



School Improvement Plan

Mary McGuire School

Mt. Pleasant City School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Mary McGuire Elementary School is a 4th - 6th grade building and recently celebrated its 50th Anniversary. Pullen Elementary School, a K-3 building, is the primary feeder school for Mary McGuire. Mary McGuire is located on the northeast side of Mt. Pleasant and includes students from Rosebush, a rural community, and students living on the Saginaw Chippewa Indian Tribe reservation. Mt. Pleasant is the home of Central Michigan University and the Soaring Eagle Casino and is an urban setting surrounded by a broad rural community.

Current student enrollment is 290 students with approximately 25% of the population Native American. Over 50% of students qualify for free and reduced lunch. Mary McGuire has 23 teachers, including 12 classroom teachers, 3 special education teachers, 1 Title I teacher, with the remainder as full and part-time ArTs teachers (music/gym/etc.)

School's Purpose

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

Vision Statement

Mt. Pleasant Public Schools' Vision for the Future:

Mount Pleasant Public Schools is committed to shaping the future of our schools and the community by creating a safe environment which encourages risk taking, embraces diversity, and offers innovative programs supporting lifelong learners. To meet this commitment we will support:

- A visionary staff which continually demonstrates growth and change
- Building a collaborative community with vested participation of families, students and staff
- An ever developing curriculum which incorporates technology, culture, and creative thinking
- Sound financial management driven by our priorities.

Mission Statement

Mt. Pleasant Public Schools, together with our community, inspires each student through exceptional educational opportunities to become an engaged citizen in a diverse, changing world.

Beliefs Statement

We value

- Innovation and continuous improvement.
- Nurturing the unique abilities of each student.
- System-wide collaboration, cooperation, and communication.
- Pride and safety in all aspects of our school and community
- Integrity, honesty, and fiscal responsibility.
- Respect for diversity in a learning environment.
- Excellence in education.

Our beliefs and values INSPIRE lifelong learning.

Notable Achievements and Areas of Improvement

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

Mary McGuire incorporates community involvement within our school by holding parent involvement activities including a math and social studies night, BookNics, and grade level "Shine and Share" where students showcased their work in writing and science. Other activities included a Talent Show, Art Reach, Star Lab, Native American Month Assembly, Girls on the Run, CMU Hoops for Hunger, High School and Middle School band and choir assembly, bullying assemblies presented by Officer White, West Middle School Orientation, Pullen School 4th grade Orientation, Lunch Hour Tutoring, Cross Age Tutoring, and the sock hop. We had several mentoring opportunities available including the Kids Hope project, Big Brothers/Big Sisters, and Nijjkewehn...a Native American mentoring group. This year we were fortunate to have a Therapy Dog available twice a month.

Additionally, students were given the opportunity to go outside the classroom into the community: MPATC field trip/tours, Chippewa Nature Center, Earth Day Activity, Lansing field trip, MPHS for musical, Hoops for Hunger, CMU/Grand Rapids Symphony trip, Weber's Saw Mill, 6th grade camp, Herrick Park, and reading celebration field trip to the Soaring Eagle Waterpark.

We were able to make some new connections with CMU through The Literacy Center and STEM Education. 12 4th grade students participated in the inaugural after-school reading program held at CMU. CMU Stem Scholars along with Professor Jen Weible and Julie Cunningham, Director of STEM Education, brought a monthly after-school STEM program from Jan - May.

Areas in which the school is striving to achieve in the next three years would be an increase in student achievement in all content areas and for all subgroups and continued use of best practice and differentiated instruction to support student learning. We have some building goals that include improving building safety and continuing to support and improve building RtI and PBIS goals along with solid Tier I instruction.

Additional Information

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

We hope you will get a chance to stop in and check out McGuire! McGuire Elementary has been part of the community for over 50 years.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

We engage a variety of stakeholders as part of our school improvement plan process. All teachers, Title I, special education, and the building principal spent time during data meetings, late start times, and pd reviewing data, surveys, and progressing on the school improvement process. All staff, students, and parents had the opportunity to participate in perception surveys. A smaller team from our school improvement team participated in Guided School Improvement through the GIRESD.

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

All teachers including general ed, special ed, Title I, ArTs and admin were part of the stakeholder groups that participated in the development of the school improvement plan and continued to give input related to activities, strategies and their responsibilities in this process. Parents and students were able to be involved through perception surveys.

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

Our school improvement plan is posted on our school website for reference for staff, students, parents, and the community. Additionally, several printed copies are available in the principal's office. School improvement is ongoing and included regularly as part of staff meetings and PD throughout the school year.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

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

Student Demographic Data

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

Over the past three years, enrollment numbers continued to increase. In the 2015-2016 school year the fourth and fifth grades were at capacity. Challenges included classroom space, placement of new students, placement of students requiring special education services and providing enough support to meet the needs (behavioral, academic, materials) of all students.

Student Demographic Data

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

We have a significant group of students with extensive absences leading to issues with academic growth and social/behavioral progress. Challenges included follow-through on truancy referrals, reteaching lessons, adequate time for district assessments, assisting students in work completion and overall academic growth.

Student Demographic Data

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

Our biggest challenge continues to be non-structured time...lunch/recess, before and after school. We have seen a decrease in end of day referrals due to a PBIS restructuring of dismissal procedures. Communication continued to be a challenge in terms of keeping all teachers and staff aware and updated on the process.

Student Demographic Data

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

*Continuing to implement PBIS strategies will help support behavior challenges.

* More training on Power School to generate truancy and attendance letters in a timely manner will help improve attendance concerns.

*Continuing to explore the use of Illuminate to track data on behavioral issues.

Teacher/School Leader(s) Demographic Data

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

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Having stability in the administrative position and teacher leadership has helped to strengthen school procedures and supports, including school improvement, RTI, and PBIS. This may have an impact on student achievement because it provides consistency and follow-through on expectations. We continue to work toward that consistency and follow-through for the benefit of our students.

Teacher/School Leader(s) Demographic Data

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

We continue to have a veteran staff sprinkled with new hires. This has made a nice blend of experience and expertise with fresh and innovative ideas. As teachers collaborate, this gives students a chance to receive quality instruction.

Teacher/School Leader(s) Demographic Data

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

There has been a concerted effort to minimize the number of absences for administrative absences district-wide. In order to best service the building, a teacher serves as an admin designee for the day and this can impact student achievement as the teacher relies on a sub for instruction.

Teacher/School Leader(s) Demographic Data

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

When absences increase, this can cause stress for students and often leads to an increase in student referrals. Teacher absenteeism can have a negative impact on student achievement for many reasons, including lack of continuity, inconsistent follow-through on expectations, and inconsistent sub coverage.

Teacher/School Leader(s) Demographic Data

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

As much as possible, we could try to make sure teacher absences align with times when there is greater sub coverage. When possible, offer teachers stipend pay for before/after school meetings instead of pay for subs. Be aware absences at certain times of the year cause greater stress for the school community due to lack of subs.

Keep school improvement, RTI and PBIS committees active with a commitment to improve student achievement.

Process Data

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

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

Instruction, a culture for learning and organizational management were notable areas of proficiency with the following areas considered sustained:

- *The school provides information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes.
- *Ongoing, two-way verbal, written, digital and personal communications are used to improve services and programs.
- *School leadership monitors and evaluates the effectiveness of its communication strategies.
- *The school arranges flexible meetings and formats to address family and community needs.
- *School communications and activities are responsive to families' varied ability levels, schedules, diversity in language, socioeconomic status, cultural traditions, non-traditional configurations and belief systems

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

The following areas are considered growth areas to improve in proficiency:

- *Families and community members participate actively on committees to provide input on decisions that support student success.
- *Sufficient resources exist to ensure fidelity of implementation of the professional learning.
- *Professional learning is designed to include a process to monitor and evaluate implementation and impact.
- *Instructional staff holds one another accountable for implementing what is learned from professional learning.
- *The vision is understood and supported by students, staff, families and community members.
- *Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards
- *District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
- *All educators have a deep and shared understanding of the standards they are to teach and how they connect to other grades/subjects
- *Student learning outcomes are well defined, monitored, and measured
- *Curriculum documents include guidelines for accommodations and modifications for all learners.

12. How might these challenges impact student achievement?

The SRS contains areas that research indicates supports increased student achievement. If areas are not fully implemented or proficient, it could have a negative impact on student achievement.

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

The following areas could be incorporated into our school improvement plan:

- *Instructional staff holds one another accountable for implementing what is learned from professional learning and application of professional learning is monitored and evaluated.
- *Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards.
- *District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
- *Develop a school mission/vision and goals statement.

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

Collaboration groups by grade level meet regularly to review student data. During data training meetings, data is reviewed to determine students eligible for Title I direct services including extended learning opportunities. Section 31a eligible students are determined annually and after release of state assessment data. Our RTI process ensures that teachers with students with significant academic or behavioral needs are given a forum for additional support and referrals for special education or Section 504 may result from this process.

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

Extended Day Learning Opportunities are based on available funding and are prioritized for students with the greatest need in math. This program is available to all grades in our school. Through collaboration with CMU we were able to offer two additional extended day activities, one in STEM for all grades and one in literacy for fourth graders. Odyssey of the Mind teams were available at all grade levels.

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

Teachers use data to identify students that are eligible and parents are invited by mail, conference, or phone call to have their child participate. Invitations to participate in STEM were available to all students and were sent through Friday folders. Odyssey of the Mind participants were teacher referred and were selected through an audition process.

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

Principal walk-throughs, teacher feedback, and examination of lesson plans indicate this is an area where some improvement is needed. Our district PSC committee sets up task forces to ensure horizontal and vertical alignment is in place, but the fidelity of implementation is a building focus. Some areas (science and social studies curriculum) have not been updated in over 5 years, and we have representatives on task forces that are in the process of updating the scope and sequence to the newly adopted/soon to be adopted state standards.

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

We did not complete a health survey/screener for this school year.

Achievement/Outcome Data

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

19a. Reading- Strengths

Reading Strengths: as per NWEA data

4th grade: Winter 2013-2014 196.1 Winter 2014-2015 198.5 Winter 2015-2016 199.8.

5th grade: Winter 2013-2014 200.7 Winter 2014-2015 206.6 Winter 2015-2016 206.5

6th grade: Winter 2013-2014 206.4 Winter 2014-2015 212.0 Winter 2015-2016 213.0

Over the last three years, we have seen a gradual increase in RIT scores at all grade levels.

19b. Reading- Challenges

While we have seen an increase in RIT mean scores at all grade levels, 4th grade students are still below grade level (the benchmark score for mid-year is 203.6), 5th grade students are still below grade level (the benchmark score for mid-year is 209.8) and 6th grade students are still below grade level (the benchmark score for mid-year is 214.2).

19c. Reading- Trends

We have seen an increase in our NWEA scores in reading over the last three years. We are excited by this trend and expect to see additional gains in the upcoming year.

19d. Reading- Summary

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

Our focus for reading will be to continue to accelerate growth to get more of our students on or above grade level for reading. Our focus, especially in 5th and 6th grade is moving to informational reading and comprehension versus fluency. We are looking for ways to integrate social studies and science instruction with reading and writing instruction. Our school improvement plan includes a strategy for a reading intervention program for fourth graders implemented by the CMU Literacy Center.

20a. Writing- Strengths

In 2014-2015, the district introduced three new writing units based on MAISA units and the common core standards. Writing units varied by grade but included an informational, personal narrative and persuasive/argumentative essay. Pre and post tests were given for each essay type in each class. In 6th grade, around 35% of students fully assessed made moderate to strong growth from the pre-test to the post test in informational writing, inconclusive in narrative writing, and 32% in argumentative writing. In 5th grade, 84% of students fully assessed made moderate to strong growth in informational writing, 47% in narrative writing, and 91% in persuasive essays. In 4th grade, 80% of students fully assessed made moderate to strong growth from the pretest to post test in informational writing, 49% in narrative writing and 51% in persuasive writing.

In 2015-2016, we were able to compare NWEA language usage for fifth grade. In fall of 2013-2014 the mean RIT was 195, in 2015-2016 the fall mean RIT was 200.4, showing we have made gains in the area of language usage.

20b. Writing- Challenges

One challenge that could be impacting student achievement is inconsistent assessment between classes. Some teachers were missing data for one or more areas. Additionally, we will be looking at PD for better inter-rater reliability.

Narrative and persuasive essays are areas that need additional instruction to ensure student growth and achievement.

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According to NWEA Language Usage Map Test, the fifth grade mean RIT for winter 2016 was 203.5, the benchmark for fifth grade was 209.7 showing that students are below grade level for language usage.

20c. Writing- Trends

Overall, we are seeing growth in writing/language usage, but students remain below grade level.

20d. Writing- Summary

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

We are in our second year using MAISA writing units for narrative, informational and persuasive writing. As this curriculum continues to be implemented K-6, we will have more data to assess growth. We have partnered with the CMU Literacy Center for professional development in writing for the 2016-2017 school year.

21a. Math- Strengths

Math Strengths: as per NWEA data

4th grade: Winter 2013-2014 197.8 Winter 2014-2015 198.2 Winter 2015-2016 203.2

5th grade: Winter 2013-2014 207.4 Winter 2014-2015 208.2 Winter 2015-2016 209.3

6th grade: Winter 2013-2014 207.6 Winter 2014-2015 215.7 Winter 2015-2016 215.8

Over the last three years, we have seen a gradual increase in RIT scores at all grade levels.

21b. Math- Challenges

While we have seen an increase in RIT mean scores at all grade levels, 4th grade students are still below grade level (the benchmark score for mid-year is 208.7), 5th grade students are still below grade level (the benchmark score for mid-year is 217.2) and 6th grade students are still below grade level (the benchmark score for mid-year is 222.1).

21c. Math- Trends

We have seen an increase in our NWEA scores in math over the last three years. We are excited by this trend and expect to see additional gains in the upcoming year.

21d. Math- Summary

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

Our focus for math will be to continue to accelerate growth to get more of our students on or above grade level in math. The majority of focus/intervention group time in all grades was moved from reading to math to ensure adequate instruction to promote growth. Fourth grade focus groups are concentrating on essential skills for fifth grade so students are better prepared for the fifth grade curriculum.

22a. Science- Strengths

Science Strengths: as per NWEA data

4th grade: Fall 2015-2016 193.8 Winter 2015-2016 196.7.

5th grade: Fall 2015-2016 200.1 Winter 2015-2016 NA

6th grade: Fall 2015-2016 205.2 Winter 2015-2016 207.9

In terms of science strengths, we are seeing growth from fall to winter in the 2015-2016 school year. The 6th grade is above the NWEA winter benchmark.

