proficient and not proficient.
19b. Reading- Challenges

Our continued challenge is to move our Not Proficient and Partially Proficient students into the Proficient or Advanced category of achievement. Our challenge is to continue to identify these students and provide regular and consistent intervention with these students. We continued to be challenged by lack of time and resources to reach all students on a regular basis. We continue to provide professional learning opportunities for our teachers, develop and monitor interventions for struggling students through our SIPP process with teachers and parents, and encourage a home-school partnership all in an effort to increase student achievement in the area of reading.

We will continue identify and analyze the content strands and other data for our lowest students, provide best practice interventions and strategies, and monitor these students' progress.

19c. Reading- Trends

Our proficiency data in the area of reading on the MSTEP indicates a fairly consistent number of students in grades 3 and 4 made progress and 5th grade students maintained.

19d. Reading- Summary

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

This challenge will be addressed through our SIP Reading goals: Close Reading strategies, Appropriate feedback, focus on success criteria, Language Workshop & Vocabulary Instruction. We will continue to provide small group and individual intervention in reading to those partially and not proficient.
20a. Writing- Strengths

Our students are assessed in writing using the Developmental Writing Assessment (DWA) in the fall of each school year. Certain content strands are assessed later in the school year to see progress. Beginning in the 16-17 school year, all schools in Walled Lake will discontinue the use of the DWA writing assessment and will be implementing the Lucy Calkins writing checklist to formatively assess student writing throughout the year and develop writing instruction based on the results.

According to the DWA strands, our students perform consistently with the conventions such as punctuation, grammar usage and spelling. Additionally, students in all grade levels have increased proficiency in the area of vocabulary usage.

20b. Writing- Challenges

Our challenges in the area of writing include helping to build our young writer's skills earlier to have increased proficiency at the fifth grade level. Closer attention and analysis of the areas of weakness from the DWA assessment will help teachers plan and provide instruction and interventions. A challenge continues to be allowing time for writing in a variety of subject areas and finding time for teachers to analyze and plan writing instruction from the results of their assessment. During the 16-17 school year, we will begin using the Lucy Calkin's Writing Checklist to help teachers better assess their students' writing abilities. This needs to be done regularly to assess progress.

20c. Writing- Trends

MHG continue to struggle with the content strand of the DWA assessment including word choice, supporting details, openings and closings. Students across third through fifth grade appear to be stronger. More continued development is needed in the area of writing, specifically in the area of content for all students.

20d. Writing- Summary

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

The challenges will be addressed in our SIP reading and writing goals. More time will be dedicated to writing. Professional learning
opportunities will be given to teachers. Time will be spent aligning our teaching practices and the Writing Units of Study in Walled Lake.

21a. Math- Strengths

Based on M-Step data and other school assessment results from the Benchmark Assessments, Everyday4 Math Unit tests, the iReady, and other formative assessments, our students continue to maintain fairly consistent and highly proficient scores in the area of math, and continue to maintain their progress. Our spring 2016 M-Step Math Scores indicate the following:

3rd grade math
Advanced 34%
Proficient 27%
Partially Proficient 24%
Not Proficient 15%

4th grade math
2016 Math
Advanced 29%
Proficient 39%
Partially Proficient 24%
Not Proficient 9%

5th grade math
Advanced 21%
Proficient 29%
Partially Proficient 40%
Not Proficient 10%

We continue to analyze state and formative assessment data and the content strands within each to inform our instruction with all students. Continued professional learning opportunities will be implemented to increase student achievement in math using the Everyday Math 4 Program, and iReady Diagnostics, especially those students partially proficient and not proficient.

21b. Math- Challenges
Our continued challenge is to move our Not Proficient and Partially Proficient students into the Proficient or Advanced category of achievement. Our challenge is to continue to identify these students and provide regular and consistent intervention with these students. We continued to be challenged by lack of time and resources to reach all students on a regular basis. We continue to provide professional learning opportunities for our teachers, develop and monitor interventions for struggling students through our SIPP process with teachers and parents, and encourage a home-school partnership all in an effort to increase student achievement in the area of math. We will continue identify and analyze the content strands and other data for our lowest students, provide best practice interventions and strategies, and monitor these students’ progress.

