



# **School Improvement Plan**

**Mancelona Middle School**

**Mancelona Public Schools**

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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?**

Four Measures of Data. Each school year, Mancelona Public Schools K-8, conducts a comprehensive needs assessment that focuses on academic and affective achievement of all students. The comprehensive needs assessment includes a compilation and analysis of student achievement data from summative, formative, interim assessments (norm-referenced and standardized test scores), and district common assessments; school programs/process data, such as discipline referrals; perception data such as staff surveys, parent surveys, and student demographic information.

### **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?**

Data show that low academic achievement is pervasive at Mancelona Elementary and Middle Schools. Thus, all energy for improvement must be focused at the Tier 1 level.

We strive for continuous improvement in reading and math content areas. We will address this through intensive Professional Learning with TBAISD and other identified professionals to: improve instruction strategies; to assist in curriculum alignment; and, to set a culture of support for use of data. District leaders recognize a clear connection between academics and behavior and are committed to identifying strategies based on common focus, common goals, and a common action plan. For 2019-2020 the Marzano Focused Teacher Evaluation Model will be used for teacher evaluations, with all intentional focus on Planning to close the achievement gap. The Focused Model also provides teachers with additional and more specific teacher and student evidences to increase rigor in the classroom. Teachers will receive feedback related to Tracking Student Progress, Establishing Classroom Routines, Identifying Critical Content, and Noticing When Students are Not Engaged. Student growth is also evaluated.

Working with TBAISD, Mancelona Public Schools developed a Multi-Tier System of Supports (MTSS) Implementation Team to establish a district-wide framework to provide all students with the best opportunities to succeed academically and behaviorally in school. This team conducted a comprehensive data-informed review of leadership, organizational environment and staff competencies (implementation drivers) as a first step in the MTSS implementation process. This team will be resurrected to reinvigorate the focus on MTSS district-wide. The district Team will review district data. Education Study Teams (ESTs) will meet monthly to review grade-level data.

Highly effective leadership and teachers are necessary to raise academic achievement and meet or exceed State targets. In order to reduce proficiency gaps, our teaching team will need to build capacity for implementing standards-based instruction. Additionally, a district-led focus around innovation, effective use of research-supported practices, and a commitment to deeper learning are necessary to ensure all of our students reach and exceed these rigorous learning targets. The MES Leadership Team attended Demonstration Classroom PD, provided by TBAISD beginning in January 2018 and began implementing several classroom strategies to improve formative assessment techniques and increased student achievement. These strategies continue to be implemented and refined through frequent observations with feedback.

A district committee was convened to address chronic absences district-wide. The committee identified the following steps that were implemented in January 2014: Make attendance a school improvement priority, including it as a standing agenda item at staff meetings; local  
SY 2019-2020

public relationships campaign to include banners, flyers, mailings on campus and throughout the community; refer students with 10 or more absences to Ironmen Health Center; district attendance mailing at 7,10,15 days; monitor chronic absences (via PowerSchool); evaluate outcomes and adjust strategies as needed.

### **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.**

District leaders recognize a clear connection between academics and behavior and are committed to identifying strategies based on common focus, common goals, and a common action plan. Our school (and district) goals are created with guidance and leadership from our regional ISD with Annual Measurable Objectives underscoring all decisions. All core content areas will benefit from a strategic approach to building capacity for standards-based instruction. Our school improvement process is concerned with the adoption of evidence-based practices (curricular, instructional, leadership, professional development) which are based on: need, fit, resource availability, evidence, readiness for replication, capacity to implement. Again, data show that the need for improved academic achievement will have to be addressed at a Tier 1 level.

### **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?**

Whole school population is considered and all student needs will be recognized/addressed through intensive Professional Learning with TBAISD and other identified professionals to: improve instructional strategies; to assist in curriculum alignment, and to set a culture of support for use of data. Marzano Focused Teacher Evaluations are conducted. Student growth is also evaluated.

Social Emotional Learning Indicators and Objectives will take place at all grade levels during 2019-2020. Additionally, with the At-Risk funded behavior interventionist and the 2017-2018 revamp of our schoolwide Mancy PRIDE expectations, we expect more students to be able to participate in our overall improved core academic instruction.

With regard to behavior, the number of Tier 3 students (those with 6 or more Office Discipline Referrals) continues to be higher than an ideal percentage and thus remain a priority.

## **Component 2: Schoolwide Reform Strategies**

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

Whole school population is considered and all student needs will be recognized/addressed through intensive Professional Learning with TBAISD and other identified professionals to improve instructional strategies; to assist in curriculum alignment, and to set a culture of support for use of data. Marzano Focused Teacher Evaluation Model will be taught and utilized to increase instructional rigor and to intentionally plan for closing the achievement gap. Classroom observations will be conducted frequently by the building principal.