22b. Science- Challenges

4th grade students are below grade level (the benchmark score for mid-year is 198.7), 5th grade student data will not be available until May 2016 and 6th grade students were below grade level in the fall (the benchmark score for beginning of the year was 204.3).

22c. Science- Trends

No trend data is available using district assessments, but will be available for 2016-2017.

22d. Science- Summary

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

Stronger tier one instruction and consistent instruction are needed. Integration of reading and writing into science and vice versa is needed. We are anticipating professional development relating to the new science standards in 2016-2017.

23a. Social Studies- Strengths

Social Studies Strengths: as per M-Step 2015 data

Fifth grade was the only grade that tested in the area of Social Studies on state testing. The mean score for fifth grade was 24.1, the state mean was 22.2. Our fifth graders are above the state mean! Woo hoo!!

23b. Social Studies- Challenges

One social studies challenge is that we do not have consistent data, or trend data in this area. We also have not implemented a consistent curriculum across the grade levels.

23c. Social Studies- Trends

No trend data is available using district or state assessments, but the 2014-2015 M-Step data shows we are making forward progress.

23d. Social Studies- Summary

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

Many teachers are implementing MAISA Social Studies units, but stronger tier one instruction and more consistent instruction is needed. Integration of reading and writing into social studies and vice versa is needed. Better consistency in pre/post assessment is also needed.

Perception Data

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

24a. Student Perception Data

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

2015-2016 School Year Student Perception Data: Two surveys were conducted, one for fourth and fifth graders and one for sixth grade. In response to the questions regarding student satisfaction, students responded the highest (88%) overall to the following statements:

4th & 5th grade results:

*In my school my principal and teachers want every student to learn.

*In my school my teachers want me to do my best work.

*My school has computers to help me learn.

5th grade results:

*My school prepares me for success in the next school year. 89%

*All of my teachers provide me with information about my learning and grades. 89%

*All of my teachers keep my family informed of my academic progress. 86%

*In my school, teachers work together to improve student learning. 85%

Spring 2014-2015: All grade levels took the same survey this school year. In response to the questions regarding student satisfaction, students responded the highest overall to: 1. Adults at McGuire expect appropriate behavior -- 92.5% responded yes; 6.6% responded sometimes; 0.9% responded no. 2. My teachers at McGuire expect my best quality work -- 90.4% responded yes; 8.8% responded sometimes; 0.9% responded no. 3. My principal and teachers at McGuire School expect every student to learn -- 89% = yes; 10.1% = sometimes; 0.9% = no.

24b. Student Perception Data

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

2015-2016 School Year Student Perception Data:

4th & 5th grade results:

*My principal and teachers ask me what I think about school. 38%

*In my school I am treated fairly. 12%

*In my school students treat adults with respect. 11%

*My teachers listen to me. 12%

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6th grade results:

- *In my school, students treat adults with respect. 21%
- *In my school, students help each other even if they are not friends. 18%
- * In my school, all students are treated with respect. 15%
- *In my school, students respect the property of others. 14%
- *My school makes sure there is at least one adult who knows me well and shows interest in my education and future. 13%

Spring 2015: Areas indicating the lowest overall level of satisfaction were: 1. Students at McGuire treat adults with respect and kindness -- 36.4% = yes; 61% = sometimes; 2.6% = no. 2. My principal and teachers ask my opinion about my experiences at school -- 33.8% = yes; 40.8% = sometimes; 25.4% = no. 3. In the cafeteria, my peers make eating lunch a pleasant experience -- 47.4% = yes; 33.8% = sometimes; 18.9% = no. 4. I frequently receive Mustang Magic Tickets (positive reinforcement) from adults at McGuire -- 47.4% = yes; 39.5% = sometimes; 13.2% = no.

24c. Student Perception Data

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

Continued PBIS building support including more frequent (at least 3 times annually) all school assemblies to promote and remind students of positive building expectations, emphasizing cafeteria expectations. Share perception data with staff. Include ALL staff in the expectations for modeling appropriate behavior to students.

Allow for student opinions after school-wide events; student opinions could be assessed in the classroom after a learning unit/event.

25a. Parent/Guardian Perception Data

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

2015-2016 School Year Parent Perception Survey:

- *All of my child's teachers work as a team to help my child learn. 90%
- *Our school provides opportunities for stakeholders (students, staff, parents, community members) to be involved. 89%
- *My child has administrators and teachers that monitor and inform me of his/her learning progress. 88%
- *Our school provides an adequate supply of learning resources that are in current and good condition. 87%
- *All of my child's teachers use a variety of teaching strategies and learning activities. 87%

Spring 2015: The highest overall level of satisfaction were: All of my child's teachers give work that challenges my child -- 92.3% responded agree. 2. All of my child's teachers provide instruction in a way my child can learn -- 92.3% = agree. All of my child's teachers help me to understand my child's progress -- 92.3% = agree. All of my child's teachers report on my child's progress in easy to understand language -- 92.3% = agree. My child has administrators and teachers that monitor and inform me of his/her learning progress - 92.3% agree

25b. Parent/Guardian Perception Data

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

2015-2016 School Year Parent Perception Data: Percentages equal Disagree + Strongly Disagree

- *Our school provides a safe learning environment. 15%
- *Our school provides excellent support services (ex. school psychologist, speech pathologists, occupational therapists, school social worker, At-Risk Paraprofessionals, Title I Certified Staff, counselor, etc) 15%
- *Our district's Central Office and School Board operate responsibly and function effectively. 13%
- *Our school's principal has high expectations for students in all classes. 13%
- *Our school's principal shares responsibility for student learning with its stakeholders. 13%
- *My child has at least one adult at McGuire who knows him/her well and shows interest in his/her education and future. 13%
- *My child has access to support services based on his or her identified needs. 13%
- *Our school provides qualified staff members to support student learning. 13%

Lowest overall satisfaction for parents/guardians: Our school provides excellent support services (ex. Counseling) - 55% agree; Our school ensures the effective use of financial resources - 59.6% agree; Our school's principal shares responsibility for student learning with its stakeholders - 62% agree; Our district's Central Office and School Board operate responsibly and function effectively - 65% agree.

25c. Parent/Guardian Perception Data

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

We will communicate to Central Office which would be incorporated into district-wide perception data and shared with the MPPS School Board. We will continue to address concerns through the school improvement process.

26a. Teacher/Staff Perception Data

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

2015-2016 School Year: The staff survey had 15 teachers, 1 administrator and 1 support staff member. Percentages represent Agree + Strongly Agree

- *Our school provides qualified staff members to support student learning. 81%
- *Our school provides instructional time and resources to support our school's goals and priorities. 70%
- *Our school provides a variety of information resources to support student learning. 70%
- *Our school has a systematic process for collecting, analyzing, and using data. 70%

School Improvement Plan

Mary McGuire School

- *Our school improvement plan is based on shared values and beliefs that guide decision-making. 70%
- *Our school improvement plan is supported by the policies and practices adopted by the school board or governing body. 70%
- *Our school improvement team and administrator expect staff members to hold all students to high academic standards. 70%
- *Our school improvement team and administrator provide opportunities for stakeholders to be involved in the school. 70%
- *At McGuire, all staff members participate in continuous professional learning based on identified needs of the school. 70%

2014-2015 School Year: The staff survey had 22 teachers respond. The section on Purpose and Direction scored the highest overall with 70% of staff agreeing or strongly agreeing (90% agreeing or neutral). Highlights in this area included: school's purpose statement is clearly focused on student achievement; school's purpose statement is based on shared values and beliefs that guide decision making; school has a continuous improvement process based on data, goals, actions, and measures for growth; school's leaders support an innovative or collaborative culture; school's leaders provide opportunities for stakeholders to be involved in the school. Other notable areas of satisfaction were: school provides qualified staff members to support student learning; school uses multiple assessments to determine student learning and school performance.

26b. Teacher/Staff Perception Data

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

2015-2016 School Year:

Percentages represent Disagree + Strongly Disagree

- *Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning). 82%
- *At McGuire, all stakeholders are informed of policies, processes, and procedures related to grading and reporting. 46%
- *Our school provides sufficient material resources to meet student needs. 46%
- *At McGuire, a formal process is in place to support new staff members in their professional practice. 41%
- *Our school provides protected instructional time. 41%

2014-2015 School Year: Several areas had an average rating of satisfaction between 2.9 and 3.1: all teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g. action research, examination of student work, reflection, study teams and peer coaching); related learning support services are provided for all students based on their needs; staff members provide peer coaching to teachers; a professional learning program is designed to build capacity among all professional and support staff members; school provides sufficient material resources to meet student needs; and school provides a plan for the acquisition and support of technology to support the school's operational needs; The lowest rated response was 2.23: school provides high quality student support services (e.g. counseling, referrals, educational, and career planning).

26c. Teacher/Staff Perception Data

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

School Improvement Plan

Mary McGuire School

Our school improvement team will take survey data into account as professional development is planned for the 2015-2016 school year. PD to continue to support effective collaboration will be needed.

27a. Stakeholder/Community Perception Data

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

Community perception data was not available for McGuire for 2015-2016.

27b. Stakeholder/Community Perception Data

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

Community perception data was not available for McGuire for 2015-2016.

27c. Stakeholder/Community Perception Data

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

Community perception data was not available for McGuire for 2015-2016.

Summary

28a. Summary

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

Data in each of these areas - demographic, process, achievement/outcomes, and perception- indicate that McGuire is committed to improving student achievement and is taking the steps to make a significant impact in this area. Although much academic growth has been observed, we still have students that are below grade level in core curricular areas.

28b. Summary

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

This data helps us to identify areas where more growth and better practice is needed.

28c. Summary

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

Our school improvement team meets regularly throughout the school year and is monitoring and updating our school's plan, data, processes, and makes recommendations to improve student achievement.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	McGuire is a 4th - 6th grade building. DIBELS, DRA-2, STAR Reading are used to assess all students; Title I caseload students also are tested using KTEA. STAR Math and Chapter Math in Focus Assessments are used to test math proficiency. MEAP tests Reading and Math are also administered at each of these grade levels.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The Annual Education Report (AER) is a fully compliant annual report. The links to the Annual School Report and Annual Education Report for McGuire are: http://tech.mtpleasant.k12.mi.us/mpps/annual_reports/school/mcguire-asr.pdf http://tech.mtpleasant.k12.mi.us/mpps/annual_reports/ed_reports/mcguire-aer.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

School Improvement Plan

Mary McGuire School

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	This assurance is also posted in our student handbook and included on our website.	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jennifer Verleger, Assistant Superintendent of Human Resources 720 N. Kinney Mt. Pleasant, MI 48858 989.775.2300	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	School-Parent Involvement Plan is sent home to parents at beginning of school year, at Title I meetings, is posted on school website, and is available upon request.	McGuire Title I Parent Involvement Policy.pdf

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	School-Parent Compact is sent home at beginning of school year, addressed and reviewed at Title I meetings and available upon request.	McGuire 4 5 6 Home-School Compact 2013-2014.pdf

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No	Not needed at this time.	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

During the fall of 2011, the Schoolwide planning team, which included parents, met on seven different occasions to plan and facilitate the process of completing a comprehensive school data profile. The team surveyed staff, parents and students through online surveys for perception data. Monthly meetings were held with the entire school improvement team as well as the building staff. Analysis and feedback were gathered from all stakeholders looking at such achievement data as MEAP, DIBELS, STAR Math, STAR Reading, quarterly assessments and local school improvement assessments. The results of the 90 indicators completed during the 10-11 school year were thoroughly analyzed against the 40 indicators required for the 11-12 school year. Areas scored "getting started" or "partially implemented" were compiled and further reviewed. The team also gathered and analyzed demographic data. The team compiled all results which were reported to staff and parents for review.

2012 - 2013 update: In Fall of 2012, we again surveyed staff, parents, and students through online surveys for perception data. During the 2012-2013 school year, the 40 indicators were again analyzed and priorities have been set for the 2013-2014 school year based on areas rated "getting started" or partially implemented. Members of the school improvement team worked through the guided school improvement process through GIRESD to analyze and reflect on data. We see this as an ever evolving process that will continually be updated in order to make informed decisions and to assist in the process of program evaluation. As results are gathered and analyzed they will be shared with all stakeholders.

2013 - 2014 update: We have followed a similar pattern to previous years...surveys of parents, staff and students and examination of data and progress on School Improvement and SPR 40 goals.

2014-15 update: We embedded MTSS into our School Improvement Plan in addition to the pattern followed in previous years.

2015-16 update: We have followed a similar pattern to previous years...surveys of parents, staff and students and examination of data and progress on School Improvement and SRS EdYes goals. Collaboration groups meet regularly to analyze data to inform instruction and determine intervention groups and needs.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Spring 2016 update: Our goals for the upcoming school year will build on the work we put in place this year.

Student Achievement: Continued focus on math, science and social studies; schoolwide student goal setting for NWEA assessments and M-STEP assessments;

Professional Development: PD related to school mission/vision; writing, PLCs and Eric Jensen's work on poverty; continue to build on PD from Mike Mattos.

Spring 2015 update: We have several goals for the upcoming school year based on our comprehensive needs assessment.

Student Achievement: Focus will remain with reading but shift to math, science and social studies to boost achievement and test scores.

Professional development related to collaboration started in the 2013-2014 school year and continued in 2014-2015. We implemented collaboration related to math data. Our School Improvement Plan strategies and activities were updated to meet our current needs and to reflect collaboration and best practice. MTSS was also embedded in our SIP.

Perception data indicates students have some concerns regarding respect and safety...areas to be addressed through PBIS. Our PBIS team is also working on consistency of implementation...a concern reflected on the staff survey.

Staff and parents would benefit from stronger and more effective communication. Staff surveys indicate a need for more leadership and
SY 2016-2017

training. We have worked on strengthening and improving the school improvement process and had PD related to collaboration in the spring of 2014 and the fall of 2014.

Demographic data has remained similar...we need continued efforts with several of our subgroups: Students with disabilities; bottom 30%; Native American, and Economically Disadvantaged.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Our School Improvement Leadership team examined NWEA and M-STEP data which was used to determine the bottom 30% subgroup. NWEA and DibelsNext data was examined in collaborative groups by grade level. Teachers also have other sources of district assessment related to reading and math.