21c. Math- Trends

Our proficiency data in the area of math on the M-Step Assessment indicates a fairly consistent number of students at grades 3, 4, and 5 are Advanced and Proficient as well as the number of students that are Partially or Not Proficient. Our fourth and fifth graders stayed consistent.

21d. Math- Summary

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

We continue to be challenged to help move our Partially and Non-Proficient students into the Proficient category on the M-Step Assessment in the area of math.
We will need to continue providing small group and individual interventions in math to those bottom-most scoring students. We will need continued professional learning in Everyday Math 4 to develop our teaching skills in math so that we are teaching the program and standards for mathematical practice with fidelity at all grade levels. During the 16-17 school year we will deepen our understanding and of the Everyday Math 4 program through sustained professional learning opportunities. One teacher and the building principal attended Chicago in late June of the 15-16 school year to work with highly trained EDM4 math consultants and will continue to work with all teachers at MHG to increase math proficiency.

22a. Science- Strengths

Fourth graders were assessed using the M-Step Assessment during the 15-16 school year.
Advanced 4%
Proficient 9%
Partially Proficient 44%
Not Proficient 43%

According to assessment results, we continue to provide engaging and hands on science experiments and instruction in our classrooms, yet our practice needs to be better aligned with the science standards in order for our students to become more proficient in the area of science. Implementing more STEAM/STEM/PBL can deepen scientific knowledge.

22b. Science- Challenges

87% of our fourth grade students who took the M-Step Assessment during the 15-16 school year were Not Proficient or Partially Proficient. We continue to struggle in our aligning the Common Core State Science Standards with our practice. The M-Step Assessment has assessed fourth graders this past year, and fifth graders the during the 14-15 school year. Our challenge is to find a way to better formatively assess our students in the area of science, align our practice with the standards better, participate in quality professional learning to learn better ways to teach the science standards to our students, and align our current science kits, resources and materials in Walled Lake to better serve our students and teachers.

22c. Science- Trends

87% of all elementary students scored in the Not Proficient/Partially Proficient category on the 15-16 M-Step Science Assessment. Science continues to be an area of struggle in our District, including MHG. When trends are looked at from the MEAP and M-Step Assessments, it is evident that our practice needs to be better aligned with the science standards in order for our students to be more proficient.

22d. Science- Summary

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

The challenge of increasing proficiency of our students in the area of science will be looked at when we plan our professional learning for the 16-17 school year. This is also being addressed at the District level with our Curriculum Developers and with our iCouncil. Work is needed to align our practices better with the Common Core State Science Standards at all grade levels, analyze and align our current School Improvement Plan.
23a. Social Studies- Strengths

Our fifth grade students were assessed using the M-Step Assessment in the area of Social Studies during the 15-16 school year.

Advanced 2%
Proficient 27%
Partially Proficient 65%
Not Proficient 7%

Social Studies is delivered to all students in all grade levels. We continue to use our Social Studies Units of Study which are embedded in the ELA Common Core State Standards. Our strengths include the Units of Study, yet we must carefully analyze these units to better understand how our practice is meeting these standards with students in a consistent manner. At the District level, 68% of our Walled Lake Schools fifth graders performed in the Partially Proficient and Not Proficient categories.

23b. Social Studies- Challenges

Our challenge continues to be analyzing and aligning our practice with the standards and increase professional learning in the area of Social Studies for teachers. We need to analyze the specific strands on the M-Step assessment to understand where our students were not proficient and design our instruction to meet those needs. We also need to increase our time spent teaching social studies in the classroom across grade levels and embed more units within the Language Workshop.

23c. Social Studies- Trends

Social Studies continues to be an area of struggle in our District and at MHG. We will continue to work with our District Curriculum Developers in Social Studies and our iCouncil to better analyze where we need to improve and to develop action steps to address the needs of students and of teachers.

