School Improvement Plan

Mary Helen Guest Elementary School
Walled Lake Consolidated Schools

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Walled Lake, MI 48390-2627
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**2018-2019 Guest Elementary Goals & Plans**
Introduction

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

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

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

At Guest Elementary, the comprehensive needs assessment was conducted by our Professional Learning Committee members, Advisory Council Team, all instructional staff, Title I interventionist, principal, and interested parents. We analyzed current achievement data in May and June of 2018, and will continue to analyze in August of 2018. To address achievement data, our school analyzed preliminary MSTEP scores for reading, writing, and math, reports from iReady performance, which is a computerized diagnostic, WIDA, benchmark assessment data for math, Science and Social Studies, Developmental Reading Assessment protocols (DRA), writing rubrics tied to our district units of study, and the Walled Lake literacy profile which mimics the MLPP. This process led us to instructional changes necessary to meet all student achievement goals and how to proceed with appropriate professional learning embedded in our school improvement goals. To address perception data, we relied on surveys completed by students and all stakeholders. To address program/process we looked at data from WIDA, the ELL program, our parent academy attendance, Reading Recovery, and the Rti process (SIPP - student instructional planning process). To address our schools Demographics, we monitor and implement strategies to improve attendance and tardiness. We looked at our subgroups and PBS data. This process provided us with the knowledge to address all strengths and weaknesses and guide us to our goals and next steps for improvement.

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). We will continue 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. Grades kindergarten through third grade use iReady data, as well as DRA to create Individual Reading Improvement Plans (IRIP) three times per year for those students not meeting the cut score set using iReady. 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 monitored closely and our PBS strategies will be used to facilitate social-emotional growth.

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. Grades kindergarten through third grade use iReady data, as well as DRA to create Individual Reading Improvement Plans (IRIP) three times per year for those students not meeting the cut score set using iReady. 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 1 students perform successfully under general, grade-level instruction. These students may need additional assistance or differentiation that is provided in the day-to-day instruction from the teacher. Tier 2 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 develop 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, and Social Work support to address behaviors interfering with academic success. 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, Parent face-to-face meetings will occur for those students needing an Individualized Reading Improvement Plan (IRIP) and resources are shared with parents to support learning at home. 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:
- perform below the WLCSD grade-level standard for the Developmental Reading Assessment;
- missed the iReady reading cut score for K-5 to receive an IRIP
- perform below the instructional standard in Writing Assessment;
- perform at a standard below expectations in basic skills
- score below 70 percent proficient on a WLCSD Benchmark Assessment in one of the four core academic areas;
- score a “3” or a “4” on the MSTEP test in language arts or mathematics;
- be eligible for special education services;
- 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. Grades kindergarten through third grade use iReady data, as well as DRA to create Individual Reading Improvement Plans (IRIP) three times per year for those students not meeting the cut score set using iReady. Grades kindergarten through
third grade use iReady data, as well as DRA to create Individual Reading Improvement Plans (IRIP) three times per year for those students not meeting the cut score set using iReady. 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 students are being identified for additional support in kindergarten and programming is continuous from year to year.
Component 2: Services to Eligible Students

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

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

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

2. This school year, we were able to hire a part-time intervention teacher to work with K-5 students identified as struggling in literacy and 1-5 graders struggling with math by supporting iReady instruction. This support was very limited due to funding restraints. This certified teacher worked with targeted Title I students one-on-one or in small groups. We need more funding for the 2018-2019 school year to offer more interventions to meet the needs of our most at risk targeted students.

3. NOTE: Hoping for more Title I money to fulfill this position: This summer we held a four day math workshop using iReady lessons for targeted students struggling with math concepts in grades 3-5. This certified teacher worked with students in small groups and individually. The teacher retaught lessons based on the students iReady diagnostic reports. We need more funding for the 2017-2018 school year to appropriately fulfill this intervention to meet the needs of our most at risk targeted students.

4. iReady instructional component was used with targeted students struggling in math. We paid for several licenses.

5. Our parent academy brought in parents of targeted students to learn about literacy strategies and how to start a book club. We also met individually with parents helping teaching how to navigate the lessons on iReady for math instruction. Parents were provided materials to support student learning.

6. This summer, our Reading Recovery teacher completed 10 days of RR instruction with targeted students to complete the RR program.
1. How is program planning for eligible students incorporated into the existing school improvement planning process?

At Guest Elementary, we ensure that planning for eligible students is incorporated into our existing school improvement process/plan. We begin by analyzing data to determine gaps in learning/student instructional needs and then professional learning is planned for all instructional staff along with the implementation of our RtI process call SIPP (student instructional planning process). PLC teams use the model: Collaborative Inquiry to formulate goals and a plan for execution is completed. Our intervention process is evidenced as a best practice utilizing small groups and one on one teaching focused on very explicit learning targets that includes success criteria and formative assessment.