The leadership team updated activities and goals in our school improvement plan based on current and trend data related to math, reading, science and social studies.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

We have a high percentage of students at McGuire that meet the criteria for at-risk and the school is very intentional about providing supports for these students. We have a homeless liaison, parent involvement opportunities, schoolwide Title I, Section 31a (at risk), special education support, a Native American Tutor/advocate, mentoring programs (Nijkewehn, Big Brothers/Big Sisters, Kid's Hope) Rtl, and PBIS (Positive Behavior and Intervention Supports). In addition, we have sought additional community resources to support our students including the Listening Ear Multi-Disciplinary Team and various contacts through CMU (new connections with The Literacy Center and STEM education) and SCIT (Saginaw Chippewa Indian Tribe). Our teachers work collaboratively to identify students in need of the most support in reading and math.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

- Professional Development builds teacher capacity to provide differentiated instruction in Tier I curriculum as well as to identify the need for and to provide Tier 2 intervention instruction.
- All students have extended day and extended year opportunities in the Core academic areas based on need.
- All parents have the opportunity to plan, develop and evaluate the effectiveness of the programs.
- Additionally, all parents have the opportunity to participate in parent education events aimed at increasing their capacity to assist in their child's learning.

Implementing Math in Focus curriculum and daily reading focus/intervention groups are two ways all students are supported to reach the State's standards. Additionally, the district has determined specific amounts of time to be devoted to instruction of reading, writing, and math.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Research-based methods and strategies that increase the quality and quantity of instruction include Singapore math strategies, bar modeling, reading strategies (paired reading, REWARDS, Soar to Success, Leveled Literacy, Reader's theater, etc) The Literacy Center at CMU provided PD related to reading comprehension that was implemented by the majority of teachers.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Improving M-STEP scores along with NWEA progress related to content areas continues to be a priority. Research-based reform strategies include RtI, PBIS, Focus intervention groups, extended day, progress monitoring, use of Thinking Maps, district and state assessment goal setting, and differentiated instruction.

In addition, for the 2015-2016 school day we added ThinkStretch summer learning programming, a reading intervention through CMU's The Literacy Center for identified 4th grade students, and STEM after school programming. All grade levels introduced spiral math activities to keep past math concepts reinforced.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Researched based interventions such as: Leveled Literacy, RtI, SOAR to Success, Road to Reading, Read Naturally (expanded reading levels available through 8th grade), REWARDS, Xtra Math, IXL, and MobyMax are interventions that support our students who need the most instructional support. Next year, IXL will include both math and language arts. At-risk funds will provide a shared counselor to support the socio-emotional needs of our at risk learners.

5. Describe how the school determines if these needs of students are being met.

-Staff collaborate and participate in data meetings to analyze local, district and state assessment data to inform instruction, identify Title I caseload, and to place students in focus intervention groups.

-Progress monitoring and information provided by the online reading/math supports and assessments provided opportunities to evaluate instructional strategies.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Due to funding cuts, Mary McGuire still lacks Title I paraprofessionals. However, in the past, all of the paraprofessionals have been highly qualified.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Yes, all Mary McGuire teachers meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Our Title I teacher is retiring this year. There has been some movement of special education staff throughout the district that has impacted our staffing.

2. What is the experience level of key teaching and learning personnel?

There are 20 full-time or part-time certified staff members at Mary McGuire. Three teachers have less than 3 years of teaching experience with the remaining seventeen teachers having four or more years of experience. Nearly half of the teachers have fifteen or more years of teaching experience.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Teachers are attracted to Mary McGuire Elementary because of:

- Student-centered philosophy,
- strong, supportive staff,
- class size limits,
- instructional support staff,
- diverse student population,
- well-maintained facilities,
- 21st Century technology in all classrooms (Smart Boards, Elmos, 10 iPads, classroom computers), along with a computer lab,
- well-maintained and current media center,
- supportive administrative leadership.
- well-established partnership with Saginaw Chippewa Indian Tribe.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Positions are posted at the district website, along with being posted on MASA, a state administrators' website.

Teachers are attracted to Mt. Pleasant Public Schools because of:

- professional development opportunities
- established programs (RtI, Title I, Technology Center, Seat Time Waivers, dual enrollment, Advanced Placement opportunities),
- transportation,
- Fine Arts programs,
- a variety of extracurricular activities
- partnerships with Mt. Pleasant Parks and Recreation, the Saginaw Chippewa Indian Tribe and Central Michigan University.

School Improvement Plan

Mary McGuire School

- 21st Century technology,
- educationally supportive community,
- Mt. Pleasant's highly reputable school district

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

PD will continue to support helping teachers in the collaborative process, using best practice, and using data to inform instruction and create action plans to improve student achievement.

The district has scheduled PD with Eric Jensen (poverty research) and our school will implement PD related Mission/Vision, Writing, Social Studies and Science.

2. Describe how this professional learning is "sustained and ongoing."

The district and school are committed to decreasing the number of new initiatives and supporting the initiatives/PD that is already in place and remain committed to this professional development; there have been several collaborative process/data training and technology related professional development opportunities and these were sustained and ongoing since 2014-2015. CMU's The Literacy Center provided local PD related to Reading Comprehension and will continue into 2016-2017 with writing PD based on teacher feedback.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		McGuire Professional Learning Plan 2016-2017

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Design

Our policy is that all parents have the opportunity to participate in the design, planning, development and evaluation of the program. Additionally, all parents have the opportunity to participate in parent education events aimed at increasing their capacity to assist in their child's learning.

The McGuire PTO was involved and will continue to be involved as parent representatives for the schoolwide plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

There are several components in our Schoolwide Program in which allowed parents to be involved in implementation:

- Parent input was be solicited for input regarding high quality professional development to address increasing parent involvement;
- McGuire Staff worked closely with the Parent/Teacher Organization to discuss strategies for increasing parent involvement in school activities, events and student learning;
- PTO members were invited to attend Schoolwide events and programs to provide additional assistance to students and parents.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

The School Improvement team meets annually to evaluate the data from the annual assessment (M-STEP) along with district assessments (NWEA, DIBELSNext, DRA2, Progress Monitoring and Benchmark) as well as perception surveys (from students, families, and staff) to determine whether the schoolwide program has been effective with students who are furthest from achieving the standards.

Parents will be involved in the evaluation of the Schoolwide Title I Program in the following ways:

- parents were invited to complete a Title I Program and Parent Involvement Evaluation (either hard copy or by e-mail) at the end of the school year celebration;
- parent perception surveys were given yearly and the feedback was considered when making changes in strategy and implementation;
- ongoing parent input was solicited through the PTO and Title I Committees.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes. It is our Mary McGuire 4, 5, 6 Elementary School - School Parental Involvement Policy Development...it is distributed to parents (with other materials) at our annual Fall meeting.	McGuire Title I Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

School Improvement Plan

Mary McGuire School

1118 (e) Building Capacity for Involvement

To ensure that parents are informed about academic standards and assessments, McGuire Elementary School will provide the following: Parent Conferences (Fall, Spring and additional conferences available upon request); WIDA results for ELL students sent to parents; Local assessment information (NWEA, DIBELSNext, district writing assessment, DRA2, district common assessments) shared with parents at conferences. Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate.

Provided materials and training to parents: 1118 (e) (2)

McGuire Elementary School offered training and materials to parents through the following events and activities:

Parent Workshops (childcare provided);

Provide lists of community resources to individual parents and assistance in accessing these resources, as needed;

Summer Reading Program;

Weekly school newsletters/Classroom newsletters/District publications.

Highly qualified teachers, Title I staff and principals are educated regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs:

1118 (e) (3) McGuire Elementary School values and respects

parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.

Coordinated parent involvement activities with other programs: 1118 (e) (4)

McGuire Elementary School will work to coordinate programs to ensure success for all: Transition activities to educate parents, daycares and community stakeholders on school expectations; PTO

Informed parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, McGuire Elementary provided: Weekly Take Home (Friday) Folders; School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand; Accommodations for deaf parents

Provide support for parental involvement at their request: 1118 (e) (14)

McGuire Elementary School made every effort to support our parents and make sure their needs are met: Made every effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children

Parent involvement activities were accessible to all parents, including those with disabilities and parents who use English as their 2nd language: 1118 (f)

McGuire Elementary School provided: Flexible meeting times; Handicapped Accessible Facilities; Home Visits; Phone Conferences (Bilingual interpreter, as needed, through GIRESD for all parent contacts); School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand; Accommodations for deaf parents; Collaboration with community agencies; i.e., Community Mental Health; Transportation Assistance

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The Title I Program Evaluation includes information about the Parent Involvement component.

Title I conducts program surveys and uses that information to help plan future P.I. events and opportunities. Also, following every P.I. event, participants complete an event evaluation.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

After each Parent Involvement event, a summary of parent feedback is shared with staff and used to plan future events.

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

The first year it was created, a group of McGuire Elementary teachers and parents gathered ideas and prepared a draft. All families and teachers were encouraged to provide input while it was being developed and all families and teachers had the opportunity to review the final draft and offer suggestions. Student Council representatives reviewed the draft and offered suggestions, too. From that point on, the current compact is reviewed annually and changes are made accordingly if needed.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

We distributed the compact at the beginning of the school year to establish a strong student, teacher, parent commitment to student success. This compact can be reviewed and referenced at parent-teacher conferences.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		McGuire Compact 2015-2016

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Currently, the majority of McGuire parents used English as the primary language spoken in their homes. Accommodations/translations were made for parents using a different language as the primary language. In addition, NWEA assessment data was shared using a parent-friendly printout containing a narrative and graphs. They were well-received by parents.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

N/A

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teacher participation includes but is not limited to:

- serving on/or providing input to School Improvement Team;
- collaborating to assess pertinent data and make informed suggestions to the entire staff on improvement goals and strategies.
- serving as members of curricular task forces
- Using baseline and formative data to inform instruction in their classrooms; ex.DibelsNext, DRA2, and NWEA
- participating in grade level data meetings that are held up to three times a year to assess the data gathered through DIBELSNext/NWEA testing; (decisions are made to place students in the appropriate research based intervention. Special Educators and Title I staff are included in these meetings. This year we also implemented one math grade level data meeting.)

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers collaborate in grade level groups in an ongoing basis using the data to analyze student data to inform instruction and to improve student achievement.

- The district has implemented required Math in Focus Chapter tests, the DIBELS Next assessment, the NWEA math and reading tests. 5th grade representatives updated Math in Focus assessments based on Common Core Curriculum in Math and professional practice. In addition to district wide assessments, teachers use commercially-produced tests that are included with the textbooks. Teachers have created their own assessments to complement the mass-produced tests. The staff work independently and as teams to gather and analyze the data collected from curriculum-based measurements, skill inventories, and progress monitoring opportunities. When data collection is complete, the staff presents findings at staff meetings and discusses solutions to close gaps in knowledge.

Grade levels are able to meet as well, in small group settings, to discuss results and share ideas. Data trainings are held at each grade level to ensure that the most appropriate measures are chosen to assess student progress. Mary McGuire has become very cognizant of the need for data collection and each staff member works diligently to ensure that student needs are met. Teachers use personal prep times, before and after school hours to collaborate. Fifth and sixth grade teachers had a built-in common prep time once a week, which has been valuable to data collection and analysis. The data is used to find problem areas in student knowledge and ensure that students do not fall any farther behind and remediate or accelerate learning where possible. The grade level collaboration allows opportunities for teachers to change their approach in teaching the material to gain the best outcomes.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

We use an RTI process. In addition to grade level collaboration, we have multiple data trainings throughout the year to identify students struggling with math and/or reading or other content areas. We examine multiple data points including M-STEP, DIBELSNext, DRA-2 and NWEA. Students are prioritized for specific intervention groups based on their needs. Also, teachers may bring students to RTI meetings if Tier I strategies are not meeting the students' academic achievement needs

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The identification process for students that are not mastering the State's academic achievement standards occurs in the following timeline:

September

Screenings: 2nd-3rd Week of School

-Reading: DIBELSNext, NWEA

-Math: Math Facts Timed Pre-test (Xtra Math), NWEA

-Writing: Grade Level Writing Prompt (scored with the MAISA rubric)

-Grade Level Data Training Meetings: 4th-5th Week of School (following initial DIBELSNext screening)

-Participants- Grade level Team, building principal, Title I teachers

-Review data

-Identify students in lowest 15% and in need of fluency intervention (Compare this list with the list of the lowest 15% that were identified at the previous Spring's data meeting.)

-Decide on Tier 2 and Tier 3 intervention groups, what the intervention will be, who will deliver the interventions, and who will progress monitor.

October, November, December

-Progress Monitoring

-Differentiation/Intervention Strategy Groups

-Grade-Level Collaboration Meetings to discuss Tier 1 instruction

-1st Report Card/assessments

-Report student progress through Parent-Teacher conferences

-Adjustments made (as needed) based on teacher recommendation (based on student data), and Data

January

Screenings: Mid-January

-Reading: DIBELSNext, Classroom assessments/data-Math: NWEA

-Writing: Grade Level Writing Prompt (scored with the MAISA rubric)

-Grade Level Data Training Meetings: Middle of the school year (following DibelsNext screening in early January) Participants- Grade Level Team, building principal, Title I teachers

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- Review grade level and individual student data (from DIBELSNext, NWEA and Classroom assessments)
- Identify which students are not progressing at the expected rate
- Decide on the next steps for each child that is receiving an intervention. (Some students will continue in current interventions, others will change interventions, and some students will either be added to (or removed) from groups based on assessment and classroom data.)

February-April

- Progress Monitoring
- Differentiation/Intervention Strategy Groups
- Grade-Level Collaboration Meetings to discuss Tier 1 instruction
- 2nd Report Card/assessments
- Report student progress through Parent-Teacher conferences
- Adjustments made (as needed) based on teacher recommendation (based on student data) and data
- Math Data Training meeting

May

Screenings: Mid-May

- Reading: DIBELSNext, NWEA
 - Math: Math Facts Timed Post-test, NWEA math, Math in Focus Chapter tests
 - Writing: Grade Level Writing Prompt (scored with the MAISA rubric)
- 1/2 Day Meetings: End of May (following initial DIBELSNext screening)
- Participants- Grade Level Team, building principal, data coach, school psychologist, Title I teachers
 - Review data
 - Identify students in lowest 15% and in need of fluency intervention when school starts up again in the Fall
 - Decide on Tier 2 and Tier 3 intervention groups for the Fall

June

- Progress Monitoring
- Differentiation/Intervention Strategy Groups
- Grade-Level Collaboration Meetings to discuss Tier 1 instruction
- 3rd Report Card/assessments

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers and instructional specialists use differentiated instruction through small groups and individualized instruction based on weekly/monthly/quarterly progress monitoring tools that identify students not meeting the grade level content expectations. The Intervention Specialist is a certified teacher funded by Title I who works with the classroom teacher to provide small group support. The Intervention Specialist assists the teacher in the classroom, monitors student progress, and pulls out individual and small groups of students (or pushes in) for Tier I interventions and differentiated instruction when necessary. Special education teachers also assist the general education instructor in this area.