23d. Social Studies- Summary

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

We will continue to analyze the results of our assessments including M-Step and Social Studies Units of Study of students in the area of Social Studies as a school and as a District. We will work with our District Curriculum Developers and with our iCouncil to understand our needs for professional learning and to understand how we are doing at aligning our instructional practice to meet the needs of students.
Perception Data

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

24a. Student Perception Data

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

3rd - 5th grade students were surveyed at the end of the 15-16 school year to gather perception data about their principal. The survey was developed by our District Cabinet leaders. A Google link to a Google Survey was sent to students to complete. Questions were formulated by District Cabinet leaders. The survey was given to students by our Media Specialist. Students were asked a series of 8 questions related to the leadership of the school. The highest level of satisfaction among students were to the following the questions:

I am comfortable talking to my principal about my problems and concerns.
I see my principal a lot.
My principal cares about students.
My principal communicates so everyone knows what is going on at our school.
My principal makes sure we are safe in my school.
My principal is a good problem solver and helps students when they are arguing.
My principal listens to me.

24b. Student Perception Data

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

The question or area that indicated the lowest level of satisfaction among students were:
My principal talks to me about my learning.

24c. Student Perception Data

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

Actions will be taken to have learning focused conversations with students in and out of the classroom more frequently. Feedback will be given to students more frequently about their learning. Continue to provide opportunities to meet with students to read, visit classrooms,
25a. Parent/Guardian Perception Data

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

29 parents completed a survey at the end of the 15-16 school year to gather perception data about their principal and her leadership. The survey was developed by our District Cabinet leaders. A Google link to a Google Survey was sent to parents in our newsletters, through email communication, and District communications. Questions were formulated by District Cabinet leaders. Parents were given approximately 3-4 weeks to complete the survey.

Areas that indicated the overall highest level of satisfaction among parents/guardians were:
- The principal is an effective leader.
- The principal is accessible.
- The principal displays caring for students and parents.
- The principal communicates effectively with the school community.
- The principal ensures the management of the organization, operations and resources for a safe, efficient and effective learning environment.
- The principal has a positive reputation and good relationships with students and parents.
- The principal is open to parental input on school-related matters.
- The principal has a positive reputation and good relationships with students and parents.

25b. Parent/Guardian Perception Data

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

The principal collaborates with our parents and broader school community in order to garner resources and support for the school.

25c. Parent/Guardian Perception Data

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

Actions will be taken to continue to deepen relationships with the broader community to enlist more resources for our students and staff.

26a. Teacher/Staff Perception Data

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

100% of all staff rated the administrator of the MHG to following:
- I am comfortable talking to my principal about my problems and concerns.
- My principal has a positive reputation and good relationships with students and staff.
My principal communicates effectively with the school community.  
My principal is a good problem solver and is able to successfully resolve issues that come from parents, students and staff members.  
My principal supports and promotes the professional development of staff.  
My principal confronts problems with honesty and integrity. I can trust my principal.  
My principal collaborates with our parents and broader school community in order to garner resources and support for the school.

26b. Teacher/Staff Perception Data

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

My principal is visible and accessible.

26c. Teacher/Staff Perception Data

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

Discuss with Central Office the amount of time I am pulled out of the building for meetings and committee work. Teacher evaluations impacted the administrators visibility and accessibility as well. As part of the teacher evaluation committee we have discussed how to streamline the process.

27a. Stakeholder/Community Perception Data

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

N/A

27b. Stakeholder/Community Perception Data

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

N/A

27c. Stakeholder/Community Perception Data

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

Increase opportunities to connect and create partnerships with local business and other municipalities in the MHG community to strengthen community relationships.
28a. Summary

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

MH Guest has a strong Advisory Team and staff that are committed to all children ensuring student achievement. We need to tap into the Guest community by providing more resources and opportunities for them to volunteer. As our mobility increases, we continue to have a high percentage of economically disadvantaged children, and high percentage of ELL students, our staff will make a concerted effort to meet the needs of all children through the analysis of data, collaborative lesson planning, implementation of best practices, and relevant Professional Learning. MHG is a caring, safe, and learning-focused community. Our challenges include the need for more parent volunteers and feedback. Continued professional learning in is needed in the areas of math, science, and social studies. Continue the strong work of our Positive Behavior Support system with students, parents, and staff. Our SIP must be the driving document to ensure student achievement.