Professional Learning Communities (PLC) and the Student Instructional Planning Process (SIPP) process 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)
- Use a Collaborative Inquiry model to improve all instructional staff pedagogical skills

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 Council Team and the SIPP Advisory Team at Guest Elementary. Grades kindergarten through third grade use iReady data, as well as DRA to create Individual Reading Improvement Plans (IRIP) three times per year for those students not meeting the cut score set using iReady. This also helps to ensure the programming needs of our Title I eligible students are considered as the School Improvement Plan is written and revised for our school.
Component 4: Instructional Strategies

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

All the classroom strategies address meeting the Common Core Expectations. All School Improvement goals were created to instruct toward the learning of required State Standards. Our strategies incorporate and address all academic core areas. In addition to extended learning time, explicit reading, writing and math instruction, summer programs, we also embed our instruction in a strong foundation in early literacy and number sense. Readers/Writers workshop are used to differentiate the curriculum to ensure individual student needs are met. CCSS are embedded in the workshop model beginning with mini lessons, guided practice, guided reading and writing, comprehension focus groups, oral discussions, written responses and independent practice. The acquisition of language in kindergarten is monitored and strategies from Reading Recovery are used to support phonological awareness and letter I.D. Language workshop is used along with Daily Five. 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. iReady reading and math lessons are made available for all students in kindergarten - 5th grade. 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 Math programs 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. IRIP plans are written three times a year for students not making the cuts scores to fulfill the 3rd grade retention law. 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. We are aligning our PBS program Conscious Discipline to restorative practices to assist students with socio-emotional needs.

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

Growth Mindset by Carol Dweck
Conscious Discipline by Becky Bailey
Embedding Formative Assessment by Dylan Wiliam & Diobhan Leahy
Outstanding Formative Assessment - Culture and Practice by Shirley Clard
How to Create a Culture of Achievement by Douglas Fisher, Nancy Frey & Ian Pumpian
Collaborative Inquiry for Educators by Jenni Donoho
Visible Learning for Teachers, John Hattie
The Next Steps in Guided Reading by Jan Richardson
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. Students are demonstrating their critical problem solving skills by writing in math journals when responding to open ended problem solving. Parents are attending our Parent Academy which has embedded Literacy nights and one-on-one conferences for math support. Our summer Reading Recovery extension enables students to successfully complete the program. Our RtI/SIPP (student instructional planning process) utilizes best practices when planning individual and group plans for students at risk. IRIP meetings bridge school and home learning for those students most at risks. K - 5th grade curriculum nights help set the pace and expectations for the school year. The plans are monitored and celebrated as students find success and demonstrate effort.

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 and most one-on-one parents meetings are 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.
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 iReady instructional lessons, 4 day Math Booster group for math. The Title I teachers who are teaching each program coordinate their efforts on an on-going basis with the regular education classroom teachers of all 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 (RtI) 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. Instructional staff create Individual Reading Improvement Plans (IPRIPs) for those students in K-3 that did not meet the identified cut scores. Regular education staff serve as facilitators at any Parent Academy events such as Family Literacy and Math conferences. 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. Our ELL paras assist students struggling by supporting them with language development. Our paras also work closely with our parent community. 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. All instructional staff will soon be utilizing a common Instructional Framework to ensure the best instructional practices are used for all students in the WLCSD.

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 Guest Elementary we have a tuition based pre-school program that serves the entire district. Many of the students do not attend Guest. Our preschoolers are invited to attend grade and/or developmentally appropriate events at Guest. Preschoolers did visit a first grade classroom
## 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). Teachers are teaching in areas as identified on their teaching certificates and within programs where they have received additional specialized training. Those teachers scheduled to be observed will have two observations and meet with the principal at a minimal two times a year. 100% of instructional staff have been rated Effective or higher on the Danielson rubric supported by the Michigan Educator Evaluation tool.</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 some professional development for our instructional staff. Additionally, our district literacy staff developer provided professional development on word study, phonics instruction, learning intentions, feedback, success criteria, formative assessment, and units of study that align with CCSS. We will be working with Les Howard, from Oakland Schools on Effective Questioning and Descriptive Feedback. Amy Gurney, curriculum developer at WLCSD will provide intense writing professional development to include 3 half days, staff meetings, and block meetings of professional development. 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 instructional staff attend professional development opportunities during the summer. We will continue to learn and implement Language Workshop, writing units of study, and continued learning to support the requirements of the 3rd grade retention bill, Everyday Math4, Lucy Calkins check lists and rubrics will continue to 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, STEAM activities, PLC Collaborative Inquiry framework, Notice and Note by Kyleen Beers, continue learning on appropriate learning intentions/targets, success criteria, descriptive feedback, and formative assessment. Lesson planning will take place within the newly developed Instructional Framework to ensure best practices are used at the beginning, middle, and end of every lesson. Time will be dedicated toward the social-emotional development of students to help ensure the whole child is being considered.