### **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).**

Intensive Professional Learning with TBAISD and other identified professionals to improve instructional strategies; to assist in curriculum alignment, and to set a culture of support for use of data. Marzano Focused Teacher Evaluation Model will be taught and utilized to increase instructional rigor and to intentionally plan for closing the achievement gap.

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

Intensive Professional Learning with TBAISD and other identified professionals to: improve instructional strategies; to assist in curriculum alignment; and, to set a culture of support for the use of data. The research-based math curricula, Ready Classroom Mathematics (K-5) aligns with rigorous curricular demands, helping to guide students toward future success. The series is designed to prepare students as thinkers and problem-solvers. It utilizes technology to monitor and support learners. School staff will support increased math achievement at Mancelona Elementary School through 30 minutes of intentionally-targeted review/practice for all students every day. This targeted support, in addition to the hour of instructional time with the math program, should increase math ability.

Teacher evaluations are conducted based on Marzano Focused Teacher Evaluation Model. Data collected through the year inform professional development decisions.

### **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.**

A district-wide, coordinated effort to improve reading and math has resulted in overall growth in reading and math scores as measured on the universal screening assessment NWEA and/or AIMSweb. Literacy coaches at the Elementary and Middle schools assist in the implementation of the reading program, direct support staff in classrooms and intervention rooms, provide supplemental instruction to struggling students, and coordinate universal screenings to identify students for supplemental instruction. Math coaches at the Elementary and Middle schools coordinate similar efforts around math interventions. A full menu of interventions challenge and re-teach, as the individual student requires.

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

Universal screenings. Both the Elementary and Middle Schools use universal screenings to identify students for academic intervention. NWEA and/or AIMSweb screenings are conducted three times per year for all students K-8, data is collected and used by Literacy Coaches and staff to determine eligibility for specific support. Students identified for additional math support receive intensive, targeted intervention, are progress monitored and instructional strategies are adjusted to ensure student needs are met.

To ensure students' individual needs are met through differentiated learning in the classroom, staff receives support and coaching from TBAISD. Instructional staff reviews data from multiple sources to identify student proficiency levels. Additionally, TBAISD and other identified professionals provide learning

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	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.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	Yes		

## Component 4: Strategies to Attract Highly Qualified Teachers

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

K-12: Turnover is <3.

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

Professional qualifications of all elementary and secondary school teachers in the district meet or exceed state requirements; Based on K-12: <5 years teaching experience: 22 teachers; 6-10 years teaching experience: 11 teachers; 11-15 years teaching experience: 10 teachers; >16 years teaching experience: 14. Professional Qualifications of all teachers K-8: B.A. - 58%; M.A. - 42%.

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

Refer to Mancelona Public Schools Bylaws ad Policies 3120 - Employment of Professional Staff: <http://www.neola.com/mancelona-mi/>

Appropriate learning environment for all stakeholders - facilities and grounds are conducive to acquiring knowledge, attitudes, and skills because students and staff are physically and psychologically safe and focused on accomplishing clearly-defined objectives and goals

Refer to Mancelona Public Schools Bylaws ad Policies 3120 - Employment of Professional Staff: <http://www.neola.com/mancelona-mi/>

The Board of Education recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with highly-qualified and competent personnel. Further, pursuant to the Administrative Rules Governing the Certification of Michigan Teachers, the Board requires that anyone employed as a professional staff member with instructional responsibilities in an elementary or secondary school in this District hold a certificate, permit, or vocational authorization valid for the positions to which s/he is assigned, and that the individual meets the established criteria to be highly qualified in his/her assignment. The Board shall approve the employment, and also, when not covered by the terms of a negotiated, collective-bargained agreement, fix the compensation, and establish the term of employment for each professional staff member employed by this District.

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

Refer to Mancelona Public Schools Bylaws ad Policies 2105 - District Mission Statement <http://www.neola.com/mancelona-mi/>

Appropriate learning environment for all stakeholders - facilities and grounds are conducive to acquiring knowledge, attitudes, and skills because students and staff are physically and psychologically safe and focused on accomplishing clearly-defined objectives and goals.

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**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?**

Not applicable.



## **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.**

The Mancelona Public Schools Professional Development Plan is developed based on the District's Comprehensive Needs Assessment and District Title Plan. After reviewing district and building data, input for the Professional Development Plan is gathered from the building Leadership Teams, the district Administrative Team, the teachers' union leadership, building-level coaches, teachers at Staff Meetings, assistants at Assistant Meetings, and through informal input from parents and the Board of Education. The Professional Development Plan is intentionally created to support the goals in the District and School Improvement Plans of increasing student achievement.