28b. Summary

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

Students need to be recognized for their effort and through our work with Growth Mindset, we will teach students to persevere through the learning process. Providing more opportunities to get families involved and providing resources how they can support learning at home will positively impact student achievement. Holding all students to high expectations must be a priority, as well only accepting only the very best/quality work from all students. All plans and goals must be monitored and adjusted.

28c. Summary

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

Our staff is working with Oakland Schools to plan all professional learning around learning intentions, success criteria, formative assessment and feedback. Based on research from Hattie, we will have the most impact on student achievement if we first know what students need to...
learn and if they hit the benchmark. As a learning community we need to define our instructional vision to ensure that all students receive evidence-based instructional strategies. Formative assessment will monitor student progress and drive the need to adjust our instruction accordingly. According to research from Hattie, Anita Archer, and several others, identifying students that are in need of support on a more regular basis and responding to that need with explicit instruction, we will have a positive impact on student achievement.
School Additional Requirements Diagnostic
Introduction

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

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<thead>
<tr>
<th>Label</th>
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<th>Attachment</th>
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<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>3.</td>
<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>No</td>
<td>N/A</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>N/A</td>
<td></td>
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<tr>
<td>5.</td>
<td>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</td>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.</td>
<td>Yes</td>
<td>Assistant Superintendent of Human Resources Margaret Hazlett 850 Ladd Road Walled Lake, MI 48390 248-956-2023</td>
<td></td>
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</table>
7. 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.

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<td>7.</td>
<td>The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.</td>
<td>Yes</td>
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8. The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.

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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>
<td>Compact is uploaded in the Title I Report</td>
<td></td>
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9. The School has additional information necessary to support your improvement plan (optional).

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<tr>
<td>9.</td>
<td>The School has additional information necessary to support your improvement plan (optional).</td>
<td>No</td>
<td>N/A</td>
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</table>
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).
Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Mary Helen Guest Advisory Committee and three Fellowship Teams (Building Culture, Interventions, Best Practices) completed the comprehensive needs assessment by reviewing building wide achievement data in May and Sept of 2016. Using our district created summative and formative assessments along with iReady, 2014-2015 MSTEP 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. We also analyzed PBS data, perception data, all of which leads our staff that basic needs are not always being met and impacting student achievement.

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 use of Lucy Calkins Writing checklists and Rubric, the Michigan Student Test for Educational Progress (MSTEP), the English Language Proficiency Assessment (WIDA), as well as the Walled Lake Consolidated Schools (WLCS) Unit Benchmark Assessments for grades two through five, and iReady (computer diagnostic testing for literacy and math) assessment data from grades K-5. The Walled Lake Consolidated Schools Benchmark Assessments are administered quarterly for mathematics, science, and social studies. In grades K-2, we administer the Walled Lake Literacy Progress Profile (WL-LPP). This year we will be adding very explicit and directed daily formative assessment for reading, writing, math, and WL-LPP. Instructional staff utilize these assessments to drive instruction and to implement academic programs for students that best meet each child's needs. Assessments include students from the academic levels of pre-kindergarten through fifth grade. Each of these assessments provides detailed information about an individual child. Assessment data is reviewed by individual classroom instructors and grade level teams. General trend information is gathered as well as specific student data. Our Student Instructional Planning Process (SIPP) Team also meets weekly on Thursdays to review at-risk students at each grade level. SIPP plans are created and analyzed. We also have 1/2 days of school, after school sessions, and Block Time planned to analyze student data, engage in professional dialogue to create collaborative lesson based on explicit evidence based instruction. All documentation is collected on individual students using Google Docs and recorded in Illuminate. 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. Students lacking confidence, motivation, social and emotional deficits, that are interfering with their academic progress will be assessed using an overall self esteem (standardized) scale that consists of a pre/post. Additionally, an overall behavior assessment (standardized), and social skills assessment scale will be used to further identify students struggling with emotional issues that are impacting their academic achievement.
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 performing at a level of “Somewhat Below”, “One Year Below,” or More Than One Year Below” are initially referred to a child’s grade level team of teachers for review. 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, summer school, and Social Work support to address the affective component that is interfering with academics. 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 WLCSD 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 WLCSD grade-level standard for the Developmental Reading Assessment; (2) perform below the instructional standard in Writing Assessment; (3) perform at a standard below expectations in basic skills; (4) score below 70 percent proficient on a WLCSD Benchmark Assessment in one of the four core academic areas; (5) score a “3” or a “4” on the MSTEP 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), Lucy Calkins Checklist and Rubrics, 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. The results of our Program Evaluation revealed we need to spend more time on letter identification at the kindergarten level; where initially we assumed it was letter sounds.
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. Reading Recovery teacher will offer extended time in the summer to complete the program with students from the second round.