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 and Kathy Murray will continue plus, the implementation of what it means to have a Growth Mindset and how to be empathetic. Daily assemblies will be implemented along with update office referrals and process to support ensure students are aware and supported of what is appropriate behavior so teaching and learning is optimal. We also continue to implement strategies from Ruby Payne's Understanding the Framework of Poverty. All staff will attend three Social Justice sessions. It is our commitment that all our professional learning will directly support eligible students in reading, writing, social studies, science, and math. Staff will be maintaining and utilizing a data binder and planning documents so it is kept current and used for collaborative lesson planning for intervention groups.

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-5, Parent Academy for families, and one on one meetings on how to...
use iReady lessons is provided for Guest families. These training sessions 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, 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.

Principal coffees to share Title I information were scheduled, however, the attendance was very low. Also, 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. We continue to invite 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. This school year, all Title I materials/information will be updated on our school website and shared in our weekly newsletters.

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<td>3. Your school's professional development/learning plan or calendar is complete.</td>
<td></td>
<td>Yes</td>
<td>Our professional development days are on our website and on the district website. Staff also have a document with additional building level professional development plans. 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 2018-2019.</td>
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</table>
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 (Family Literacy and Math meetings). Parent meetings for K-3rd grade students are also held for those students missing the identified cut scores from iReady diagnostics. 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. Every year we begin with a curriculum night for families 1-5, and a program we named Kindergarten Learning Path. These three evenings provide families with an overview of the year in each content area and describes the expectations outlined by the Common Core. All families have an opportunity to fill out a survey on the leadership and educational learning of the building. Information can be extrapolated from the survey to assist in program planning/needs for our students and school as a whole.

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 conferences planned at MHG. Members of the Advisory Council 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. At the beginning of the school year, information regarding Title I will be shared with families by holding a meeting, use of our website and newsletters. Families were invited to school to choose just right books for summer reading. They also received supplies to support learning at home. PTA meetings will have a standing agenda item to discuss programming and to receive input.

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<tbody>
<tr>
<td>3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?</td>
<td></td>
<td>Yes</td>
<td>A survey is collected from our Targeted families 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.</td>
</tr>
</tbody>
</table>

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 made available for families to interpret the state assessment MSTEP. Benchmark Assessment analysis explaining standards & child's specific achievement are shared. iReady parent reports can be 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. Another way that information is shared with parents is at our monthly PTA Meetings. Community book clubs have been planned to build trust and relationships. Communication and building relationships is a priority at Guest.

Section 1118 e (2) MHG will provide one Family Literacy Night and meet with individual families to train parents of targeted students how to support math curriculum at home. Our MHG Parent Academy will offer 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. 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 will be 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 1 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 & will attend three Social Justice sessions. The book Unselfie is being used for our community book club. Other resources to inform staff how to get parents involved will continue to be used to increase student engagement & family involvement for our at risk population. We are also learning about Conscious Discipline, Growth Mindset, building an awareness of what it means to be empathetic, 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 professional learning positively impacts 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 in 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 Advisory Council 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: The Advisory Council 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.

<table>
<thead>
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<th>Response</th>
<th>Comment</th>
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<tbody>
<tr>
<td>7. Do you have a Title I School-Parent Compact?</td>
<td>Yes</td>
<td>The Parent-School compact was developed by staff and parents. The group did not make any changes for this coming school year.</td>
<td>Guest Elementary Compact</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
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</thead>
<tbody>
<tr>
<td>9. Does the school have a Title I Parental Involvement Policy/Plan?</td>
<td>Yes</td>
<td></td>
<td>Parent Involvement Plan</td>
<td></td>
</tr>
</tbody>
</table>

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

Parent teacher conferences provides an opportunity for teachers to discuss and review the parent compact. Prior to conferences, MHG instructional staff discusses the compact with their students outlining the commitment to ensure it is understood. Students then sign and date the compact. Then at conferences, the teachers and parents discuss the components described in the compact and both sign and date the compact. Parents are provided with a copy of the school-parent compact to bring home. We ask that this document remain visible in the home and reviewed often to reinforce the student and parent commitment. At MHG, we have a significant ELL population. All compacts are translated into several of the languages that are spoken at our school. Additionally, our Bilingual para-educators who speak these languages attend the parent teacher conferences of bilingual students in order to translate for the parents and the teachers.
Component 9: Coordination of Title I and Other Resources

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

At MHG Elementary, our principal, school social worker, teachers, and bilingual 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, Lakes Area Rotary, 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.

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. Our school is involved in Wildcat Time one time per month focusing on building a school community that focuses on being mindful, respectful, responsible, resilient, and resourceful. We raised enough money to purchase the very first school-owned therapy dog. 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 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.