Data from the Comprehensive Needs Assessments over the past several years have demonstrated a need for increasing student achievement across all academic areas and grades. Therefore, the primary focus of all professional learning is being done at the Tier I, or universal, level. Core instruction and curriculum have been, and continue to be, areas of focus for Mancelona Public Schools. Through the Marzano Art and Science of Teaching model, focus areas of providing rigorous learning goals and performance scales, tracking student progress, establishing classroom routine, identifying critical content, and noticing when students are not engaged have been areas of focus since the 2013-2014 school year.

In addition to these overall instructional best practices, each building level team has evaluated the instructional materials used to teach the state standards. Thus, core programs have been purchased, implemented, and reviewed regularly for growth in student achievement. In the area of English Language Arts, CKLA, Journeys, Collections, and My Perspectives have been piloted and or purchased in the past three years, resulting in a complete overhaul of curricular materials utilized K-12 for teaching reading and writing. To implement these programs with fidelity, teachers are being provided with ongoing professional development and embedded coaching support from specialists from the programs, from coaches from the Traverse Bay Area ISD, and internal, building-level coaches.

Based on demographic data of our student population, teachers and support staff have also been provided with professional learning around poverty and trauma. Historically, about 80% of our students qualify for free or reduced lunch prices. Other socio-economic data suggest that about 68% of our students are economically disadvantaged. Thus, the administrators, teachers, and assistants must be taught how to most effectively work with this population of students and families. Professional learning has been provided by the district related to poverty and trauma.

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

Focus on standards-based instruction will be a 2019-2020 District focus and will be further built upon at MES and MMS. The Marzano Focused Teacher Evaluation Model will be used throughout the year. Utilizing the model's updates will require additional, intentional teaching, practice, and feedback. Teachers will focus on Using Formative Assessment to Track Progress, Establishing and Acknowledging Adherence to Rules and Procedures, Identifying Critical Content from the Standards, and Using Engagement Strategies. These elements will be discussed and analyzed by teachers and administrators through professional development activities in August, November, and March. During the year, informal feedback will be provided to teachers by administrators on a monthly basis. Formal feedback will also be provided through announced and/or unannounced classroom observations.

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MES and MMS will continue to learn and build upon knowledge and skills from the Demonstration Classroom PD started in January 2018. With the continued district-wide focus on standards-based instruction for 2019-20, all teachers will more consistently implement effective formative assessments, success criteria and student-centered learning to improve outcomes for all students.

Throughout the year, teachers gather evidence regarding Planning Standards-Based Lessons/Units, Aligning Resources to Standard(s), and Planning to Close the Achievement Gap Using Data. These elements will also require teaching, learning, practice, and feedback throughout the school year.

Ongoing professional learning opportunities are offered to all staff annually (i.e., administration, teachers, and assistants) related to student behavior. The Traverse Bay Area ISD provides CPI training through the Crisis Prevention Institute. Key identified personnel have also received training in CPR and first aid, in order to meet the legal requirements. Additional training for Emergency Intervention Plans has been provided. Other annual trainings are provided and are intended to be refresher learning opportunities such as those related to special education accommodations and modifications, mandated reporter training, and Title IX, among other things. Training regarding other legal updates also is provided, as needed, as new topics arise.

A continuous feedback loop among administrators, building coaches, leadership team members, TBAISD coaches, and the presenter of our Demonstration Classroom PD is expected to rapidly encourage and support utilization of best practices for instruction.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Development Calendar

**Component 6: Strategies to Increase Parental Involvement**

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

Parent surveys are conducted at parent-teacher conferences to solicit input and evaluate schoolwide programs. Parents also provide input at the annual Title I meeting and through the review of the Parent and Family Engagement Policy and the Student, Parent, and Teacher Compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement.

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

Parents will be involved in the implementation of the schoolwide plan through home-school communication, at-home support of academics and through evaluation of programs. Parent input will be requested throughout the year.

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

- o The school Leadership Team, made up of teachers and the building principal, will review the Student, Parent, and Teacher Compact in the fall that was updated by the parent group the previous spring.
- o The Student, Parent, and Teacher Compact will be shared with parents and families at the annual Title I meeting in the fall. Feedback regarding revisions or updates will be solicited from parents and students. Parents will be invited to share feedback whole group, more privately with the principal immediately following the meeting, or in written form through notes left on the tables.
- o Teachers discuss the Student, Parent, and Teacher Compact with parents at the fall parent-teacher conferences, as it relates to the individual child's achievement.
- o Parents will also be given the opportunity to provide feedback through anonymous surveys conducted during parent-teacher conferences.
- o At the final parent meeting scheduled during the school year, the Title I committee will revise the compact for the following school year.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	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	The school-parent compact was developed based on Section 118(3)(1-5) and (14) and (4) with input from parents, community stakeholders and SI team members.	Parent and Family Engagement

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

Mancelona Public Schools Bylaws and Policies: 2261.01 - Parent Participation in TITLE I PROGRAMS. The district provides opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan. Both the parent compact and parent involvement policy outline district-parent roles in helping

students be successful. Refer to <http://www.neola.com/mancelona-mi/>

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

The Board believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained. The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, acts in loco parentis or in place of the parents. In accordance with Board Policy 2240 and AG 2240 (opt-out), Policy 2413 and AG 2413/Policy 2414 and AG 2414 (health/sex education), and Policy 9150 and AG 9150 (school visitors), the District shall provide the opportunity for parents to review curriculum and instructional materials and to visit the school to observe the instructional process.