If students are struggling, teachers offer differentiated instruction in the classroom. If that is not meeting their needs, we use an RTI (Response to Intervention) model. Step 1 is changes in the classroom, collecting data, and meeting with parents. Step 2 is to meet with colleagues to discuss additional support. This includes tutoring, extended day learning, district summer school, and/or small group or individualized instruction from the Intervention Specialists. Step 3 is a student referral process if the student is not meeting the goal. The RTI team (classroom teacher, Intervention Specialists, special education staff and parent) meet for further evaluation and support. The RTI team's responsibility is to provide instructional support for students who need timely and additional assistance with the classroom curriculum.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

The Elementary Administrative staff meet regularly to discuss and plan the use of funds from Title I and other state and federal sources based on the needs of their buildings and communities.

Support Programs: Title I, Title IIA, Section 31A, PTO, Aramark Food Services, CMU Volunteer Center, Schoolwide Component Fund Source Programs, Nutrition Club, Big Brothers/Big Sisters/ Kids Hope/Niijkewehn, National Science Teachers Association, CMU's The Literacy Center

1. Comprehensive Needs Assessment General Fund School Improvement Team Work
2. Schoolwide Reform Strategies General Fund

Title IIA

1. Strategies to Attract Highly Qualified Teachers General Fund
General Fund

General Fund/Title IIA New Teacher Orientation

Mentor/Mentee Meetings and Planning time

District professional development

2. Highly Qualified and Ongoing Professional Development Title IIA

Training for Title I Staff (i.e. Title I Boot Camp)

Grade Level Data Analysis Trainings - ½ day for subs three times a year (Title IIA)

Writing PD (Title IIA)

Math PD (Title IIA/PSC)

Reading PD (Title IIA)

RTI PD (Title IIA)

3. Strategies to Increase Parent Involvement Title I/PTO

Title I Family/Curriculum Nights

Parent Training Sessions

Annual Fall, Winter and Spring Family Picnics and/or Planning Meetings

Home/School Lending Libraries

Extended Program Coordinator

Title I Take Home Family Resources

4. Teacher Participation in Decision Making - General Fund/Title IIA

District School Improvement Team

Building School Improvement Team

At-Risk District Team

Grade Level Meetings

PSC

District Anti-Bullying Committee

5. Additional Assistance to Students Having Difficulties 31A/Title IA/General Fund/CMU

Grant Funded Summer Schools/Extended Year Programs

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Extended Day Programs

Paraprofessionals

Title I Tier II Intervention Specialists - (certified staff)

School Social Worker

6. Coordination of State, Federal, and Local Programs General Fund

City of Mt. Pleasant

Saginaw/Chippewa Indian Tribe State and Federal Programs Coordinator

Food and Nutrition Programs

YSU Officers

Tribal Advocates/Tutors

School Improvement Team Work

PBIS/Rtl Professional Development

District Instructional Technologist

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

See previous question for activities related to funding sources.

-Comprehensive Needs Assessment;

-Schoolwide Reform Strategies;

Highly Qualified Staff;

Attract and Retain Highly Qualified Staff;

Professional Development;

Assessment Decisions;

Timely and Additional Assistance;

Coordination & Integration of Federal, State and Local Resources

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

4th-6th grade: Free and Reduced Nutrition Program

Programs include: Michigan State Police, Mt. Pleasant City Police and the Youth Services Unit provide violence and bully prevention presentations for students and staff.

District Homeless Liaison

GIRESD Snap-Ed nutrition program

Junior Achievement

Tribal College...Etiquette unit

Therapy Dogs

Kid's Hope and Big Brother/Big Sisters mentoring programs

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

- Students, staff, students are surveyed. There is, also, a survey completed at the Annual Picnic/Celebration.
- Event/Activity evaluations throughout the year
- Verbal comments by students, staff and parents, both positive and negative, at Parent/Teacher Conferences
- Degree of participation in programs provided by Title I
- Schoolwide program has been more positively received due to its flexibility and inclusion of more students.
- Ongoing review occurs throughout the school year between Title I staff and administration.

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

One indicator of academic achievement is the KTEA (Kaufman Test of Academic Achievement) administered in the fall and spring to select students referred to Title I due to falling in the bottom 15% in reading and the bottom 10% in math...this is used on an as-needed basis in 2015-2016.

- Mt.Pleasant elementary schools administer several assessments and teachers have many data points to use to evaluate progress. The State assessment (M-STEP) is considered one tool to evaluate student achievement.
- Each year McGuire school improvement team evaluates our school improvement plan. We use state assessment data and NWEA results to determine whether or not McGuire has made required progress in moving all our students to proficient or advanced level of achievement in reading, language arts, and math relative to Michigan standards.
- The annual review of the schoolwide program goes beyond this measure to examine all aspects and goals of the schoolwide plan by examining district data (DIBELSNext, Math in Focus Chapter Tests) as well as data specific to our school.
- Implementation evaluation of school improvement plan is achieved through staff discussion during school improvement meetings, strategy implementation check lists completed by the teacher, student work samples, and principal observations.

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

- Annually, the School Improvement team meets to evaluate the data from the annual assessment (M-STEP) along with district assessments (DIBELSNext, Progress Monitoring and Benchmark, KTEA, NWEA) as well as perception surveys (from students, families, and staff) to determine whether the schoolwide program has been effective with students who are furthest from achieving the standards.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

-The school improvement team meets each year to review the comprehensive needs assessment, state and district assessments, and
SY 2016-2017

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perception data surveys to determine effectiveness of the school improvement plan and make necessary revisions between February through May.

-At this time, teams will also review the achievement of our student sub-groups.

-From this data, student groupings are developed to assist in appropriate placement of students for the next school year.

-Student data is considered for the distribution of students with the intention of having balanced and cohesive classrooms.

-Intervention groups are developed from DIBELSNext data, DRA2 and NWEA results for fall Rtl focus groups. NWEA data and Math in Focus chapter tests are used to determine placement in math focus groups.

McGuire School Improvement Plan 2015 - 2020

Overview

Plan Name

McGuire School Improvement Plan 2015 - 2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students Will Be Proficient in Reading and Writing.	Objectives: 2 Strategies: 3 Activities: 20	Academic	\$721700
2	All Students Will Become Proficient in Grade Level Social Studies and Science State Standards and Objectives.	Objectives: 2 Strategies: 2 Activities: 18	Academic	\$573300
3	Schoolwide Best Practices	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$19700
4	All Students Will Be Proficient in Math.	Objectives: 2 Strategies: 3 Activities: 20	Academic	\$484280

Goal 1: All Students Will Be Proficient in Reading and Writing.

Measurable Objective 1:

85% of Fourth, Fifth and Sixth grade Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency in reading and writing in English Language Arts by 06/30/2022 as measured by State Assessment.

Status	Progress Notes	Created On	Created By
Not Met	<p>MEAP data from Fall 2012 update:</p> <p>4th Grade: 67% of all students demonstrated proficiency in reading and 36% of our 4th grade students have demonstrated proficiency in writing. There is a discrepancy between males and females with 77% of females vs. 60% of males proficient in reading and an even bigger gap in writing: 57% (F) vs 20% (M). The economically disadvantaged subgroup scored higher (69%) than the school percentage of 67% in reading and also in writing (37% vs. 36%). Students with disabilities scored 53% and 32% proficient in reading and writing respectively.</p> <p>5th Grade: 63% were proficient in reading. Similar scores for males and females (62% vs 64%). A discrepancy was noted for the Native American sub group and Two or more races sub group with proficiency percentages of 43% and 45% vs 77% for white students. Economically disadvantaged students scored 58% vs. 67% for non-economically disadvantaged students. The special education subgroup was also discrepant with 30% of students with disabilities vs. 72% of students w/o disabilities. Writing is not offered at this level.</p> <p>6th grade: 65% of 6th graders were proficient in reading with a slight discrepancy between males and females (68% vs. 61%). A significant discrepancy exists between Native American students (24%) vs White students (79%). Economically disadvantaged students scored slightly lower (60% vs. 68%) compared to noneconomically disadvantaged students. Students with disabilities had lower percentages than Students w/o disabilities (56% vs. 67%). It is interesting to note that male students with disabilities had 67% proficiency percentage indicating lower numbers for the females.</p>	June 14, 2013	Ms. Susan E Renaud

Strategy 1:

Multi Tier Systems of Support - Multi-tiered System of Supports (MTSS) - The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category: School Culture

Research Cited: Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

gains in reading and math assessment scores for all students; a decrease in inappropriate referrals to special education, particularly for minority students and boys; a decrease in suspensions and expulsions; improved collaboration between general and special education; and corresponding cost benefits.

<http://ncl.org/images/content/files/hill-briefs/mtss-brieftemplate.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an Rtl framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).

Rigorous research clearly shows that implementing the four essential Rtl components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency.

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Exceptional Children, 71(1), 7-21 Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. Language, Speech and Hearing Services in Schools, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. Journal of Special Education, 36(4), 223-233. Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities.

Exceptional Children, 69(4), 391-409.

Tier: Tier 1

Activity - 90 minutes of Reading/60 minutes of Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide 90 minutes of reading instruction and 60 minutes of writing instruction five days a week. Master schedules kept by teachers and turned into the building administrator will reflect these time blocks.	Academic Support Program	Tier 1	Implement	09/04/2012	06/01/2018	\$5000	Title II Part A	Principal, general education teachers and certified Title I staff

Status	Progress Notes	Created On	Created By
In Progress	School continues to make commitment to 90 minutes of reading and 60 minutes of writing instruction.	April 10, 2015	Ms. Susan E Renaud

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested teachers will participate in one or more book studies related to best practice. Funds will be used to purchase books including, but not limited to, best practice strategies, brain research, differentiated instruction, poverty research, PLCs, and instructional walk throughs. Stipends would be provided to teachers meeting outside of the school day as funds allow.	Professional Learning	Tier 1	Implement	09/03/2013	06/01/2018	\$3000	Title II Part A	Principal, teachers

Status	Progress Notes	Created On	Created By
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In Progress	Planning on Book Study for 2015-2016 with the book Collaborative Inquiry for Educators: A Facilitator's Guide to School Improvement by Jenni Donohoo as follow up from information received At Commit Conference in June 2016 by School Improvement team members (Shelly Spayd, Sarah Stevens, Kathleen Sheahan-Stahl, Kate Wirsing...and soon to be Judy Baker).	June 17, 2016	Ms. Susan E Renaud
In Progress	Teachers will be reading Engaging Students with Poverty in Mind by Eric Jensen during Summer 2016 in preparation for district PD in Fall 2016 with Eric Jensen.	June 17, 2016	Ms. Susan E Renaud
In Progress	Several teachers will be involved with Book Studies during Summer 2014 and will be presenting/sharing information/strategies in Fall 2014.	June 18, 2014	Ms. Susan E Renaud

Activity - Parent Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The McGuire staff will plan and host one or more family engagement activities specific to the area of reading and writing across the curriculum. Families will be given the opportunity to attend trainings and supplied with "family friendly" learning materials. Specific attention will be given to families of at risk students to help improve student achievement for Tier II students. Activities may include a "Booknic" or "Donuts w/Dads, Muffins w/Moms" or "Family Fun Night".	Parent Involvement	Tier 1	Implement	09/04/2012	06/11/2018	\$3000	Title I Schoolwide	Principal, Title I Certified Staff, General Ed and Special Ed Teachers

Status	Progress Notes	Created On	Created By
In Progress	McGuire Staff hosted two BookNics with excellent parent participation at both conferences in 2015-2016	June 17, 2016	Ms. Susan E Renaud
In Progress	During 2013-2014 school year, we held several Parent Involvement activities including 2 Booknics, a family night and writing-focused "Shine and Shares" to highlight student writing projects.	June 18, 2014	Ms. Susan E Renaud

Activity - Reading Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30 minutes of common intervention time have been scheduled by grade level 4 to 5 times a week to support reading.	Academic Support Program	Tier 2	Implement	09/01/2013	06/01/2018	\$35000	Section 31a, Title I Part A	Title I, Special Education and General Ed teachers

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Activity - ELA Best Practices Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training and updates on reading/writing best practices (i.e. MAISA Units, Writer's Workshop, Reader's Workshop, Reading Intervention trainings, Lucy Calkins, Differentiated Instruction, Reading Assessment, Daily 5/CAFE, Leveled Literacy, Progress Monitoring or similar best practice strategies) as funding allows.	Professional Learning	Tier 1	Implement	08/01/2013	06/01/2018	\$8000	Title II Part A	All teachers and administration

Activity - Technology to Support ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational websites (ie: www.newsela.com, www.readworks.org, www.rewordify.com) will be shared with staff & used to access multiple lexile-leveled informational texts to address individual student reading needs. Students will have access to individual technology devices, as funding allows.	Technology	Tier 1	Implement	09/01/2014	06/11/2018	\$25000	Title II Part A	Teachers

Status	Progress Notes	Created On	Created By
In Progress	There is evidence of use of Newsela being used in multiple grades in 2015-2016. Stacey Yost shared with staff how she uses the articles for annotated reading. In 2016-2017, IXL will have an ELA component available.	June 17, 2016	Ms. Susan E Renaud

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to effectively use Thinking Maps in ELA instruction. Staff who have been previously trained will participate in a refresher training, as funds allow. New/untrained staff will participate in the full Thinking Maps training. When appropriate all staff will use Thinking Maps on a regular basis in instruction as well as an assessment tool. Student and teacher created Thinking Maps will be evident in all classrooms. Staff will be expected to share their most recent Thinking Maps at staff meetings and have them on display in classrooms and hallways. A stipend and/or sub costs will be offered for staff training outside of the school day and stipend or sub costs covered for participants, as funding allows.	Direct Instruction	Tier 1	Implement	09/01/2014	06/11/2018	\$3000	Title II Part A	Teachers/Principal

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Status	Progress Notes	Created On	Created By
In Progress	New staff and existing staff had opportunities for new and updated Thinking Maps training in 2015-2016. Evidence of Thinking Maps in classrooms throughout the school. Kelly Peterson will be providing district training in Thinking Maps in Fall 2016.	June 17, 2016	Ms. Susan E Renaud

Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Michigan Association of Intermediate School Administrators (MAISA) writing units in narrative, opinion and informational writing as a foundation to teach the board-adopted CCSS curriculum. Other best practice strategies may be used as a supplement to reinforce learning for students in these units. Students will be pre- and post-tested with each unit.	Direct Instruction	Tier 1	Implement	09/01/2014	06/11/2018	\$1000	Title II Part A	Teachers/Principal

Status	Progress Notes	Created On	Created By
In Progress	This supports district curriculum for writing.	June 17, 2016	Ms. Susan E Renaud

Activity - CMU The Literacy Center Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McGuire has established a connection with CMU's The Literacy Center to provide a 4th grade reading intervention program.	Field Trip, Academic Support Program, Teacher Collaboration, Parent Involvement, Community Engagement	Tier 3	Monitor	09/08/2015	06/15/2018	\$10000	Title II Part A	Principal, Title I Certified Staff, 4th grade teachers

Status	Progress Notes	Created On	Created By
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In Progress	Program implemented in January 2016 and continued through May 2016 for 12 4th grade students. Plans are underway to continue the program in 2016-2017.	June 17, 2016	Ms. Susan E Renaud
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Strategy 2:

Data-Based Decision Making - Building staff will learn about and implement data-based decision-making strategies for all students with a focus on improving the proficiency levels of Native American, economically disadvantaged and students with an IEP.