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. MHG is in the process of receiving a therapy dog to help support all students.
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 throughout the school year for certain students; Lucy Calkins checklists for writing acquisition in all units of study, for grades K-5. Literacy Progress Monitoring tools will be used every month along with iReady growth monitoring completed monthly; iReady Diagnostics for grades K-5 are completed three times per year, on-going 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 Council members will 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 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 using iReady Instructional modules and multiple reports. All iReady lessons are aligned with the Common Core Standards for reading, writing, and mathematics. Writing professional development will be an area of focus for MGH. Simultaneously, we will study Essential Practices to ensure best practices are being used for instructional delivery.
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 Illuminate, a data housing 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 K-5 and Title I Mathematics conferences and iReady lessons. Data from the four day summer math booster will be analyzed. 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 5 only - pilot), and social studies (grade 5 only). The 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 1 targeted assistance program for the Walled Lake Literacy Progress Profile for grades K-2 (WL-LPP), iReady Diagnostics, 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 and iReady data diagnostic results, and iReady growth measures. 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).
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 5 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), iReady diagnostics and growth measures, progress monitoring for literacy, 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 Intervention teachers and our 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 1 - CORE instruction 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 - especially writing and vocabulary, 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.
2018-2019 Guest Elementary Goals & Plans
Overview

Plan Name

2018-2019 Guest Elementary Goals & Plans

Plan Description

2018-2019 School Improvement Plan
## Goals Summary

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

<table>
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<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
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<td>1</td>
<td>All students at Mary Helen Guest will increase their proficiency in reading.</td>
<td>Objectives:1 Strategies:3 Activities:11</td>
<td>Academic</td>
<td>$184632</td>
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<tr>
<td>2</td>
<td>All students at Mary Helen Guest will demonstrate proficiency in writing by achieving at-grade-level scores on Calkins Writing Rubrics for Narrative, Informational, and Opinion Writing</td>
<td>Objectives:1 Strategies:3 Activities:3</td>
<td>Academic</td>
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<tr>
<td>3</td>
<td>All students at Mary Helen Guest will increase their proficiency in math.</td>
<td>Objectives:1 Strategies:2 Activities:3</td>
<td>Academic</td>
<td>$650</td>
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Goal 1: All students at Mary Helen Guest will increase their proficiency in reading.

Measurable Objective 1:  
85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of reading in English Language Arts by 06/30/2022 as measured by State and local assessments.

Strategy 1:  
Direct Reading Instruction, Reading Comprehension and Fluency - Instructional staff will develop and implement lessons aimed at improving students' fluency & comprehension of complex text in all subject areas, including science and social studies. This will include strategies such as responding to reading by writing about the text, answering questions about what they have read through whole and small group discussions, using effective questioning techniques to deepen understanding, using context clues to increase their knowledge of vocabulary within the text, using Close and Critical Reading Protocols aligned to the Common Core Standards.  
Category: English/Language Arts  
Research Cited: To read well requires one to develop one's thinking about reading and, as a result, to learn how to engage in the process. Reading Recovery Teachers participate in Continuing Contact training with our Reading Recovery teacher leader, Lynn Mangold. During the training a variety of resources are reviewed.  
Research Cited: www.criticalthinking.org  
How to Read a Paragraph: The Art of Close Reading by Richard Paul and Linda Elder  
The Next Steps in Guided Reading by Jan Richardson  
Apprenticeship in Literacy by Linda Dorn and Carla Soffos  
Writing About Reading by Janet Angelillo  
"Notice and Note" Notice and Note: Strategies for Close Reading by Kylene Beers, Robert E. Probst  
Close Reading of Informational Texts: Assessment-Driven Instruction in Grades 3-8 by Sunday Cummins PhD  
Bring Words to Life: Robust Vocabulary Instruction by Isabel Beck  
Total Participation Techniques by Persida Himmele and William Himmele  
Learning Targets: Helping Students Aim for Understanding in Today's Lesson by Connie M. Moss and Susan M. Brookhart  
Print

Tier: Tier 1

<table>
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<tr>
<th>Activity - Reading Comprehension</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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SY 2018-2019

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K-2 Instructional staff will use the Jan Richardson Next Steps in Guided Reading, and associated materials to ensure all students are getting appropriate and effective reading instruction. Instructional staff will use the Linda J. Dorn Interventions That Work to ensure all students can construct knowledge through the reading process using the Dynamic Intervention in a layered four-tiered framework.

3-5 Instructional staff will use the 6 signposts that alert readers to significant events in stories and encourages them to read closely. The signposts helps students be attentive readers who look closely at a text to interpret meaning. Enbrighten strategies will be used with students to identify main events, vocabulary, author’s message, and to interpret meaning from the text.