Refer to <http://www.neola.com/mancelona-mi/>

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

Parent feedback will be considered and reviewed by the SI team - with parent involvement - identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement.

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

- o The School Leadership Team, made up of teachers and the building principal, will review the Student, Parent, and Teacher Compact in the fall that was updated by the parent group the previous spring.
- o The Student, Parent, and Teacher Compact will be shared with parents and families at the annual Title I meeting in the fall. Feedback regarding revisions or updates will be solicited from parents and students. Parents will be invited to share feedback whole group, more privately with the principal immediately following the meeting, or in written form through notes left on the tables.
- o Teachers discuss the Student, Parent, and Teacher Compact with parents at the fall parent-teacher conferences, as it relates to the individual child's achievement.
- o Parents will also be given the opportunity to provide feedback through anonymous surveys conducted during parent-teacher conferences.
- o At the final parent meeting scheduled during the school year, the Title I committee will revise the compact for the following school year

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

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The School Leadership Team, made up of teachers and the building principal, will review the Student, Parent, and Teacher Compact in the fall that was updated by the Parent/Teacher Group the previous spring.

The Student, Parent, and Teacher Compact will be shared with parents and families at the annual Title 1 meeting in the fall. Feedback regarding revisions or updates will be solicited from parents and students. Parents will be invited to share feedback whole group or more privately with the principal immediately following the meeting, or in written form through notes left on the tables.

Teachers discuss the Student, Parent, and Teacher Compact with parents at the fall parent-teacher conferences, as it relates to the individual child's achievement.

Parents will also be given the opportunity to provide feedback through anonymous surveys conducted during parent-teacher conferences.

At the final parent meeting scheduled during the school year, the Title I committee will revise the compact for the following year.

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

At each parent/teacher conference session teachers are given a copy to post adjacent to their conference area. Additional copies are shared with parents during those sessions. Both the Parent Compact and Parent Involvement Policy are posted on the district website.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Student Parent Teacher Compact

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

Teaching staff and administrators receive coaching and support from TBAISD around effective school-to-parent communication. Staff are mindful of barriers that may inhibit communication including access to technology (phone, text, email) as well as language and literacy barriers. All information shared with parents is reviewed to remove or explain jargon and acronyms.

## **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?**

Mancelona Elementary School houses three GSRP classrooms. In addition, the Elementary School building has an Early Childhood Special Education (ECSE) program for area preschool students with special needs. Each spring the local Head Start classrooms come to visit the Elementary School and meet teachers and staff. This takes place when the kindergarten enrollment period opens. During that process, students register for the upcoming school year. MPS partners with the following community organizations with an understanding that all area children deserve an early childhood education that is a cooperative and joint venture between home and school:

On-site Day Care Center

Early Head Start Program Provider

Head Start Program

Way to Grow!

Great Start Collaborative - Traverse Bay/Manistee Great Start Parent Coalition

### **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?**

Gather, Study, Plan, Do is the process that is used throughout the district to inform decisions around student assessments, curriculum, instructional strategies, and professional development on all levels (classroom, building, and district levels) which ultimately drives the broader School Improvement/School Reform strategies. Recommendations made by teachers during grade-level team meetings, and during common planning time are reported by teacher leaders at building Leadership Team meetings and SI Team meetings. Each teacher meets with building administration at least once a year to review student/class progress and assess growth and needs. Each grade level has developed/is developing common assessments and pacing guides for all content areas. The reading unit benchmark assessments are used to compare with the AIMSweb and/or NWEA data. In math, grade levels will be creating assessments and pacing guides utilizing the new math program.