Category:

Research Cited: Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M.

(2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Tier:

Activity - Data Training Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three half day grade level training meetings (as funding allows) are planned for fall, winter and spring to analyze individual reading and/or writing student data from M-STEP, NWEA, DIBELS, DRA-2 to improve student achievement. Effective use of core curriculum instructional time and Title I instructional time will be planned. Differentiation in the regular education classroom and research based interventions as part of Title I will be adjusted and/or implemented.	Teacher Collaboration	Tier 2	Implement	09/04/2012	06/01/2018	\$2500	Title II Part A	Title I staff will provide specific Title I data. Teachers will provide classroom data. Principal, Title I and reg. ed. classroom teachers will attend 3 half day meetings during year as funding allows.

Status	Progress Notes	Created On	Created By
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In Progress	Two data trainings held in 2015-2016 to determine Title I caseload and focus intervention group areas/students. May become passe' as teachers improve collaboration efforts around data.	June 17, 2016	Ms. Susan E Renaud
In Progress	McGuire held grade level data trainings three times during the school year. The building administrator, gen ed and special ed teachers, as well as certified Title I teacher reviewed DIBELS, DRA2, STAR Reading, and MEAP data to determine bottom 15% and appropriate interventions and placements for students.	June 14, 2013	Ms. Susan E Renaud

Activity - ELA Best Practice Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will track use of ELA best practice strategies on a regular basis. A tracking chart will be designed based on teacher input of strategies used and teachers will note which strategies they are using daily with an optional reflection piece. The principal will also document use of ELA best practices in use through classroom walkthroughs.	Direct Instruction	Tier 1	Getting Ready	09/03/2013	06/12/2018	\$300	Title II Part A	Principal, Teachers,

Activity - Student Writing Analysis and Scoring Training and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to score student writing consistently. Staff will be trained to collaboratively analyze student writing related to CCSS using a grade level appropriate version of MAISA writing rubrics or comparable rubrics. Pre/Post writing samples and prompts will be given 3 times during the year (opinion, narrative, informational).	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/12/2018	\$4500	Title II Part A	Principal, gen ed and special ed teachers

Activity - CMU The Literacy Center Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CMU's The Literacy Center is in collaboration with McGuire Elementary to provide professional development related to literacy and related areas.	Professional Learning	Tier 1	Implement	09/08/2015	06/15/2018	\$5000	Title II Part A	Principal

Status	Progress Notes	Created On	Created By
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In Progress	CMU's The Literacy Center provided PD related to Close Reading and Guided Highlighting during the 2015-2016 school year. The plan is to continue with professional development related to writing in 2016-2017.	June 17, 2016	Ms. Susan E Renaud
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Measurable Objective 2:

A 15% increase of Bottom 30%, Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency level in English Language Arts by 06/01/2018 as measured by the State Assessment and NWEA.

Strategy 1:

Data-Based Decision Making ELA - Building staff will learn about and implement data-based decision-making strategies for all students with a focus on improving the proficiency levels of bottom 30% Native American, economically disadvantaged and students with an IEP.

Category: English/Language Arts

Research Cited: Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M.

(2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-

4020). Washington, DC: National Center for Education Evaluation and Regional Assistance,

Institute of Education Sciences, U.S. Department of Education. Retrieved from [http://](http://ies.ed.gov/ncee/wwc/publications/practiceguides)

ies.ed.gov/ncee/wwc/publications/practiceguides.

Tier: Tier 2

Activity - Reading Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30 minutes of common intervention time have been scheduled by grade level 4 to 5 times a week to support reading.	Academic Support Program	Tier 2	Implement	09/03/2014	06/12/2015	\$0	No Funding Required	Title I, Special Education and General Ed teachers

Activity - Title I Certified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Title I certified staff will work with small groups to meet the needs of Title I students.	Academic Support Program	Tier 2	Implement	09/04/2012	06/11/2018	\$125000	Title I Part A, Section 31a	Building principal and certified Title I staff member
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Activity - Small Group Support-Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified paraprofessionals will provide individual and small group instruction to meet the needs of Title I students as identified by the bottom 15%.	Academic Support Program	Tier 2	Implement	09/04/2012	06/08/2018	\$200000	Section 31a, Title I Part A	Building Principal, certified Title I staff and Title I paraprofessionals

Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before or after school extended day program to support reading and/or mathematics deficits: reteaching, IXL, basic skill building. Funding would be used for salaries, transportation for students, snacks / meals and supplies.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/08/2018	\$200000	Section 31a, Title I Part A	Certified Staff or Highly Qualified Paraprofessional

Activity - Extended Year Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Mary McGuire School

Summer school program to support students in reading: Soar to Success, REWARDS, Moby Max, Read Naturally, Study Island, DIBELS Next. Funding will include salaries, transportation for students, snack / meals and supplies.	Academic Support Program	Tier 2	Implement	06/08/2012	09/04/2018	\$80000	Section 31a, Title I Part A	Building Principal, Certified Staff and Highly Qualified Paraprofessional
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Activity - NWEA Skills Navigator Training and Educational Technology Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Joyce Castellon (or alternate) will train teachers using NWEA Skills Navigator for progress monitoring in reading; updates from technology conferences related to student achievement will also be shared.	Academic Support Program, Technology, Professional Learning	Tier 2	Getting Ready	02/15/2016	06/10/2016	\$1400	Title II Part A	Building Principal, teachers

Activity - CMU The Literacy Center Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading intervention program offered through CMU's The Literacy Center for identified 4th grade students.	Academic Support Program	Tier 2	Implement	09/08/2015	06/15/2018	\$10000	Title II Part A	Principal, certified Title I staff, 4th grade teachers

Goal 2: All Students Will Become Proficient in Grade Level Social Studies and Science State Standards and Objectives.

Measurable Objective 1:

85% of Fourth, Fifth and Sixth grade Male Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency in grade level content in Science and in Social Studies by 06/30/2022 as measured by annual pre & post tests developed by teaching staff, unit pre & post tests developed by staff, NWEA and state assessments.

Strategy 1:

Multi Tier Systems of Support - Multi-tiered System of Supports (MTSS) - The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category: Science

Research Cited: Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

gains in reading and math assessment scores for all students; a decrease in inappropriate referrals to special education, particularly for minority students and boys; a decrease in suspensions and expulsions; improved collaboration between general and special education; and corresponding cost benefits.

<http://ncl.org/images/content/files/hill-briefs/mtss-brieftemplate.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for

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Mary McGuire School

students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an Rtl framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).

Rigorous research clearly shows that implementing the four essential Rtl components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.

Tier: Tier 1

Activity - Vocabulary Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<p>A core group of teachers will participate in a book study of Marzano and Pickering's Building Academic Vocabulary (or similar reference), provide training to other staff on relevant strategies, and document application of concepts in classroom instruction.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/04/2012</p>	<p>06/30/2016</p>	<p>\$1500</p>	<p>Title II Part A</p>	<p>Teachers; the building administrat or will provide the necessary materials (as funding allows) and document implementa tion with regular walk-throughs.</p>
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Activity - PSC Social Studies Task Force to Examine Best Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>McGuire will have one or more representatives on the district PSC social studies task force. The task force plans to examine curriculum, pacing guides, resources, and best practice for social studies.</p>	<p>Policy and Process</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2013</p>	<p>06/11/2018</p>	<p>\$3000</p>	<p>General Fund</p>	<p>Judy Mako is currently our representati ve for the task force. Susan Renaud serves on the PSC district committee. Judy will regularly update staff and communica te staff input as the committee gets underway in Fall 2013.</p>

School Improvement Plan

Mary McGuire School

Status	Progress Notes	Created On	Created By
In Progress	3/6/14 SS task force is in formation stage & has not begun to meet.	March 06, 2014	Ms. Susan E Renaud

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to effectively use Thinking Maps in science and social studies instruction. Staff who have been previously trained will participate in a refresher training, as funds allow. New/untrained staff will participate in the full Thinking Maps training. When appropriate all staff will use Thinking Maps on a regular basis in instruction as well as an assessment tool. Student and teacher created Thinking Maps will be evident in all classrooms. Staff will be expected to share their most recent Thinking Maps at staff meetings and have them on display in classrooms and hallways. A stipend and/or sub costs will be offered for staff training outside of the school day and stipend or sub costs covered for participants, as funding allows.	Professional Learning	Tier 1	Implement	09/04/2012	06/11/2018	\$3000	Title II Part A	Principal; Thinking Maps trainers; classroom teachers; Tier II intervention specialists, Special Education staff

Activity - Parent Involvement Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff/building staff will plan one or more annual parent involvement activities related to science and/or social studies including reading and writing across the curriculum.	Parent Involvement	Tier 1	Implement	09/04/2012	06/11/2018	\$3000	Title II Part A	Title I staff; building administrator, building staff

Status	Progress Notes	Created On	Created By
In Progress	Social studies will be incorporated in the Family Night on March 18, 2014. A science activity is planned for June 2014.	March 06, 2014	Ms. Susan E Renaud

Activity - Common Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Mary McGuire School

Grade level collaboration & professional development to learn how to create and administer common formative assessments with follow-up collaboration to inform instruction. Collaboration team meeting minutes and original common assessments will be saved on the shared staff drive.	Teacher Collaboration	Tier 1	Implement	06/01/2014	06/11/2018	\$1500	Title II Part A	Grade level teachers, special education and Title 1 staff, building principal
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Activity - Technology Integration to Support Informational Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational websites (ie: www.newsela.com, www.readworks.org, www.rewordify.com) will be shared with staff & used to access multiple lexile-leveled informational texts to address individual student reading needs. Students will have access to individual technology devices, as funding allows.	Technology	Tier 1	Implement	09/01/2014	06/11/2018	\$20000	Title II Part A	All staff, administrative team, technology support team

Activity - MAISA Units in Science and Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Michigan Association of Intermediate School Administrators (MAISA) social studies and science units as a foundation to teach the board-adopted curriculum. Other best practice strategies may be used as a supplement to reinforce learning for students in these units. Pretests & post tests will be used to monitor the understanding of the "big ideas" in each unit.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/11/2018	\$3000	Title II Part A	All teachers and building principal

Status	Progress Notes	Created On	Created By
N/A	Integration of science and social studies with reading, writing and math will continue to be investigated as a potential strategy to maximize instructional time.	April 10, 2014	Ms. Susan E Renaud

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Mary McGuire School

Activity - Roll Out Session with the New SSC3 Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The new Michigan College, Career, and Civic Life (C3) Standards are designed to enhance the rigor of K-12 Civics, Economics, Geography and History. Participants in this series will examine the standards, and the instructional and assessment implications.	Professional Learning	Tier 1		06/01/2015	06/01/2018	\$500	Title II Part A	4-6 Social Studies teacher leaders/department chairs as identified by the building principal.

Activity - Unpacking the New Michigan Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The new Michigan Science Standards are different than past science standards with their 3-dimensional emphasis on the core ideas, the crosscutting concepts, and the practices of science. This series will focus on supporting K-12 science teachers in learning the ways in which the standards are different and the instructional practices that they will need to use in order to implement the standards at the level the framers intended.	Professional Learning	Tier 1	Getting Ready	06/15/2015	06/12/2018	\$20000	Title I Part A	Regionally there will be 3 teacher per grade level selected by principals.

Status	Progress Notes	Created On	Created By
In Progress	Kelly Peterson has represented McGuire in this professional learning and reported back to staff at various staff meetings. Kelly will continue with this process into next year.	June 17, 2016	Ms. Susan E Renaud

Activity - Teachers Learning Together – Learning Walks with Kevin Feldman	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Participants will learn strategies to engage every student in every lesson. Participants will also learn how to conduct learning walks and how to provide feedback to colleagues.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$1600	Title II Part A	Building principal for identifying teachers to be trained; staff members, the school improvement team to monitor progress of training and implementation. Share with building/district administration, including expected evidence of implementation.
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Activity - Designing Common Assessments Aligned with the new Michigan Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This series will focus on how to design assessment that will effectively measure student performance on the new Michigan Science Standards. The new science standards are going to require 3-dimensional assessment that requires students to look at data and make a scientific claim supported by evidence and reasoning. This is a very different approach to science assessment than has been done in the past. This series will focus on how to design assessment that will effectively measure student performance on the new Michigan Science Standards.	Professional Learning	Tier 1	Getting Ready	06/12/2015	06/01/2018	\$10000	Title II Part A	Regionally there will be 3 teacher per grade level/secondary course selected by principals.

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Activity - Strategies for Engaging K-12 Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn strategies to engage every student in every lesson. Participants will create an implementation plan for increasing the use of engagement strategies in their classrooms and schools.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$1000	Title II Part A	Building principal, staff members, school improvement team monitors progress of training and implementation. Share with building/district administration including expected evidence of implementation.

Activity - Academic Vocabulary and Informational Reading Strategies for Middle School and High School Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Mary McGuire School

<p>Participants will learn to design and implement thoughtful and intentional literacy instruction. Participants will learn strategies for selecting and teaching academic vocabulary.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>06/12/2015</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>Title I Part A</p>	<p>Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation. At the end of each session participants will develop implementation plans to share with building/district administration, including expected evidence of implementation.</p>
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Activity - Phenomenal Science Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Administrator and teacher rep will participate in Phenomenal Science PD offered through GIRESD. Phenomenal Science is a complete curriculum for K-5 science teachers developed through professional learning that meets all Michigan Science Standards and centers science instruction on developing students' conceptual understanding of real phenomena that actually occur. Each unit contains everything needed for you to conduct the unit except for hands-on materials. These Phenomenal Science Units are three-dimensional in nature and embed critical instructional strategies to develop deep student understanding of concepts.</p> <p>Title II funded</p> <p>Costs - \$1200 for 2 staff and \$600 for 1 staff attending</p>	Professional Learning, Curriculum Development	Tier 2	Getting Ready	08/15/2016	06/30/2017	\$1200	Title II Part A	Teacher rep and admin to attend PD
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Activity - CMU - STEM Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McGuire has established a connection with CMU's STEM Education. Provide opportunities for in-school field trips/classroom support and extracurricular activities related to STEM/STEAM.	Academic Support Program, Career Preparation /Orientation, Supplemental Materials, Extra Curricular, Technology, Community Engagement	Tier 1	Implement	09/08/2015	06/30/2018	\$3000	Title II Part A	Building Principal, science teachers

Status	Progress Notes	Created On	Created By
In Progress	CMU Stem Scholars along with professor Jen Weible and Julie Cunningham provided quality afterschool STEM activities monthly from Jan-May. Goal for next year is to increase # of opportunities and consider field trips to CMU for STEM activities so students have "college" experiences.	June 17, 2016	Ms. Susan E Renaud

School Improvement Plan

Mary McGuire School

Measurable Objective 2:

A 15% increase of Bottom 30%, Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency level in Science by 06/30/2022 as measured by the State Assessment.