All instructional staff will use iReady diagnostic reports and identify instructional lessons focused on comprehension to support student learning.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will use the Instructional Framework developed by the WLCSD ICouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will maintained by addressing the social emotional learning of all students.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.
Families of targeted students will be invited to meet before, during, and/or after school with grade level teachers, interventionists, and the principal to learn how they can best support math and reading at home using explicit strategies and materials. The iReady Student Profile Report will be used to target individual needs. Families will learn how to access iReady reading and math instructional modules and set up time and space for their student to complete lessons. Additional materials and strategies will also be shared with families based on student needs. Materials include, but are not limited to: Close Reading strategies and text, Cloze reading exercises, fluency passages, white boards and alphabet letters for letter ID and sound, math tools will be provided, 100’s chart, fraction pies, etc.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instictual strands, a positive and productive learning environment will maintained by addressing the social emotional learning of all students. All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

<table>
<thead>
<tr>
<th>Activity - Super Summer Success</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</tbody>
</table>

Title I Part A
Reading Recovery & Intervention teachers, Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others
Our most at risk students; Title I eligible, will take home a variety of fiction and nonfiction books at their independent reading level to practice over the summer to help maintain skills.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will maintained by addressing the social emotional learning of all students.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

<table>
<thead>
<tr>
<th>Activity - Direct Reading Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

SY 2018-2019
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Daily Reading Recovery strategies will be used with the most at-risk first graders working with a Reading Recovery trained teacher for 12-20 weeks. Reading Recovery teachers will collaborate with all instructional staff for transference and work with kindergarten and second grade students for seamless support. The use of learned strategies, by the students, are expected to be used in the classrooms by students. Students discontinued in the Reading Recovery program will receive continued support through a Literacy Group comprised of 4-5 students.

Instructional staff will choose books at the student instructional levels. Students will read aloud while the teacher takes a running record. Instructional staff will note strengths and weaknesses. Using magnetic letters, orthographic awareness and how words work to build known words. Instructional staff will make the connection to other words or parts of words the student may know, students will look for beginning and ending sounds or find parts of the word they may know.

For comprehension the teacher will create a sentence strip dictated by the student. The sentence will be cut up per word, or parts of words, to focus on meaning and monitoring, then taken home to reassemble, along with a just right book every night. Students use analogous thinking to generate and problem solve new words in reading and writing.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

<table>
<thead>
<tr>
<th>Activity - Summer Extension of Small Group Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/28/2019</td>
<td>$140224</td>
<td>Title I Part A</td>
<td>Juliet Mattson, Mary Helen Guest</td>
<td>Reading Recovery Teacher</td>
</tr>
</tbody>
</table>
Reading Recovery teacher will complete full services for targeted students who were not able to finish the entire course of study.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will use the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students. All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

### Activity - Explicit Intervention Instruction

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>06/17/2019</td>
<td>06/28/2019</td>
<td>$1227</td>
<td>Title I Part A</td>
<td>Reading Recovery Teacher</td>
</tr>
</tbody>
</table>

Title I Intervention teacher will work with targeted students in a small group and individually to improve basic reading skills. Running records, iReady, WL-LPP and DRA will be used for diagnostic and progress monitoring. Interventions that work, Next Steps to Guided Reading will be used as resources.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will use the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students. All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

### Activity - Essential Practices

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/27/2018</td>
<td>06/28/2019</td>
<td>$29181</td>
<td>Title I Part A</td>
<td>Literacy and Math Interventionist and Principal</td>
</tr>
</tbody>
</table>
Strategy 2:
Improving Social Emotional Learning  PBIS - Instructional staff, building Principal, Support staff and others will integrate discipline and engagement techniques to improve classroom learning environments. Social Worker will identify the numerous factors interfering with the ability for children to learn and provide supports and remedy barriers to learning. Social Worker will share/link valuable resources with families to promote student success.

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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<tbody>
<tr>
<td>1</td>
<td>Getting Ready</td>
<td>08/28/2018</td>
<td>06/28/2019</td>
<td>Social Worker</td>
<td>General Fund</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

Two Intervention teachers, principal, and lower elementary teacher will attend a four day extensive training on the Essential Practices for Literacy to ensure best practices are being used consistently to improve core instruction

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will use the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instuctual strands, a positive and productive learning environment will maintained by addressing the social emotional learning of all students. All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

<table>
<thead>
<tr>
<th>Activity - PBIS - Conscious Discipline</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction, Academic Support Program</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/28/2018</td>
<td>06/28/2019</td>
<td>Social Worker</td>
<td>General Fund</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
</tr>
</tbody>
</table>

Direct Instruction, Academic Support Program

Tier: Tier 2
All MHG staff will learn and implement evidence-based discipline approaches by attending training provided by MHG staff on Conscious Discipline interventions to support the social emotional learning of all students.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

<table>
<thead>
<tr>
<th>Activity - Parent Academy: Supporting Social Emotional Learning</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families of students struggling academically, socially, and emotionally will be invited to attend the Parent Academy. Topics will include, but are not limited to: coping skills, anger management, mindfulness, yoga, how to get along with peers, problem solving, etc. Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instructional strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students. All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.</td>
<td>Behavioral Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/28/2018</td>
<td>06/28/2019</td>
<td>$650</td>
<td>Title I Part A</td>
<td>Instructional staff, support staff, building principal, facilitators, and others</td>
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</table>

<table>
<thead>
<tr>
<th>Activity - Therapy Dog</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</tbody>
</table>
Strategy 3:

iReady Instructional Modules - Instructional staff will develop a system to monitor and ensure instructional usage; amount of time spent on math and reading modules for all students. Staff will use students’ progress data to determine when to reteach skills and/or add additional lessons.