2. NOTE: Hoping for more Title I money to fulfill this position: 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 (at this time I do not have any intervention teachers. We need more funding for the 2016-2017 school year to fulfill this intervention to meet the needs of our most at risk targeted students)

3. NOTE: Hoping for more Title I money to fulfill this position: 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. (at this time I do not have any intervention teachers. We need more funding for the 2016-2017 school year to fulfill this intervention to meet the needs of our most at risk targeted students)

4. iReady instructional component will be implemented for math and reading this school year (we need more funding for the 2016-2017 school year to fulfill this intervention to its fullest potential). We will use the diagnostics and lessons for our targeted students.

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

6. NOTE: Hoping for more Title I money to fulfill this position: Mathematics Intervention teacher to work with Title I students who are struggling with grade level mathematics skills. iReady math instruction that directly aligns with the diagnostic piece to meet the needs of targeted students. Tutoring before school will be implemented using iReady math instructional component for those targeted students.

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.

9. NOTE: No funding for this supplemental intervention. Hoping for more Title I money to fulfill this position: Mathematics Intervention teacher to work with Title I students who are struggling with grade level mathematics skills. Social Work support - targeted students will receive services to address social and emotional deficits to help ensure more academic success.
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), iReady, 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 Advisory 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: DRA, the DWA, the WL-LPP, iReady, and mathematics benchmark assessment data.

Our SIPP process at Guest Elementary naturally folds into our 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, intervention teachers, and teacher consultant. 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. Parent meetings are also planned during these times. 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 it is shared then next
steps are determined. Grade level teams of teachers and the SIPP support team meet regularly to use assessment information Title I Targeted Assistance Diagnostic 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, 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 SIPP Advisory 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, mathematics instruction and socio-emotional support 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 Team and the SIPP Advisory 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.
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 Everyday Mathematics 4 are used for practice to improve number sense. iReady diagnostic is a tool we use to assess for learning. It identifies weaknesses/gaps of learning in four domains. Students are automatically differentiated based on need and instructional plans are available to all instructional staff. 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/Intentions with success criteria to focus their teaching on CCSS and use formative assessment throughout 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. Teaching students to have a growth mindset and improving social and emotional skills also help eligible students reach the State’s standards in the four core curriculum academic areas. NOTE: Additional resources are necessary to fulfill this position: Mathematics Intervention teacher to work with Title I students who are struggling with grade level mathematics skills. Our Title I funded Social Worker will focus on teaching and utilizing effective coping strategies to increase problem solving/positive conflict resolution and decrease negative/acting out or shutting down behaviors that impact optimal learning, of our title I at risk students. Learning/practicing/utilizing effective social skills to increase positive peer interactions and decrease peer conflicts that impact/take away from optimal learning.

We are committed to meeting our students basic needs so they can concentrate on learning.

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

Growth Mindset by Carol Dweck
Conscious Discipline by Becky Bailey
Embedding Formative Assessment by Dylan Wiliam & Diobhan Leahy
3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Data from iReady, our Developmental Reading Assessment and Checklists & Rubrics from Lucy Calkins unit of study 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 3 years more students are attending Parent Academy, 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 and push in to support reading, writing, math, science or social studies. Any Resource room teachers, Social Worker, or intervention teachers use a variety of methods depending on the students needs.
Component 5: Title I and Regular Education Coordination

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

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. NOTE: the only intervention available for 2016-2017 is a Reading Recovery Teacher.

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 and Block-time planning 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 and intervention 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.

NOTE: these are not available due to lack of funding. If funding becomes available, these interventions will be implemented.