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

Universal Screenings. Both the Elementary and Middle Schools use universal screenings to identify students for assistance. To accomplish this endeavor three times per year, the Literacy Coaches coordinate with teaching staff, the CIS building liaisons, and TBAISD to identify/train/coordinate volunteers to assist. Data collected from the screenings are used by classroom teachers to determine eligibility of specific students for support. As part of this process, teachers also take in to account their own knowledge of the students as they develop the final lists for intervention support. Prior to each screening, support personnel and staff receive training to ensure that screenings are conducted with fidelity. The leadership Teams are charged with ongoing review of curriculum, instructional strategies, and assessments. The Elementary School has developed and sustains MiBLSi through "Mancy P.R.I.D.E." Teaching team leaders meet twice per month to establish a school-wide behavioral management plan enforcing a consistent response to intervention. Formative, summative and interim student assessment data (including universal AIMSweb and/or NWEA screenings conducted three times per year) inform all decisions regarding instructional strategies and curricula, with a collaborative approach to decision-making via: Regional ISD oversight, staff meetings, grade-level teams and SI Teams. Lesson plan modifications are implemented when deemed necessary. IEPs are reviewed during student data review meetings. All classroom teachers are observed to ensure that instructional strategies meet individual student needs. Targeted students are progress monitored in both reading and math and receive additional intervention with minimal interruption to core learning.

## **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.**

Universal Screenings. Both the Elementary and Middle Schools use universal screenings to identify students for academic intervention. The Literacy Coaches coordinate with teaching staff, CIS, and TBAISD to identify/train/coordinate volunteers to assist. Teachers in grades K-3 have added grade level intervention at another time during their day. They use a combination of AIMSweb benchmark assessment data, CKLA assessment data and other data (e.g. NWEA, SORT, DRA, Accelerated Reader) to divide students into smaller groups. Additionally, students are divided among the grade level teachers and other school staff for further small group phonics instruction. Math intervention at the Elementary School includes a full-time Math Coach providing instructional support and small group math interventions; AIMSweb progress monitoring for struggling students; school-wide and targeted instruction.

### **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?**

Universal Screenings. Both the Elementary and Middle Schools use universal screenings to identify students for academic intervention. AIMSweb and/or NWEA screenings are conducted three times per year, data is collected and used by Literacy and Math Coaches and staff to determine eligibility of specific support.

Parents of students with Individual Reading Improvement Plans (IRIPs) receive frequent communication from the Read by Grade Three Interventionist. This contracted support person meets with parents to teach and practice at-home literacy strategies to support student learning.

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

With support and coaching from TBAISD, staff review data from multiple sources to identify student proficiency levels. Additionally, TBAISD and other identified professionals provide learning opportunities to improve instructional strategies: to assist in curriculum alignment; and to set a culture of support for use of data.



## **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.**

Mancelona Elementary and Middle Schools coordinate and integrate funds from Title I, Title IIA, Title IVA, 31a, and district general funds to support a variety of programs. District leaders are committed to identifying strategies based on common focus, common goals, and a common action plan and work closely with SI teams to assure that resources are allocated appropriately and that federal and state mandates are being met. Decisions about resources are data-driven with consistent focus on overall student achievement. Each program is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role. Resources include: General Fund; Title IIA; 31a; GSRP; Communities In Schools of Northwest Michigan; Antrim County Sheriff's Department; MSU-Extension; Planned Parenthood; Women's Resource Center; and, Health Department of Northwest Michigan's Ironmen Health Center.

### **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.**

As outlined in previous sections Mancelona Public Schools will work closely with TBAISD and other identified professionals to improve proficiency levels in core areas as well as: ongoing assessment of needs and progress monitoring; implementation of targeted Professional Learning (to improve instructional strategies; to assist in curriculum alignment; and to set a culture of support for use of data). Highly effective leadership and highly effective teachers; maintaining salary scale; nurturing partnerships with CIS and other community stakeholders to increase parent involvement; work closely with Antrim County Early Childhood Leadership Team; implementation of Marzano strategies; Marzano Focused Teacher Evaluation Model; ongoing commitment to shared decision-making; effective response to intervention for students having difficulty mastering standards; and oversight with fidelity of funding decisions.

### **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.**

Working with community agencies and public health organizations, Communities In Schools of Northwest Michigan coordinates violence prevention programs, risky behavior prevention programs, health and nutritional programs with the Health Department of NW MI, Planned Parenthood, Women's Resource Center, and Third Level Crisis Center. Early childhood resources are coordinated through Antrim County Early Childhood Team (including TBAISD, Great Start Initiative) and Northwest MI Community Action Agency (Early Head Start and Head Start). Adult education, tech education, and job training are coordinated through MiWorks! The district's homeless liaison works with TBAISD's STEP program and Northwest MI Community Action Agency

## **Evaluation:**

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

Schoolwide programs are reviewed annually at district and school level SI team meetings.

**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.**

Community partners are required to seek feedback from program participants whenever possible. Program providers must provide evidence that programs/activities/supports are research-based and relevant to the needs of this district's students and community stakeholders.

**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.**

Involvement in schoolwide programs will be tracked and monitored by district administrators, school counselors, and Communities In Schools of Northwest Michigan.

**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?**

Data will be tracked and programs and support implementation will be reviewed and adjusted annually by the district and school level SI teams.