Category: English/Language Arts

Research Cited: The i-Ready Diagnostic is backed by extensive validity research and consistently achieves industry-leading results when studied alongside rigorous assessments. Most recently, independent research showed i-Ready Diagnostic to be highly correlated with, and an accurate predictor of results for the PARCC, Smarter Balanced, and other state assessments.

Goal 2: All students at Mary Helen Guest will demonstrate proficiency in writing by achieving at-grade-level scores on Calkins Writing Rubrics for Narrative, Informational, and Opinion Writing

Measurable Objective 1:
85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/30/2022 as measured by State and local assessments.

Strategy 1:
Implementation of Calkins Units of Study for Writing - Instructional staff will develop and implement lessons aimed at improving students' opinion, narrative, and information writing in all subject areas, including science and social studies. This will include writing responding to reading in the following ways: writing about the text, comparing and contrasting, procedural writing, argumentative writing, reflective writing, and writing about learning. Instructional staff will learn how to connect the writing process to the units of study.

The instructional staff will receive professional learning around writing presented by district's language arts coordinator for the entire school year.

Learning Targets, success criteria, feedback, and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will begin to use the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. All instructional staff will construct a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions.
Research Cited: According to Tony Stead and Lindsay Hoyt, "...while informational texts comprise the majority of those written and read by literate adults, evidence suggests that far too few children are taught explicit strategies for reading and writing these text types (Barone and Morrow, 2002; Brozo, 2010; Duke, 2004). It is logical, then, to focus writing instruction on the text types that our students will need throughout schooling, in the workplace, and in their lives.

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Writer's Workshop</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers will use the writer's workshop model to differentiate instruction to meet the needs of all students.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/28/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Units of Study, Rubrics &amp; Units of Study</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>All Guest instructional staff will attend professional learning to learn about the units of study changes, how to score the writing check lists and rubrics from Lucy Calkins, how to implement on-demand assessments for Narrative, Informational, and Opinion Writing.</td>
<td>Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/28/2018</td>
<td>06/28/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>
Goal 3: All students at Mary Helen Guest will increase their proficiency in math.

Measurable Objective 1:
85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all standards in Mathematics by 06/30/2022 as measured by State and local assessments.

Strategy 1:
Eight Standards for Mathematical Practice - Instructional staff will implement Everyday Math 4 with fidelity aimed at improving students' mathematical practices as outlined in the Common Core State Standards.

Category: Mathematics
Total Participation Techniques by Persida Himmele
Handbook of Research on Student Engagement edited by Sandra L. Christenson, Amy L. Reschly and Cathy Wylie
Tier: Tier 1
## Activity - Math Family Meetings (IMIP)

Families of targeted students will be invited to meet before, during, and/or after school with grade level teachers, interventionists, and the principal to learn how they can best support math and reading at home using explicit strategies and materials. The iReady Student Profile Report will be used to target individual needs. Families will learn how to access iReady reading and math instructional modules and set up time and space for their student to complete lessons. Additional materials and strategies will also be shared with families based on student needs. Materials include, but are not limited to: Close Reading strategies and text, Cloze reading exercises, fluency passages, white boards and alphabet letters for letter ID and sound, math tools will be provided, 100’s chart, fraction pies, etc.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

### Activity Details

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Engagement, Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/28/2019</td>
<td>$650</td>
<td>Title I Part A</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
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## Activity - iReady Diagnostic tool for Planning & Instruction

### Activity Details

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</table>
### Strategy 2:

**iReady Instructional Modules** - Instructional staff will develop a process to systematically monitor instructional usage by all students, their progress, and how to add additional targeted lessons based on iReady diagnostic results.

**Category:** Mathematics

**Research Cited:** The i-Ready Diagnostic is backed by extensive validity research and consistently achieves industry-leading results when studied alongside rigorous assessments. Most recently, independent research showed i-Ready Diagnostic to be highly correlated with, and an accurate predictor of results for the PARCC, Smarter Balanced, and other state assessments.