Our Title I Social Worker will work with targeted students by supporting their social-emotional well being. Teaching and utilizing effective coping strategies to increase problem solving/positive conflict resolution and decrease negative/acting out or shutting down behaviors that impact optimal learning, of our title 1 at risk students, learning/practicing/utilizing effective social skills to increase positive peer interactions and decrease peer conflicts that impact/take away from optimal learning. 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 will not have pre-school.
# 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 Every Student Succeeds Act (ESSA). Our teachers are observed and meet with the principal at a minimal two times 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 learning intentions, feedback, success criteria, formative assessment, and units of study that align with CCSS. This work will continue and we will be focusing even more on formative assessment techniques and feedback and Language workshop. Our professional development decisions are contingent on the work of John Hattie. Howard Les from Oakland Schools will be providing professional learning for all Guest staff. Many grade level teachers continue to attend professional develop opportunities during the summer. This summer the focus was on Language Workshop, units of study, an assessment plan for all students, Everyday Math4, Lucy Calkins check lists and rubrics that will be used during reading/writing and math workshop where teachers will differentiate to meet the needs of eligible students. At the building level, staff development was also provided by staff members on using vocabulary, review of learning intentions, success criteria, feedback, explicit learning on Formative Assessment by Howard Les, math talks and fact fluency. One staff member attended the Every Day Math 4 training in Chicago will be training staff on the newly adopted math program. All staff will be involved in iReady training; how to use the diagnostic tools for instruction, and how to analyze multiple reports. The implementation of Conscious Discipline by Mary Masson will continue plus, the implementation of what it means to have a Growth Mindset. We also continue to implement strategies from Ruby Payne's Understanding the Framework of Poverty. All staff professional learning will directly support eligible students in reading, writing, social studies, science, and math.

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 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. This year we will invite 2-3 families so we have a small group and explicitly teach them how they can best support their students’ learning at home in both math and reading.

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<td>3. Your school's professional development/learning plan or calendar is complete.</td>
<td>Yes</td>
<td></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. Our online KALPA system keeps record of all professional learning our staff completes. We will have four half-days, 6 staff meetings, one retreat, and several grade level block planning meetings that staff will be involved in throughout 2016-2017.</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 (iReady, Family Literacy and Math evenings, Super Summer Success, and 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 Team 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. We will be inviting families of eligible students to attend one on one meetings to discuss their needs and provide opportunities and supplies for them to support learning at home.

3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?

Yes

A survey is collected from our Targeted families four times a year asking for specific perception of our programming. We also ask for suggestions for the following school. Our Parent Academy is used to gather input from families. The administrators evaluation survey is another vehicle used to gather perception data on the leadership of the school including all facets.

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 families. Curriculum 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 offer 4-6 times per year opportunities for parents to attend our Parent Academy. This helps parents work with their teacher and other educators to improve the "whole" child. Trimester report cards reflect standards, conferences are held every fall & as needed to discuss progress toward standards. Questions & and any clarifications are addressed during this time. Website links with State content standards are available on MHG's website. State assessments are discussed at PTA meetings & Parent Academy meetings. Informational documents are still available to interpret state assessment (MEAP of 2013-2014 & MSTEP 2014-2015) data results are available. Benchmark Assessment analysis explaining standards & child's specific achievement are shared. iReady parent reports are shared.
outlining strengths and weaknesses. 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, iReady 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 monthly PTA Meetings.

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. Our MHG Parent Academy offers 4-6 times per year for parents to attend learning how to best support their child. 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 (EM4) are sent home daily to practice & reinforce math concepts. Passwords to access the EM4 website are sent home so students can practice math concepts. Reading logs are available so text is monitored. Study guides are given to support upcoming BAs. Grading for learning is implemented so gaps in content areas are addressed. Through the evaluation system, a survey is sent to students grades 3-5, all parents, and staff regarding the leadership (principal) of MHG. Pertinent perception data and information is used to inform our practices, improve services, and the culture of the building. After Family nights, Parent Academy, & 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. Our Parent Academy is held every other month and all topics of discussion are generated from families so we can address their needs and to review Title I programs and provide input in developing additional Title I interventions, or share ideas as to what resources and/or skills they find would be beneficial to support their child. MHG provides input on the WLCSD 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. Parents of Title I students who cannot attend information meetings can go directly to the district and Title I school's 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, perception surveys, or email address; MichelleFiebke-Lang@WLCSD.org.