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

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

## **Component 1: Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

Four Measures of Data. Each school year, Mancelona Public Schools, conducts a comprehensive needs assessment that focuses on academic and academic achievement of all students. The comprehensive needs assessment includes a compilation and analysis of student achievement data from summative, formative, interim assessments (norm-referenced and standardized test scores), and district common assessments; school programs/process data, such as discipline referrals; perception data such as staff surveys, parent surveys, student input; and student demographic information.

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

Data show that low academic achievement is pervasive at Mancelona Elementary and Mancelona Middle Schools. Thus, all energy for improvement must be focused at the Tier 1 level.

We strive for continuous improvement in reading and math content areas. We will address this through intensive Professional Learning with TBAISD and other identified professionals to: improve instructional strategies; to assist in curriculum alignment; and, to set a culture of support for use of data. District leaders recognize a clear connection between academics and behavior and are committed to identifying strategies based on common focus, common goals, and a common action plan. For 2019-2020, the Marzano Focused Teacher Evaluation Model will be used for teacher evaluations, with all intentional focus on Planning to close the achievement gap. The Focused Model also provides teachers with additional and more specific teacher and student evidences to increase rigor in the classroom. Teachers will receive feedback related to Tracking Student Progress, Establishing Classroom Routines, Identifying Critical Content, and Noticing When Students are Note Engaged. Student growth is also evaluated.

Working with TBAISD, Mancelona Public Schools developed a Multi-Tier System of Supports (MTSS) Implementation Team to establish a district-wide framework to provide all students with the best opportunities to succeed academically and behaviorally in school. This team conducted a comprehensive data-informed review of leadership, organizational environment and staff competencies (implementation drivers) as a first step in the MTSS implementation process. This team will be resurrected to reinvigorate the focus on MTSS district-wide. The district Team will review district data. Educational Study Teams (ESTs) will meet monthly to review grade level data.

Highly effective leadership and teachers are necessary to raise academic achievement and meet or exceed State targets. In order to reduce proficiency gaps, our teaching team will need to build capacity for implementing standards-based instruction. Additionally, a district-led focus around innovation, effective use of research-supported practices, and a commitment to deeper learning are necessary to ensure all of our students reach and exceed these rigorous learning targets. The MES Leadership Team attended Demonstration Classroom PD, provided by TBAISD beginning in January 2018 and began implementing several classroom strategies to improve formative assessment techniques and increased student achievement. These strategies continue to be implemented and refined through frequent observations with feedback.

A district committee was convened to address chronic absences district-wide. The committee identified the following steps that were implemented in January 2014: Make attendance a school improvement priority, including it as a standing agenda item at staff meetings; local  
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## School Improvement Plan

Mancelona Middle School

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public relations campaign to include banners, flyers, mailings on campus and throughout the community; refer students with 10 or more absences to Ironmen Health Center; district attendance mailing at 7,10,15 days; monitor chronic absences (via PowerSchool), evaluate outcomes and adjust strategies as needed.

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

Whole school population is considered and all student needs will be recognized/addressed through intensive Professional Learning with TBAISD and other identified professionals to: improve instructional strategies; to assist in curriculum alignment, and to set a culture of support for use of data. Marzano Focused Teacher Evaluations are conducted. Student growth is also evaluated.

With regard to behavior, the number of Tier 3 students (those with 6 or more Office Discipline Referrals) continues to be higher than an ideal percentage and thus, intentional teaching of the Social Emotional Learning Indicators and Objectives will take place at all grade levels during 2019-2020. Additionally, with the At-Risk funded behavior interventionist and the 2017-2018 revamp of our schoolwide Mancy PRIDE expectations, we expect more students to be able to participate in our overall improved core academic instruction.

District leaders recognize a clear connection between academics and behavior and are committed to identifying strategies based on common focus, common goals, and a common action plan. Our school (and district) goals are created with guidance and leadership from our regional ISD with Annual Measurable Objectives underscoring all decisions. All core content areas will benefit from a strategic approach to building capacity for standards-based instruction. Our school improvement process is concerned with the adoption of evidence-based practices (curricular, instructional, leadership, professional development) which are based on: need, fit, resource availability, evidence, readiness for replication, capacity to implement. Again, data show that the need for improved academic achievement will have to be addressed at a Tier 1 level.

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

Mancelona Elementary School houses three GSRP classrooms. In addition, the Elementary School building has an Early Childhood Program for area preschool students with special needs. Each spring the local Head Start classrooms come to visit the Elementary School and meet teachers and staff. This takes place when the kindergarten enrollment period opens. During that process, students register for the upcoming school year. MPS partners with the following community organizations with an understanding that all area children deserve an early childhood education that is a cooperative and joint venture between home and school:

On-site Day Care Center

Early Head Start Program Provider

Head Start Program

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Way to Grow!