Strategy 1:

Differentiated Instruction SS - Building staff will learn about and implement differentiated instructional strategies for all students with a focus on improving the proficiency levels of the targeted students.

Category:

Research Cited: Torgesen, J., Houston D., Rissman, L., & Kosanovich, K. (2007).

Teaching all students to read in elementary school: A guide for principals. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Calkins, L. (1996.) The Art of Teaching Writing. Heinemann.

Improving adolescent literacy: Effective classroom and intervention practices: A Practice

Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation

and Regional Assistance, Institute of Education Sciences, U.S. Department of

Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Tier: Tier 2

Activity - Technology to Support Science/Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational websites (ie: www.newsela.com , www.readworks.org , www.rewordify.com) will be shared with staff & used to access multiple lexile-leveled informational texts to address individual student reading needs. Students will have access to individual technology devices, as funding allows.	Technology	Tier 2	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Teachers

Activity - Small Group Support-Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Mary McGuire School

Highly qualified paraprofessionals will provide individual and small group instruction to meet the needs of Title I students as identified by the bottom 15%.	Academic Support Program	Tier 2	Getting Ready	09/04/2012	06/08/2018	\$200000	Title I Part A, Section 31a	Building Principal, certified Title I staff and Title I paraprofessionals
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Activity - Title I Certified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I certified staff will work with small groups to meet the needs of Title I students.	Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/08/2018	\$300000	Title I Part A, Section 31a	Building principal and certified Title I staff member

Goal 3: Schoolwide Best Practices

Measurable Objective 1:

collaborate to ensure all students will perform at a developmentally appropriate level in both content area learning and behavioral expectations by 06/30/2018 as measured by using building perception survey data; PBIS data (Mustang Magic tickets, behavior tracking); schoolwide behavior and attendance data; SRS EdYes! indicators; and behavior plans.

Strategy 1:

Multi Tier Systems of Support - Multi-tiered System of Supports (MTSS) - The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

gains in reading and math assessment scores for all students; a decrease in inappropriate referrals to special education, particularly for minority students and boys; a decrease in suspensions and expulsions; improved collaboration between general and special education; and corresponding cost benefits.

<http://ncl.org/images/content/files/hill-briefs/mtss-brieftemplate.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009).

The foundation of an Rtl framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction.

The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).

Rigorous research clearly shows that implementing the four essential Rtl components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

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Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.

Tier: Tier 1

Activity - Parent Partnership Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Partnership meetings will be held throughout each school year. These meetings will fulfill a number of purposes including required components such as an annual review of the Schoolwide plan, the parent policy and the home/school compact. Partnership meetings will also review input from parent surveys related to the needs of families. Family learning nights/Parent Parties will be planned and facilitated with the PTO and building staff based on the identified needs from sources such as the surveys.	Parent Involvement	Tier 2	Implement	09/04/2012	06/11/2018	\$500	Title I Part A	Title I staff; building administrator

Activity - CPI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff will be trained in de-escalation and crisis prevention strategies and become part of a building wide crisis response team. Stipends and/or sub costs for teachers attending/leading CPI training. Workbook provided to each participant.	Behavioral Support Program	Tier 2	Implement	09/04/2012	06/11/2018	\$2500	Title II Part A	Building Administrator, Special Education Staff, Select Classroom Teachers

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Mary McGuire School

Activity - Positive Behavior Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McGuire School will host ongoing classroom and schoolwide assemblies with a positive, character building message as well as an anti-bullying message. Various speakers, IMAX theater films, field trips will be arranged to reinforce positive behavior and intervention strategies.	Behavioral Support Program	Tier 1	Implement	09/03/2013	06/11/2018	\$4000	Title II Part A	Building Administrator, PBIS Committee

Activity - COMMIT SLA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McGuire TEAM will attend COMMIT SLA to further learn how to use collaborative inquiry as a high leverage strategy and powerful design to support professional learning communities. This will improve building collaboration to better improve Tier I learning for all students.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	06/22/2016	06/24/2016	\$1600	Title II Part A	Building Principal; 2 teachers committed to sharing out strategies and information gleaned from conference.

Activity - Guided School Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning by experts from GIRESD to keep school improvement team abreast on updates, best practice, aligned to MTSS, and using data to improve instruction.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Monitor	08/01/2013	06/01/2018	\$1100	Title II Part A	Building Principal; School Improvement team

Status	Progress Notes	Created On	Created By
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School Improvement Plan

Mary McGuire School

In Progress	Participated in Guided School Improvement in 2015-2016 and plan to continue. School Improvement team finds it very helpful!	June 17, 2016	Ms. Susan E Renaud
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Activity - Chromebooks and Cart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expanding technology options with chromebooks provides greater access to interventions such as IXL, ReadLive, MobyMax, ExtraMath, NewsELA to support student achievement.	Academic Support Program, Direct Instruction, Technology	Tier 1	Getting Ready	02/01/2016	06/01/2018	\$10000	Title I Part A	Building Principal, teachers, Title I staff

Goal 4: All Students Will Be Proficient in Math.

Measurable Objective 1:

85% of Fourth, Fifth and Sixth 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 of concepts in Mathematics by 06/30/2022 as measured by NWEA, Math in Focus end of chapter tests, and state assessment data.

Strategy 1:

Data-Based Decision Making - After training, building staff will implement data-based decision making strategies for all students with a focus on improving the proficiency levels.

Category:

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S.

Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Tier: Tier 1

School Improvement Plan

Mary McGuire School

Activity - Math Data Collaboration Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional development provided by building administrators and technology consultants to help building staff learn how to effectively understand and analyze multiple sources of data (e.g. state assessments, Math in Focus Chapter tests, NWEA) in greater depth in order to inform instruction and improve student achievement.	Professional Learning	Tier 1	Implement	09/01/2013	06/12/2018	\$3000	Title II Part A	Building Administrator, Title I Staff, Grade Level Classroom teachers, Special Education staff

Status	Progress Notes	Created On	Created By
In Progress	During the 2012-2013 staff participated in 1/2 day data training meeting to identify bottom 10%; Joyce Castellon provided data/technology support & training on use of Think Central. During 2013-2014 school year, Heidi Aldrich (GIRESD) provided PD related to bottom 30% as identified through mischooldata.org. Jon Hartwig (MSU), provided Data Dialog training as defined by MIExcel.	April 10, 2014	Ms. Susan E Renaud

Activity - Collaboration Using Common Assessments to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in grade level collaboration to analyze common formative assessments. After administration, teachers will analyze data using Collaborative Learning Cycles to inform instruction. Collaboration team meeting minutes will be saved on the shared staff drive.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2014	06/12/2018	\$1500	Title II Part A	Grade level teachers, special education and Title I staff, building principal

Activity - Using NWEA Data to Guide Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Mary McGuire School

Participants will learn to administer the interim assessments and to analyze the data to make data based decisions to increase student achievement.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$1500	Title II Part A	Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.
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Activity - 5th Grade Math Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 5th grade math team from McGuire will work with representatives from Fancher in consultation with Brad Thornburgh, Math Specialist from the GIRESD. Mr. Thornburgh will teach the math team how to select, implement, and assess the Math CCSS essential standards. Common Assessment review will be part of this learning as well, and making connections to ICAN statements.	Teacher Collaboration, Policy and Process, Professional Learning, Curriculum Development	Tier 1	Getting Ready	03/01/2016	06/17/2016	\$360	Title II Part A	Building Principal; 5th grade math representatives: Shelly Spayd, Sarah Stevens (or alternates)

Strategy 2:

Multi Tier Systems of Support - Multi-tiered System of Supports (MTSS) - The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

gains in reading and math assessment scores for all students; a decrease in inappropriate referrals to special education, particularly for minority students and boys; a decrease in suspensions and expulsions; improved collaboration between general and special education; and corresponding cost benefits.

<http://ncl.org/images/content/files/hill-briefs/mtss-brieftemplate.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an Rtl framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).

Rigorous research clearly shows that implementing the four essential Rtl components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

School Improvement Plan

Mary McGuire School

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will read the book <i>How The Brain Learns Mathematics</i> by Sousa or <i>Bar Modeling: A Problem Solving Tool</i> by Yeap Ban Har, Ph.D (or similar resource) and identify relevant, research-based practices to share with the entire staff at building collaboration staff meetings. The focus will be on instructional strategies that benefit all learners.	Professional Learning	Tier 1	Implement	09/01/2014	06/12/2018	\$1000	Title II Part A	Certified staff will read one of the designated books and share ideas at collaboration mtgs. The building admin will schedule times during the school year for the groups to meet & share strategies indicating improved student learning.

School Improvement Plan

Mary McGuire School

Activity - Technology Integration to Support Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational websites (ie: www.IXLmath.com, www.Xtramath.com, www.mathantics.com, www.studyisland.com, www.k6thinkcentral.com, MobyMax, or related websites) will be used to address individual student math needs. Students will have access to individual technology devices, as funding allows.	Technology	Tier 1	Implement	09/01/2013	06/01/2018	\$20000	Title II Part A	Grade level teachers, special education and Title I staff, building principal

Activity - Thinking Maps Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to effectively use Thinking Maps in math instruction. Staff who have been previously trained will participate in a refresher training, as funds allow. New/untrained staff will participate in the full Thinking Maps training. When appropriate all staff will use Thinking Maps on a regular basis in instruction as well as an assessment tool. Student and teacher created Thinking Maps will be evident in all classrooms. Staff will be expected to share their most recent Thinking Maps at staff meetings and have them on display in classrooms and hallways. A stipend and/or sub costs will be offered for staff training outside of the school day and stipend or sub costs covered for participants, as funding allows.	Professional Learning	Tier 1	Implement	09/01/2014	06/11/2018	\$1500	Title II Part A	Grade level teachers, special education and Title I staff, building principal

Activity - Parent Involvement Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff/building staff will plan one or more annual parent involvement activities related to science and/or social studies including reading and writing across the curriculum.	Parent Involvement	Tier 1	Implement	09/02/2012	06/11/2018	\$3000	Title II Part A	All teachers and building administrator

Status	Progress Notes	Created On	Created By
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School Improvement Plan

Mary McGuire School

In Progress	In 2012-2013, there was a parent involvement night including math activities for families and a Title I instructional opportunity for parents was also offered. In 2013-2014, sessions during Family Night were devoted to math facts, IXL Math, Xtra Math and bar modeling,	April 10, 2014	Ms. Susan E Renaud
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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use Thinking Maps on a regular basis in instruction as well as an assessment tool. Student and teacher created Thinking Maps will be evident in all classrooms. Staff will be expected to share their most recent Thinking Maps at staff meetings and have them on display in classrooms and hallways. Chart paper will be available to staff as funds allow.	Direct Instruction	Tier 1	Implement	09/01/2014	06/11/2018	\$300	Title II Part A	teachers/principal

Activity - Site based grade level math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Topics: - Developing a math facts system - Math interventions - Which tools should we use for specific math topic - Critical content in each grade level - Assessing critical content -Math MTSS - Preparing students for success on the math M-STEP	Professional Learning	Tier 2	Getting Ready	06/01/2015	06/01/2018	\$1500	Title II Part A	Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.

School Improvement Plan

Mary McGuire School

Activity - Math PK-6 Developing a Common Mathematical Foundation: Based on the Principles and Strategies of Singapore Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how Singapore math based principles and instructional strategies can be used to meet the increasing demands placed on students and teachers by the rigorous Common Core State Standards. The training will focus on how schools can ensure vertical alignment within their math curriculum by focusing on big ideas and being consistent. Teachers will explore the strong connection between the Singapore principles, instructional strategies, and the CCSS. Teachers in all grades will develop a common mathematical understanding and shared vision of the progression of mathematical concepts and skills. The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in ELA and math, especially struggling students.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$2000	Title II Part A	Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.

Activity - Teachers Learning Together – Learning Walks with Kevin Feldman	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn strategies to engage every student in every lesson. Participants will also learn how to conduct learning walks and how to provide feedback to colleagues.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$7000	Title II Part A	Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.

School Improvement Plan

Mary McGuire School

Activity - Strategies for Engaging Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn strategies to engage every student in every lesson. Participants will create an implementation plan for increasing the use of engagement strategies in their classrooms and schools.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$2500	Title II Part A	Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.

Activity - Academic Vocabulary and Informational Reading Strategies for Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn to design and implement thoughtful and intentional literacy instruction. Participants will learn strategies for selecting and teaching academic vocabulary.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$2500	Title II Part A	Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.

School Improvement Plan

Mary McGuire School

Measurable Objective 2:

A 25% increase of Bottom 30%, Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency level in Mathematics by 06/30/2018 as measured by the State Assessment.

Strategy 1:

Data-Based Decision Making Math - Building staff will learn about and implement data-based decision-making strategies for all students with a focus on improving the proficiency levels of Native American, economically disadvantaged and students with an IEP.

Category:

Research Cited: Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M.

(2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-

4020). Washington, DC: National Center for Education Evaluation and Regional Assistance,

Institute of Education Sciences, U.S. Department of Education. Retrieved from [http://](http://ies.ed.gov/ncee/wwc/publications/practiceguides)

ies.ed.gov/ncee/wwc/publications/practiceguides.