**Tier:** Tier 1

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<tr>
<th>Activity</th>
<th>Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity - Monitoring iReady Instruction</td>
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Instructional staff will develop a system to monitor and ensure instructional usage; amount of time spent on math and reading modules for all students. Staff will use students' progress data to determine when to reteach skills and/or add additional lessons.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will use data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapy Dog</td>
<td>Guest Elementary will acquire a therapy dog to support the social emotional needs of all children. A daily schedule will be created based on academic and SEL data. Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instictual strands, a positive and productive learning environment will maintained by addressing the social emotional learning of all students. All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.</td>
<td>Behavioral Support Program, Direct Instruction, Professional Learning, Parent Involvement, Academic Support Program</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>04/15/2019</td>
<td>06/28/2019</td>
<td>$12000</td>
<td>All Guest Elementary Staff</td>
</tr>
</tbody>
</table>
Section 31a

Essential Practices

Two Intervention teachers, principal, and lower elementary teacher will attend a four day extensive training on the Essential Practices for Literacy to ensure best practices are being used consistently to improve core instruction.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will maintained by addressing the social emotional learning of all students.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

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<tr>
<th>Activity Name</th>
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<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>Direct Instruction, Academic Support Program</td>
<td>Tier 1, Getting Ready</td>
<td>08/28/2018, 06/28/2019</td>
<td>$500</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
<td></td>
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<td></td>
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</tbody>
</table>
Instructional staff will develop a system to monitor and ensure instructional usage; amount of time spent on math and reading modules for all students. Staff will use students' progress data to determine when to reteach skills and/or add additional lessons.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will use the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instictual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students. All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

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<th>Activity Name</th>
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<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring iReady Instruction</td>
<td>Instructional staff will develop a system to monitor and ensure instructional usage; amount of time spent on math and reading modules for all students. Staff will use students' progress data to determine when to reteach skills and/or add additional lessons. Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will use the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instictual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students. All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/28/2018</td>
<td>06/28/2019</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
</tr>
</tbody>
</table>
### Parent Academy: Supporting Social Emotional Learning

Families of students struggling academically, socially, and emotionally will be invited to attend the Parent Academy. Topics will include, but are not limited to: coping skills, anger management, mindfulness, yoga, how to get along with peers, problem solving, etc.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will use the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

### Super Summer Success

Our most at risk students; Title I eligible, will take home a variety of fiction and nonfiction books at their independent reading level to practice over the summer to help maintain skills.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will use the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.
Families of targeted students will be invited to meet before, during, and/or after school with grade level teachers, interventionists, and the principal to learn how they can best support math and reading at home using explicit strategies and materials. The iReady Student Profile Report will be used to target individual needs. Families will learn how to access iReady reading and math instructional modules and set up time and space for their student to complete lessons. Additional materials and strategies will also be shared with families based on student needs. Materials include, but are not limited to: Close Reading strategies and text, Cloze reading exercises, fluency passages, white boards and alphabet letters for letter ID and sound, math tools will be provided, 100’s chart, fraction pies, etc.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will use the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

<table>
<thead>
<tr>
<th>Family Literacy Meeting (IRIP)</th>
<th>Community Engagement, Academic Support Program</th>
<th>Tier 2</th>
<th>Implement</th>
<th>08/28/2018</th>
<th>06/28/2019</th>
<th>$650</th>
<th>Reading Recovery &amp; Intervention teachers, Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</th>
</tr>
</thead>
</table>
Math Family Meetings (IMIP)

Families of targeted students will be invited to meet before, during, and/or after school with grade level teachers, interventionists, and the principal to learn how they can best support math and reading at home using explicit strategies and materials. The iReady Student Profile Report will be used to target individual needs. Families will learn how to access iReady reading and math instructional modules and set up time and space for their student to complete lessons. Additional materials and strategies will also be shared with families based on student needs. Materials include, but are not limited to: Close Reading strategies and text, Cloze reading exercises, fluency passages, white boards and alphabet letters for letter ID and sound, math tools will be provided, 100’s chart, fraction pies, etc.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

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<th>Math Family Meetings (IMIP)</th>
<th>Community Engagement, Academic Support Program</th>
<th>Tier 2</th>
<th>Implement</th>
<th>08/28/2018</th>
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<th>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</th>
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</thead>
</table>

School Improvement Plan
Mary Helen Guest Elementary School

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### Explicit Intervention

Title I Intervention teacher will work with targeted students in a small group and individually to improve basic reading skills. Running records, iReady, WL-LPP and DRA will be used for diagnostic and progress monitoring. Interventions that work, Next Steps to Guided Reading will be used as resources.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will use the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Tier 2</th>
<th>Implement</th>
<th>08/27/2018</th>
<th>06/28/2019</th>
<th>$29181</th>
</tr>
</thead>
</table>

### Summer Extension of Small Group Instruction

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

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will use the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Tier 2</th>
<th>Implement</th>
<th>06/17/2019</th>
<th>06/28/2019</th>
<th>$1227</th>
</tr>
</thead>
</table>
### Direct Reading Instruction

Daily Reading Recovery strategies will be used with the most at-risk first graders working with a Reading Recovery trained teacher for 12-20 weeks. Reading Recovery teachers will collaborate with all instructional staff for transference and work with kindergarten and second-grade students for seamless support. The use of learned strategies, by the students, are expected to be used in the classrooms by students. Students discontinued in the Reading Recovery program will receive continued support through a Literacy Group comprised of 4-5 students.