Great Start Collaborative - Traverse Bay/Manistee Great Start Parent Coalition

## **Component 2: Services to Eligible Students**

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

Universal Screenings. Both the Elementary and Middle Schools use universal screenings to identify students for academic intervention. NWEA and/or AIMSweb reading screenings are conducted three times per year for all students K-8, data is collected and used by Literacy Coaches and staff to determine eligibility for specific support. Students identified for additional math support receive intensive, targeted intervention, are progress monitored and instructional strategies are adjusted as to ensure student needs are met.

To ensure students' individual needs are met through differentiated learning in the classroom, staff receives support and coaching from TBAISD. Instructional staff reviews data from multiple sources to identify student proficiency levels. Additionally, TBAISD and other identified professionals provide learning opportunities to improve instructional strategies: to assist in curriculum alignment, and to set a culture of support for use of data.



### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Whole school population is considered and all student needs will be recognized/addressed through intensive Professional Learning with TBAISD and other identified professionals to: improve instructional strategies; to assist in curriculum alignment, and to set a culture of support for use of data. Marzano Focused Teacher Evaluation Model will be taught and utilized to increase instructional rigor and to intentionally plan for closing the achievement gap. Classroom observations will be conducted frequently by the building principal.

With regard to behavior, the number of Tier 3 students (those with 6 or more Office Discipline Referrals) continues to be higher than an ideal percentage and thus, intentional teaching of the Social Emotional Learning Indicators and Objectives will take place at all grade levels during 2019-2020. Additionally, with the At-Risk funded behavior interventionist and the 2017-2018 revamp of our schoolwide Nancy PRIDE expectations, we expect more students to be able to participate in our overall improved core academic instruction.

## Component 4: Instructional Strategies

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

A district-wide, coordinated effort to improve reading and math has resulted in overall growth in reading and math scores as measured on the universal screening assessment, NWEA and/or AIMSweb. Literacy coaches at the Elementary and Middle schools assist in implementation of the reading program, direct support staff in classrooms and intervention rooms, provide supplemental instruction to struggling students, and coordinate universal screenings to identify students for supplemental instruction. Math coaches at the Elementary and Middle schools coordinate similar efforts around math interventions and AIMSweb assessment; at the Elementary and Middle Schools, staff administered the AIMSweb assessment and results informed the decision to purchase a new, research-based K-5 math curriculum (Math Expressions). A full menu of interventions challenge and re-teach, as the individual student requires.

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

Universal Screenings. Both the Elementary and Middle Schools use universal screenings to identify students for academic intervention. NWEA and/or AIMSweb reading screenings are conducted three times per year for all students K-8, data is collected and used by Literacy Coaches and staff to determine eligibility for specific support. Students identified for additional support receive intensive, targeted intervention, are progress monitored and instructional strategies are adjusted as to ensure student needs are met.

To ensure students' individual needs are met through differentiated learning in the classroom, staff receives support and coaching from TBAISD. Instructional staff reviews data from multiple sources to identify student proficiency levels. Additionally, TBAISD and other identified professionals provide learning opportunities to improve instructional strategies: to assist in curriculum alignment, and to set a culture of support for use of data.

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

District leaders recognize a clear connection between academics and behavior and are committed to identifying strategies based on common focus, common goals, and a common action plan. Our school (and district) goals are created with guidance and leadership from our regional ISD with Annual Measurable Objectives underscoring all decisions. All core content areas will benefit from a strategic approach to building capacity for standards-based instruction. Our school improvement process is concerned with the adoption of evidence-based practices (curricular, instructional, leadership, professional development) which are based on: need, fit, resource availability, evidence, readiness for replication, capacity to implement. Again, data show that the need for improved academic achievement will have to be addressed at a Tier 1 level.

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

A district-wide, coordinated effort to improve reading and math has resulted in overall growth in reading and math scores as measured on the universal screening assessment, NWEA and/or AIMSweb. Literacy coaches at the Elementary and Middle schools assist in the implementation of the reading program, direct support staff in classrooms and intervention rooms, provide supplemental instruction to struggling students, and coordinate universal screenings to identify students for supplemental instruction. Math coaches at the Elementary and Middle schools coordinate similar efforts around math interventions. A full menu of interventions challenge and re-teach, as the individual student requires.

Note: All students K-8 receive targeted academic intervention in both reading and math, based on AIMSweb benchmarking (3 times per year) and NWEA MAP testing (3 times per year).

Additionally, the Additional Time Grant was utilized in the 2018-2019 school year to provide after-school tutoring to students with Individual Reading Improvement Plans (IRIPs). This grant will be applied for again for 2019-2020 to provide additional review and practice of skills after school.