Tier: Tier 2

Activity - Math Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30 minutes of common intervention time will be scheduled by grade level 4 to 5 times a week to support math.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/03/2016	\$0	No Funding Required	Teachers/Title I/Principal

Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before or after school extended day program to support mathematics deficits: reteaching, IXL, basic skill building. Funding would be used for salaries, transportation for students, snacks / meals and supplies.	Academic Support Program	Tier 2	Implement	01/01/2014	06/08/2018	\$160000	Title I Part A, Section 31a	Certified Title I Staff, Certified Staff and Highly Qualified Paraprofessional

School Improvement Plan

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Activity - Title I Certified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I certified staff will work with small groups to meet the needs of Title I students.	Academic Support Program	Tier 2	Implement	09/04/2012	06/08/2018	\$175000	Section 31a, Title I Part A	Building principal and certified Title I staff member

Activity - Small Group Support-Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified paraprofessionals will provide individual and small group instruction to meet the needs of Title I students as identified by the bottom 15%.	Academic Support Program	Tier 2	Implement	09/04/2012	06/08/2018	\$20000	Section 31a, Title I Part A	Building Principal, certified Title I staff and Title I paraprofessionals

Activity - Extended Year Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school program to support students in reading: Soar to Success, REWARDS, Moby Max, Read Naturally, Study Island, DIBELS Next. Funding will include salaries, transportation for students, snack / meals and supplies.	Academic Support Program	Tier 2	Implement	06/08/2012	09/04/2018	\$80000	Section 31a, Title I Part A	Building Principal, Certified Staff and Highly Qualified Paraprofessional

Activity - NWEA Skills Navigator Training and Educational Technology Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Mary McGuire School

Joyce Castellon (or alternate) will train teachers using NWEA Skills Navigator for progress monitoring in math; updates from technology conferences related to student achievement will also be shared.	Academic Support Program, Technology, Professional Learning	Tier 2	Getting Ready	02/15/2016	06/10/2016	\$1620	Title II Part A	Building Principal; Teachers
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Status	Progress Notes	Created On	Created By
In Progress	This training is expected to be completed in September 2016.	June 17, 2016	Ms. Susan E Renaud

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement Activities	The McGuire staff will plan and host one or more family engagement activities specific to the area of reading and writing across the curriculum. Families will be given the opportunity to attend trainings and supplied with "family friendly" learning materials. Specific attention will be given to families of at risk students to help improve student achievement for Tier II students. Activities may include a "Booknic" or "Donuts w/Dads, Muffins w/Moms" or "Family Fun Night".	Parent Involvement	Tier 1	Implement	09/04/2012	06/11/2018	\$3000	Principal, Title I Certified Staff, General Ed and Special Ed Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Mary McGuire School

PSC Social Studies Task Force to Examine Best Practice	McGuire will have one or more representatives on the district PSC social studies task force. The task force plans to examine curriculum, pacing guides, resources, and best practice for social studies.	Policy and Process	Tier 1	Getting Ready	09/03/2013	06/11/2018	\$3000	Judy Mako is currently our representative for the task force. Susan Renaud serves on the PSC district committee. Judy will regularly update staff and communicate staff input as the committee gets underway in Fall 2013.
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Support-Paraprofessional	Highly qualified paraprofessionals will provide individual and small group instruction to meet the needs of Title I students as identified by the bottom 15%.	Academic Support Program	Tier 2	Implement	09/04/2012	06/08/2018	\$10000	Building Principal, certified Title I staff and Title I paraprofessionals
Extended Year Program	Summer school program to support students in reading: Soar to Success, REWARDS, Moby Max, Read Naturally, Study Island, DIBELS Next. Funding will include salaries, transportation for students, snack / meals and supplies.	Academic Support Program	Tier 2	Implement	06/08/2012	09/04/2018	\$40000	Building Principal, Certified Staff and Highly Qualified Paraprofessional

School Improvement Plan

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Small Group Support-Paraprofessional	Highly qualified paraprofessionals will provide individual and small group instruction to meet the needs of Title I students as identified by the bottom 15%.	Academic Support Program	Tier 2	Implement	09/04/2012	06/08/2018	\$100000	Building Principal, certified Title I staff and Title I paraprofessionals
Title I Certified Staff	Title I certified staff will work with small groups to meet the needs of Title I students.	Academic Support Program	Tier 2	Implement	09/04/2012	06/08/2018	\$25000	Building principal and certified Title I staff member
Extended Year Program	Summer school program to support students in reading: Soar to Success, REWARDS, Moby Max, Read Naturally, Study Island, DIBELS Next. Funding will include salaries, transportation for students, snack / meals and supplies.	Academic Support Program	Tier 2	Implement	06/08/2012	09/04/2018	\$40000	Building Principal, Certified Staff and Highly Qualified Paraprofessional
Title I Certified Staff	Title I certified staff will work with small groups to meet the needs of Title I students.	Academic Support Program	Tier 2	Implement	09/04/2012	06/11/2018	\$25000	Building principal and certified Title I staff member
Small Group Support-Paraprofessional	Highly qualified paraprofessionals will provide individual and small group instruction to meet the needs of Title I students as identified by the bottom 15%.	Academic Support Program	Tier 2	Getting Ready	09/04/2012	06/08/2018	\$100000	Building Principal, certified Title I staff and Title I paraprofessionals
Extended Day Program	Before or after school extended day program to support reading and/or mathematics deficits: reteaching, IXL, basic skill building. Funding would be used for salaries, transportation for students, snacks / meals and supplies.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/08/2018	\$100000	Certified Staff or Highly Qualified Paraprofessional
Title I Certified Staff	Title I certified staff will work with small groups to meet the needs of Title I students.	Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/08/2018	\$150000	Building principal and certified Title I staff member

School Improvement Plan

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Reading Intervention Groups	30 minutes of common intervention time have been scheduled by grade level 4 to 5 times a week to support reading.	Academic Support Program	Tier 2	Implement	09/01/2013	06/01/2018	\$25000	Title I, Special Education and General Ed teachers
Extended Day Program	Before or after school extended day program to support mathematics deficits: reteaching, IXL, basic skill building. Funding would be used for salaries, transportation for students, snacks / meals and supplies.	Academic Support Program	Tier 2	Implement	01/01/2014	06/08/2018	\$10000	Certified Title I Staff, Certified Staff and Highly Qualified Paraprofessional

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention Groups	30 minutes of common intervention time have been scheduled by grade level 4 to 5 times a week to support reading.	Academic Support Program	Tier 2	Implement	09/01/2013	06/01/2018	\$10000	Title I, Special Education and General Ed teachers
Title I Certified Staff	Title I certified staff will work with small groups to meet the needs of Title I students.	Academic Support Program	Tier 2	Implement	09/04/2012	06/11/2018	\$100000	Building principal and certified Title I staff member
Small Group Support-Paraprofessional	Highly qualified paraprofessionals will provide individual and small group instruction to meet the needs of Title I students as identified by the bottom 15%.	Academic Support Program	Tier 2	Getting Ready	09/04/2012	06/08/2018	\$100000	Building Principal, certified Title I staff and Title I paraprofessionals

School Improvement Plan

Mary McGuire School

Parent Partnership Meetings	Parent Partnership meetings will be held throughout each school year. These meetings will fulfill a number of purposes including required components such as an annual review of the Schoolwide plan, the parent policy and the home/school compact. Partnership meetings will also review input from parent surveys related to the needs of families. Family learning nights/Parent Parties will be planned and facilitated with the PTO and building staff based on the identified needs from sources such as the surveys.	Parent Involvement	Tier 2	Implement	09/04/2012	06/11/2018	\$500	Title I staff; building administrator
Chromebooks and Cart	Expanding technology options with chromebooks provides greater access to interventions such as IXL, ReadLive, MobyMax, ExtraMath, NewsELA to support student achievement.	Academic Support Program, Direct Instruction, Technology	Tier 1	Getting Ready	02/01/2016	06/01/2018	\$10000	Building Principal, teachers, Title I staff
Title I Certified Staff	Title I certified staff will work with small groups to meet the needs of Title I students.	Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/08/2018	\$150000	Building principal and certified Title I staff member
Extended Day Program	Before or after school extended day program to support reading and/or mathematics deficits: reteaching, IXL, basic skill building. Funding would be used for salaries, transportation for students, snacks / meals and supplies.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/08/2018	\$100000	Certified Staff or Highly Qualified Paraprofessional
Extended Year Program	Summer school program to support students in reading: Soar to Success, REWARDS, Moby Max, Read Naturally, Study Island, DIBELS Next. Funding will include salaries, transportation for students, snack / meals and supplies.	Academic Support Program	Tier 2	Implement	06/08/2012	09/04/2018	\$40000	Building Principal, Certified Staff and Highly Qualified Paraprofessional
Extended Year Program	Summer school program to support students in reading: Soar to Success, REWARDS, Moby Max, Read Naturally, Study Island, DIBELS Next. Funding will include salaries, transportation for students, snack / meals and supplies.	Academic Support Program	Tier 2	Implement	06/08/2012	09/04/2018	\$40000	Building Principal, Certified Staff and Highly Qualified Paraprofessional

School Improvement Plan

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Extended Day Program	Before or after school extended day program to support mathematics deficits: reteaching, IXL, basic skill building. Funding would be used for salaries, transportation for students, snacks / meals and supplies.	Academic Support Program	Tier 2	Implement	01/01/2014	06/08/2018	\$150000	Certified Title I Staff, Certified Staff and Highly Qualified Paraprofessional
Title I Certified Staff	Title I certified staff will work with small groups to meet the needs of Title I students.	Academic Support Program	Tier 2	Implement	09/04/2012	06/08/2018	\$150000	Building principal and certified Title I staff member
Unpacking the New Michigan Science Standards	The new Michigan Science Standards are different than past science standards with their 3-dimensional emphasis on the core ideas, the crosscutting concepts, and the practices of science. This series will focus on supporting K-12 science teachers in learning the ways in which the standards are different and the instructional practices that they will need to use in order to implement the standards at the level the framers intended.	Professional Learning	Tier 1	Getting Ready	06/15/2015	06/12/2018	\$20000	Regionally there will be 3 teacher per grade level selected by principals.
Small Group Support-Paraprofessional	Highly qualified paraprofessionals will provide individual and small group instruction to meet the needs of Title I students as identified by the bottom 15%.	Academic Support Program	Tier 2	Implement	09/04/2012	06/08/2018	\$10000	Building Principal, certified Title I staff and Title I paraprofessionals
Small Group Support-Paraprofessional	Highly qualified paraprofessionals will provide individual and small group instruction to meet the needs of Title I students as identified by the bottom 15%.	Academic Support Program	Tier 2	Implement	09/04/2012	06/08/2018	\$100000	Building Principal, certified Title I staff and Title I paraprofessionals

School Improvement Plan

Mary McGuire School

Academic Vocabulary and Informational Reading Strategies for Middle School and High School Students	Participants will learn to design and implement thoughtful and intentional literacy instruction. Participants will learn strategies for selecting and teaching academic vocabulary.	Professional Learning	Tier 1	Getting Ready	06/12/2015	06/15/2018	\$1000	Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation. At the end of each session participants will develop implementation plans to share with building/district administration, including expected evidence of implementation.
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Mary McGuire School

Thinking Maps	All staff will be trained to effectively use Thinking Maps in science and social studies instruction. Staff who have been previously trained will participate in a refresher training, as funds allow. New/untrained staff will participate in the full Thinking Maps training. When appropriate all staff will use Thinking Maps on a regular basis in instruction as well as an assessment tool. Student and teacher created Thinking Maps will be evident in all classrooms. Staff will be expected to share their most recent Thinking Maps at staff meetings and have them on display in classrooms and hallways. A stipend and/or sub costs will be offered for staff training outside of the school day and stipend or sub costs covered for participants, as funding allows.	Professional Learning	Tier 1	Implement	09/04/2012	06/11/2018	\$3000	Principal; Thinking Maps trainers; classroom teachers; Tier II intervention specialists, Special Education staff
Using NWEA Data to Guide Instruction	Participants will learn to administer the interim assessments and to analyze the data to make data based decisions to increase student achievement.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$1500	Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.
Guided School Improvement	Professional learning by experts from GIRESD to keep school improvement team abreast on updates, best practice, aligned to MTSS, and using data to improve instruction.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Monitor	08/01/2013	06/01/2018	\$1100	Building Principal; School Improvement team
Parent Involvement Activity	Title I staff/building staff will plan one or more annual parent involvement activities related to science and/or social studies including reading and writing across the curriculum.	Parent Involvement	Tier 1	Implement	09/04/2012	06/11/2018	\$3000	Title I staff; building administrator, building staff

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Mary McGuire School

CMU The Literacy Center Reading Program	McGuire has established a connection with CMU's The Literacy Center to provide a 4th grade reading intervention program.	Field Trip, Academic Support Program, Teacher Collaboration, Parent Involvement, Community Engagement	Tier 3	Monitor	09/08/2015	06/15/2018	\$10000	Principal, Title I Certified Staff, 4th grade teachers
Technology to Support ELA	Educational websites (ie: www.newsela.com , www.readworks.org , www.rewordify.com) will be shared with staff & used to access multiple lexile-leveled informational texts to address individual student reading needs. Students will have access to individual technology devices, as funding allows.	Technology	Tier 1	Implement	09/01/2014	06/11/2018	\$25000	Teachers
ELA Best Practice Monitoring	Teachers will track use of ELA best practice strategies on a regular basis. A tracking chart will be designed based on teacher input of strategies used and teachers will note which strategies they are using daily with an optional reflection piece. The principal will also document use of ELA best practices in use through classroom walkthroughs.	Direct Instruction	Tier 1	Getting Ready	09/03/2013	06/12/2018	\$300	Principal, Teachers,

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Book Study	All teaching staff will read the book How The Brain Learns Mathematics by Sousa or Bar Modeling: A Problem Solving Tool by Yeap Ban Har, Ph.D (or similar resource) and identify relevant, research-based practices to share with the entire staff at building collaboration staff meetings. The focus will be on instructional strategies that benefit all learners.	Professional Learning	Tier 1	Implement	09/01/2014	06/12/2018	\$1000	Certified staff will read one of the designated books and share ideas at collaboration mtgs. The building admin will schedule times during the school year for the groups to meet & share strategies indicating improved student learning.
Site based grade level math support	Common Topics: <ul style="list-style-type: none"> - Developing a math facts system - Math interventions - Which tools should we use for specific math topic - Critical content in each grade level - Assessing critical content -Math MTSS - Preparing students for success on the math M-STEP 	Professional Learning	Tier 2	Getting Ready	06/01/2015	06/01/2018	\$1500	Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.