Instructional staff will choose books at the student instructional levels. Students will read aloud while the teacher takes a running record. Instructional staff will note strengths and weaknesses. Using magnetic letters, orthographic awareness and how words work to build known words. Instructional staff will make the connection to other words or parts of words the student may know, students will look for beginning and ending sounds or find parts of the word they may know.

For comprehension the teacher will create a sentence strip dictated by the student. The sentence will be cut up per word, or parts of words, to focus on meaning and monitoring, then taken home to reassemble, along with a just right book every night. Students use analogous thinking to generate and problem solve new words in reading and writing.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.
<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units of Study, Rubrics &amp; Units of Study</td>
<td>All Guest instructional staff will attend professional learning to learn about the units of study changes, how to score the writing check lists and rubrics from Lucy Calkins, how to implement on-demand assessments for Narrative, Informational, and Opinion Writing. Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers.</td>
<td>Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/28/2018</td>
<td>06/28/2019</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers, and Others</td>
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</table>
### Monitoring Lessons

Instructional staff will develop a system to monitor and ensure instructional usage; amount of time spent on math and reading modules for all students. Staff will use students’ progress data to determine when to reteach skills and/or add additional lessons.

- Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.
- All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students.
- All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

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<thead>
<tr>
<th>Academic Support Program</th>
<th>Tier 1</th>
<th>Getting Ready</th>
<th>08/28/2018</th>
<th>06/28/2019</th>
<th>$0</th>
</tr>
</thead>
</table>

### Writer's Workshop

Classroom teachers will use the writer's workshop model to differentiate instruction to meet the needs of all students.

- Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.
- All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will be maintained by addressing the social emotional learning of all students.
- All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Tier 1</th>
<th>Monitor</th>
<th>08/28/2018</th>
<th>06/30/2019</th>
<th>$0</th>
</tr>
</thead>
</table>
### Instructional Framework

Guest Elementary iCouncil Team will provide professional development around the components of the WLCSD Instructional Framework for all instructional staff. Instructional staff will align essential practices with the Instructional Framework to ensure best practices are being used consistently. This will be measured using the iReady Needs Analysis Report and iReady Performance by Grade Level report.

### Reading Comprehension

- **K-2** Instructional staff will use the Jan Richardson Next Steps in Guided Reading, and associated materials to ensure all students are getting appropriate and effective reading instruction. Instructional staff will use the Linda J. Dorn Interventions That Work to ensure all students can construct knowledge through the reading process using the Dynamic Intervention in a layered four-tiered framework.

- **3-5** Instructional staff will use the 6 signposts that alert readers to significant events in stories and encourages them to read closely. The signposts helps students be attentive readers who look closely at a text to interpret meaning. Enbrighten strategies will be used with students to identify main events, vocabulary, author's message, and to interpret meaning from the text.

All instructional staff will use iReady diagnostic reports and identify instructional lessons focused on comprehension to support student learning.

Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.

All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. In addition to the instinctual strands, a positive and productive learning environment will maintained by addressing the social emotional learning of all students.

All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.
## PBIS - Conscious Discipline

All MHG staff will learn and implement evidence-based discipline approaches by attending training provided by MHG staff on Conscious Discipline interventions to support the social emotional learning of all students.

- Learning Targets, success criteria, descriptive feedback, effective questioning and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.
- All instructional staff will the Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons.
- All instructional staff will use a data, best practices, and standards binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions ensuring best practices are being used within all tiers and also to support social emotional learning for all students.

## iReady Diagnostic tool for Planning & Instruction

iReady is a K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, it also includes ongoing progress monitoring that shows whether students are on track to achieve end-of-year targets.

- iReady diagnostic will be used no less than three times a year in grades K-5 to identify individual student needs. iReady lessons will be used to increase student achievement in areas identified through the iReady diagnostic data.
- All instructional staff will use iReady's Instructional Grouping profiles report to create instructional groups based on content standard.

- Learning Targets, success criteria, feedback, and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions.
- All instructional staff will begin to use an Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons.
- All instructional staff will construct a data binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions.

### Table

<table>
<thead>
<tr>
<th>PBIS - Conscious Discipline</th>
<th>Behavioral Support Program, Professional Learning</th>
<th>Tier 1</th>
<th>Implement</th>
<th>Date Range</th>
<th>Budget</th>
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<td></td>
<td></td>
<td>08/28/2018</td>
<td>06/28/2019</td>
<td>$0</td>
</tr>
</tbody>
</table>

## Academic Support Program

### Tier 1

- Implement 08/27/2018
- 06/28/2019
- $0

### Academic Support Program

- Instructional staff, Resource room teachers, principal, and other adults