Section 1118 e (3) In order to educate MHG staff about the contributions of parents & about effective communication with parents, we continue to use strategies from Ruby Payne A Framework for Understanding Poverty & other resources 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 population. We are also learning about Conscious Discipline, Growth Mindset, and using many brain gym activities. Professional learning 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 used 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. Social Worker will include practices for learning and utilizing effective coping strategies to increase problem solving/positive conflict resolution and decrease negative/acting out or shutting down behaviors that impact optimal learning, of our Title I at risk students. Learning, practicing, utilizing effective social skills to increase positive peer interactions and decrease peer conflict that impact/take away from optimal learning.

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 through the Parent Academy; 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 Task Team and Parent Academy Advisers 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 2016 & spring of 2017 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 will be comprised of parents of Title I students at MHG to provide input on the WLCSD Title I Parental Involvement Policy, the Title I parent involvement policies for each of the Title I El. schools, and the School-Parent Compact for each of the Title I El. schools. The principal at MHG met with parents of Title I students via Parent Academy Meetings 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 involvement activities are evaluated through perception surveys and through participation in the activities.

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. However, 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.
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 15 buildings. We have not encountered a situation where we could not provided interpretation needed for parents or children.

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 para-educators 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 Lakes Area Youth Association, Costco, MHG Clothing Drive, 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. MHG has a Personal Needs Closet families can visit to get supplies such as toiletries, laundry soap, toothpaste, etc.

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 & how to be mindful and practice a growth mindset rather than a closed mindset, plus we focus on nutritional needs by not allowing edible treats. We are involved with a program titled TEAM with the local police department. The program teaches students about the dangers of drugs and alcohol, peer pressure, internet safety, sexting, weapons, and other topics so students can make educated decisions in the face of danger. 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. The district has a summer food program. 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 volunteers.
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; Lucy Calkins checklists for writing acquisition in all units of study, for grades K-5. iReady data for grades K-5, three times per year, ongoing formative assessment and goal setting, M-STEP 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 Illuminate. 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, and three times per school year, our entire staff meets to analyze data and create collaborative lesson plans to meet the needs of our children. 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 Illuminate to evaluate long term effect of Title I funded interventions. At this time, we have strong data that indicates Reading Recovery intervention and added literacy group instruction has a long term positive effect on MSTEP 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, all instructional staff, and building principal 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, the general education teacher, intervention teachers, 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. Some 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 Fellowship Teams, 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 Common Core Standards for reading, writing, and mathematics. CCSS units of study, Language Workshop, vocabulary development, and Close Reading strategies were also part of our training, training on how to use iReady as a diagnostic tool to inform instruction and review student progress will continue.
Evaluation

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. Our Reading Recovery teacher completes a thorough report to evaluate the impact of the program. Data from early interventions implemented in kindergarten is also analyzed for its effectiveness. MHG completed a program evaluation as well. 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 iReady Math tutoring program, 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 state testing data (M-STEP) 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 MSTEP tests in reading, mathematics, science (grade 4 only), and social studies (grade 5 only). Even though the MSTEP is new, Dynamic reports are helpful to further evaluate results achieved by the targeted assistance program. 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 M-STEP.

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 Lucy Calkins Checklists and rubrics for grades K-5, the English Language Proficiency the WIDA Assessment 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. iReady reports are used 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, and Super Summer Success, 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.

We completed a program evaluation to determine the impact it had on increasing the achievement of eligible students. Changes will be made accordingly to strengthen the program to help ensure achievement of eligible students who are furthest from achieving the standards. MSTEP ELA (grades 3-5), mathematics (grades 3-5), science (grade 4 only), social studies (grade 5 only) and soon we will analyze M-Step data to determine program effectiveness. 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 MSTEP data, we cross-reference other local achievement data that we maintain such as progress on the DRA (Developmental Reading Assessment), Lucy Calkins Checklists and Walled Lake Schools Mathematics Benchmark Assessments, and ongoing formative assessment. If the eligible students in the bottom third of the MSTEP test are making solid progress on our local assessments, formative assessment, and iReady results, 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 MSTEP 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, and any other intervention teachers afforded through the grant. 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.