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CMU - STEM Education	McGuire has established a connection with CMU's STEM Education. Provide opportunities for in-school field trips/classroom support and extracurricular activities related to STEM/STEAM.	Academic Support Program, Career Preparation /Orientation, Supplemental Materials, Extra Curricular, Technology, Community Engagement	Tier 1	Implement	09/08/2015	06/30/2018	\$3000	Building Principal, science teachers
Technology Integration to Support Informational Reading	Educational websites (ie: www.newsela.com, www.readworks.org, www.rewordify.com) will be shared with staff & used to access multiple lexile-leveled informational texts to address individual student reading needs. Students will have access to individual technology devices, as funding allows.	Technology	Tier 1	Implement	09/01/2014	06/11/2018	\$20000	All staff, administrative team, technology support team
5th Grade Math Essential Standards	The 5th grade math team from McGuire will work with representatives from Fancher in consultation with Brad Thornburgh, Math Specialist from the GIRESD. Mr. Thornburgh will teach the math team how to select, implement, and assess the Math CCSS essential standards. Common Assessment review will be part of this learning as well, and making connections to ICAN statements.	Teacher Collaboration, Policy and Process, Professional Learning, Curriculum Development	Tier 1	Getting Ready	03/01/2016	06/17/2016	\$360	Building Principal; 5th grade math representatives: Shelly Spayd, Sarah Stevens (or alternates)
Vocabulary Book Study	A core group of teachers will participate in a book study of Marzano and Pickering's Building Academic Vocabulary (or similar reference), provide training to other staff on relevant strategies, and document application of concepts in classroom instruction.	Academic Support Program	Tier 1	Getting Ready	09/04/2012	06/30/2016	\$1500	Teachers; the building administrator or will provide the necessary materials (as funding allows) and document implementation with regular walk-throughs.

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CMU The Literacy Center Reading Program	Reading intervention program offered through CMU's The Literacy Center for identified 4th grade students.	Academic Support Program	Tier 2	Implement	09/08/2015	06/15/2018	\$10000	Principal, certified Title I staff, 4th grade teachers
Teachers Learning Together – Learning Walks with Kevin Feldman	Participants will learn strategies to engage every student in every lesson. Participants will also learn how to conduct learning walks and how to provide feedback to colleagues.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$7000	Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.
Phenomenal Science Training	<p>Administrator and teacher rep will participate in Phenomenal Science PD offered through GIRESD. Phenomenal Science is a complete curriculum for K-5 science teachers developed through professional learning that meets all Michigan Science Standards and centers science instruction on developing students' conceptual understanding of real phenomena that actually occur. Each unit contains everything needed for you to conduct the unit except for hands-on materials. These Phenomenal Science Units are three-dimensional in nature and embed critical instructional strategies to develop deep student understanding of concepts.</p> <p>Title II funded</p> <p>Costs - \$1200 for 2 staff and \$600 for 1 staff attending</p>	Professional Learning, Curriculum Development	Tier 2	Getting Ready	08/15/2016	06/30/2017	\$1200	Teacher rep and admin to attend PD

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Thinking Maps	All staff will be trained to effectively use Thinking Maps in ELA instruction. Staff who have been previously trained will participate in a refresher training, as funds allow. New/untrained staff will participate in the full Thinking Maps training. When appropriate all staff will use Thinking Maps on a regular basis in instruction as well as an assessment tool. Student and teacher created Thinking Maps will be evident in all classrooms. Staff will be expected to share their most recent Thinking Maps at staff meetings and have them on display in classrooms and hallways. A stipend and/or sub costs will be offered for staff training outside of the school day and stipend or sub costs covered for participants, as funding allows.	Direct Instruction	Tier 1	Implement	09/01/2014	06/11/2018	\$3000	Teachers/Principal
Book Study	Interested teachers will participate in one or more book studies related to best practice. Funds will be used to purchase books including, but not limited to, best practice strategies, brain research, differentiated instruction, poverty research, PLCs, and instructional walk throughs. Stipends would be provided to teachers meeting outside of the school day as funds allow.	Professional Learning	Tier 1	Implement	09/03/2013	06/01/2018	\$3000	Principal, teachers
Common Formative Assessments	Grade level collaboration & professional development to learn how to create and administer common formative assessments with follow-up collaboration to inform instruction. Collaboration team meeting minutes and original common assessments will be saved on the shared staff drive.	Teacher Collaboration	Tier 1	Implement	06/01/2014	06/11/2018	\$1500	Grade level teachers, special education and Title 1 staff, building principal
Strategies for Engaging Students	Participants will learn strategies to engage every student in every lesson. Participants will create an implementation plan for increasing the use of engagement strategies in their classrooms and schools.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$2500	Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.

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Thinking Maps Professional Development	All staff will be trained to effectively use Thinking Maps in math instruction. Staff who have been previously trained will participate in a refresher training, as funds allow. New/untrained staff will participate in the full Thinking Maps training. When appropriate all staff will use Thinking Maps on a regular basis in instruction as well as an assessment tool. Student and teacher created Thinking Maps will be evident in all classrooms. Staff will be expected to share their most recent Thinking Maps at staff meetings and have them on display in classrooms and hallways. A stipend and/or sub costs will be offered for staff training outside of the school day and stipend or sub costs covered for participants, as funding allows.	Professional Learning	Tier 1	Implement	09/01/2014	06/11/2018	\$1500	Grade level teachers, special education and Title I staff, building principal
Math Data Collaboration Professional Development	All teachers will participate in professional development provided by building administrators and technology consultants to help building staff learn how to effectively understand and analyze multiple sources of data (e.g. state assessments, Math in Focus Chapter tests, NWEA) in greater depth in order to inform instruction and improve student achievement.	Professional Learning	Tier 1	Implement	09/01/2013	06/12/2018	\$3000	Building Administrator, Title I Staff, Grade Level Classroom teachers, Special Education staff
Technology Integration to Support Math Instruction	Educational websites (ie: www.IXLmath.com, www.Xtramath.com, www.mathantics.com, www.studyisland.com, www.k6thinkcentral.com, MobyMax, or related websites) will be used to address individual student math needs. Students will have access to individual technology devices, as funding allows.	Technology	Tier 1	Implement	09/01/2013	06/01/2018	\$20000	Grade level teachers, special education and Title I staff, building principal
90 minutes of Reading/60 minutes of Writing Instruction	Classroom teachers will provide 90 minutes of reading instruction and 60 minutes of writing instruction five days a week. Master schedules kept by teachers and turned into the building administrator will reflect these time blocks.	Academic Support Program	Tier 1	Implement	09/04/2012	06/01/2018	\$5000	Principal, general education teachers and certified Title I staff
MAISA Units in Science and Social Studies	Teachers will use Michigan Association of Intermediate School Administrators (MAISA) social studies and science units as a foundation to teach the board-adopted curriculum. Other best practice strategies may be used as a supplement to reinforce learning for students in these units. Pretests & post tests will be used to monitor the understanding of the "big ideas" in each unit.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/11/2018	\$3000	All teachers and building principal

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Thinking Maps	All staff will use Thinking Maps on a regular basis in instruction as well as an assessment tool. Student and teacher created Thinking Maps will be evident in all classrooms. Staff will be expected to share their most recent Thinking Maps at staff meetings and have them on display in classrooms and hallways. Chart paper will be available to staff as funds allow.	Direct Instruction	Tier 1	Implement	09/01/2014	06/11/2018	\$300	teachers/principal
Math PK-6 Developing a Common Mathematical Foundation: Based on the Principles and Strategies of Singapore Math	Teachers will learn how Singapore math based principles and instructional strategies can be used to meet the increasing demands placed on students and teachers by the rigorous Common Core State Standards. The training will focus on how schools can ensure vertical alignment within their math curriculum by focusing on big ideas and being consistent. Teachers will explore the strong connection between the Singapore principles, instructional strategies, and the CCSS. Teachers in all grades will develop a common mathematical understanding and shared vision of the progression of mathematical concepts and skills. The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in ELA and math, especially struggling students.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$2000	Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.
NWEA Skills Navigator Training and Educational Technology Updates	Joyce Castellon (or alternate) will train teachers using NWEA Skills Navigator for progress monitoring in reading; updates from technology conferences related to student achievement will also be shared.	Academic Support Program, Technology, Professional Learning	Tier 2	Getting Ready	02/15/2016	06/10/2016	\$1400	Building Principal, teachers
MAISA Writing Units	Teachers will use Michigan Association of Intermediate School Administrators (MAISA) writing units in narrative, opinion and informational writing as a foundation to teach the board-adopted CCSS curriculum. Other best practice strategies may be used as a supplement to reinforce learning for students in these units. Students will be pre- and post-tested with each unit.	Direct Instruction	Tier 1	Implement	09/01/2014	06/11/2018	\$1000	Teachers/Principal

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Designing Common Assessments Aligned with the new Michigan Science Standards	This series will focus on how to design assessment that will effectively measure student performance on the new Michigan Science Standards. The new science standards are going to require 3-dimensional assessment that requires students to look at data and make a scientific claim supported by evidence and reasoning. This is a very different approach to science assessment than has been done in the past. This series will focus on how to design assessment that will effectively measure student performance on the new Michigan Science Standards.	Professional Learning	Tier 1	Getting Ready	06/12/2015	06/01/2018	\$10000	Regionally there will be 3 teacher per grade level/secondary course selected by principals.
Student Writing Analysis and Scoring Training and Implementation	All staff will be trained to score student writing consistently. Staff will be trained to collaboratively analyze student writing related to CCSS using a grade level appropriate version of MAISA writing rubrics or comparable rubrics. Pre/Post writing samples and prompts will be given 3 times during the year (opinion, narrative, informational).	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/12/2018	\$4500	Principal, gen ed and special ed teachers
NWEA Skills Navigator Training and Educational Technology Updates	Joyce Castellon (or alternate) will train teachers using NWEA Skills Navigator for progress monitoring in math; updates from technology conferences related to student achievement will also be shared.	Academic Support Program, Technology, Professional Learning	Tier 2	Getting Ready	02/15/2016	06/10/2016	\$1620	Building Principal; Teachers
Roll Out Session with the New SSC3 Standards	The new Michigan College, Career, and Civic Life (C3) Standards are designed to enhance the rigor of K-12 Civics, Economics, Geography and History. Participants in this series will examine the standards, and the instructional and assessment implications.	Professional Learning	Tier 1		06/01/2015	06/01/2018	\$500	4-6 Social Studies teacher leaders/department chairs as identified by the building principal.
CMU The Literacy Center Professional Development	CMU's The Literacy Center is in collaboration with McGuire Elementary to provide professional development related to literacy and related areas.	Professional Learning	Tier 1	Implement	09/08/2015	06/15/2018	\$5000	Principal
Positive Behavior Assemblies	McGuire School will host ongoing classroom and schoolwide assemblies with a positive, character building message as well as an anti-bullying message. Various speakers, IMAX theater films, field trips will be arranged to reinforce positive behavior and intervention strategies.	Behavioral Support Program	Tier 1	Implement	09/03/2013	06/11/2018	\$4000	Building Administrator, PBIS Committee

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Data Training Meetings	Three half day grade level training meetings (as funding allows) are planned for fall, winter and spring to analyze individual reading and/or writing student data from M-STEP, NWEA, DIBELS, DRA-2 to improve student achievement. Effective use of core curriculum instructional time and Title I instructional time will be planned. Differentiation in the regular education classroom and research based interventions as part of Title I will be adjusted and/or implemented.	Teacher Collaboration	Tier 2	Implement	09/04/2012	06/01/2018	\$2500	Title I staff will provide specific Title I data. Teachers will provide classroom data. Principal, Title I and reg. ed. classroom teachers will attend 3 half day meetings during year as funding allows.
COMMIT SLA	McGuire TEAM will attend COMMIT SLA to further learn how to use collaborative inquiry as a high leverage strategy and powerful design to support professional learning communities. This will improve building collaboration to better improve Tier I learning for all students.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	06/22/2016	06/24/2016	\$1600	Building Principal; 2 teachers committed to sharing out strategies and information gleaned from conference.
Parent Involvement Activity	Title I staff/building staff will plan one or more annual parent involvement activities related to science and/or social studies including reading and writing across the curriculum.	Parent Involvement	Tier 1	Implement	09/02/2012	06/11/2018	\$3000	All teachers and building administrator
ELA Best Practices Professional Development	Staff will receive training and updates on reading/writing best practices (i.e. MAISA Units, Writer's Workshop, Reader's Workshop, Reading Intervention trainings, Lucy Calkins, Differentiated Instruction, Reading Assessment, Daily 5/CAFE, Leveled Literacy, Progress Monitoring or similar best practice strategies) as funding allows.	Professional Learning	Tier 1	Implement	08/01/2013	06/01/2018	\$8000	All teachers and administration
CPI Training	Select staff will be trained in de-escalation and crisis prevention strategies and become part of a building wide crisis response team. Stipends and/or sub costs for teachers attending/leading CPI training. Workbook provided to each participant.	Behavioral Support Program	Tier 2	Implement	09/04/2012	06/11/2018	\$2500	Building Administrator, Special Education Staff, Select Classroom Teachers

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Strategies for Engaging K-12 Students	Participants will learn strategies to engage every student in every lesson. Participants will create an implementation plan for increasing the use of engagement strategies in their classrooms and schools.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$1000	Building principal, staff members, school improvement team monitors progress of training and implementation. Share with building/district administration including expected evidence of implementation.
Academic Vocabulary and Informational Reading Strategies for Students	Participants will learn to design and implement thoughtful and intentional literacy instruction. Participants will learn strategies for selecting and teaching academic vocabulary.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$2500	Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.
Collaboration Using Common Assessments to Inform Instruction	Teachers will participate in grade level collaboration to analyze common formative assessments. After administration, teachers will analyze data using Collaborative Learning Cycles to inform instruction. Collaboration team meeting minutes will be saved on the shared staff drive.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2014	06/12/2018	\$1500	Grade level teachers, special education and Title I staff, building principal

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Teachers Learning Together – Learning Walks with Kevin Feldman	Participants will learn strategies to engage every student in every lesson. Participants will also learn how to conduct learning walks and how to provide feedback to colleagues.	Professional Learning	Tier 1	Getting Ready	06/01/2015	06/01/2018	\$1600	Building principal for identifying teachers to be trained; staff members, the school improvement team to monitor progress of training and implementation. Share with building/district administration, including expected evidence of implementation.
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Groups	30 minutes of common intervention time will be scheduled by grade level 4 to 5 times a week to support math.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/03/2016	\$0	Teachers/Title I/Principal
Technology to Support Science/Social Studies	Educational websites (ie: www.newsela.com , www.readworks.org , www.rewordify.com) will be shared with staff & used to access multiple lexile-leveled informational texts to address individual student reading needs. Students will have access to individual technology devices, as funding allows.	Technology	Tier 2	Implement	09/02/2014	06/12/2015	\$0	Teachers
Reading Intervention Groups	30 minutes of common intervention time have been scheduled by grade level 4 to 5 times a week to support reading.	Academic Support Program	Tier 2	Implement	09/03/2014	06/12/2015	\$0	Title I, Special Education and General Ed teachers