## **Component 5: Title I and Regular Education Coordination**

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

Mancelona Elementary and Middle Schools coordinate and integrate funds from Title I, Title IIA, Title IVA, 31a and district general funds to support a variety of programs. District leaders are committed to identifying strategies based on common focus, common goals, and a common action plan and work closely with SI teams to: assure that resources are allocated appropriately and that federal and state mandates are met. Decisions about resources are data-driven with consistent focus on overall student achievement. Each program is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role. Resources included General Fund, Title IIA, 31A, GSRP, Communities In Schools of Northwest Michigan, Antrim County Sheriff's Department, MSU Extension, Planned Parenthood, Women's Resource Center and Health Department of Northwest Michigan's Ironmen Health Center.

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

Mancelona Elementary School houses three GSRP classrooms. In addition, the Elementary School building has an Early Childhood Special Education (ECSE) program for area preschool students with special needs. Each spring the local Head Start classrooms come to visit the Elementary School and meet teachers and staff. This takes place when the kindergarten enrollment period opens. During that process, students register for the upcoming school year. MPS partners with the following community organizations with an understanding that all area children deserve an early childhood education that is a cooperative and joint venture between home and school.

On-site Day Care Center

Early Head Start Program Provider

Head Start Program

Way to Grow

Great Start Collaborative - Traverse Bay/Manistee Great Start Parent Coalition

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**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

## **Component 7: High Quality and Ongoing Professional Development/Learning**

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

Focus on standards-based instruction will be a 2019-2020 District focus and will be further built upon at MES. The Marzano Focused Teacher Evaluation Model will be used throughout the year. Utilizing the model's updates will require additional, intentional teaching, practice, and feedback. Teachers will focus on Using Formative Assessment to Track Progress, Establishing and Acknowledging Adherence to Rules and Procedures, Identifying Critical Content from the Standards, and Using Engagement Strategies. These elements will be discussed and analyzed by teachers and administrators through professional development activities in August, November, and March. During the year, informal feedback will be provided to teachers by administrators on a monthly basis. Formal feedback will also be provided through announced and/or unannounced classroom observations.

MES will continue to learn and build upon knowledge and skills from the Demonstration Classroom PD started in January 2018. With the continued district-wide focus on standards-based instruction for 2019-2020 all teachers will more consistently implement effective formative assessments, success criteria and student-centered learning to improve outcomes for all students.

Throughout the year, teachers gather evidence regarding Planning Standards-Based Lessons/Units, Aligning Resources to Standard(s), and Planning to Close the Achievement Gap Using Data. These elements will also require teaching, learning, practice, and feedback throughout the school year.

Ongoing professional learning opportunities are offered to all staff annually (i.e., administration, teachers, and assistants) related to student behavior. The Traverse Bay Area ISD provides CPI training through the Crisis Prevention Institute. Key identified personnel have also received training in CPR and first aid, in order to meet the legal requirements. Additional training for Emergency Intervention Plans has been provided. Other annual trainings are provided and are intended to be refresher learning opportunities such as those related to special education accommodations and modifications, mandated reporter training, and Title IX, among other things. Training regarding other legal updates also is provided, as needed, as new topics arise.

A continuous feedback loop among administrators, building coaches, leadership team members, TBAISD coaches, and the presenter of our Demonstration Classroom PD is expected to rapidly encourage and support utilization of best practices for instruction.

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

Parent surveys are conducted at parent-teacher conferences to solicit input and evaluate schoolwide programs. Parents also provide input at the annual Title I meeting and through the review of the Parent and Family Engagement Policy and the Student, Parent, and Teacher Compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic

## School Improvement Plan

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achievement.

Parents will be involved in the implementation of the schoolwide plan through home-school communication, at-home support of academics and through evaluation of programs. Parent input will be requested throughout the year.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		Professional Develop Calendar

## Component 8: Strategies to Increase Parental Involvement

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

The Board believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained. Parents, staff, and the building administrator have developed this Parent and Family Engagement Policy in accordance with No Child Left Behind Act of 2001 (NCLB) Section 1118 and Every Student Succeeds Act of 2015 (ESSA) Section 1116 activities.

Refer to <http://www.neola.com/mancelona-mi/>

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

- o Parents and families will be invited to attend the annual meetings in the fall, discussing the Parent and Family Engagement Policy and the schoolwide plan. Parents are invited through notes sent home with students, announcements on the school's Facebook page, and a reminder sent through the School Messenger system.

- o At the annual meeting, parents will be invited to volunteer to be a part of the committee who will plan, review, and develop improvement plans for Title I programs.

- o After the committee is identified, meetings will be scheduled at times convenient for most members of the group (at least three times during the school year). These dates and times will be published on the school website and in notes sent home with students so parents can attend.

- o In addition to these meetings, input will be gathered from parents through anonymous surveys given at parent-teacher conferences.

- o The school's Get Involved! parent group will also be solicited for feedback regarding planning, reviewing, and improving Title I programs, the Parent and Family Engagement Policy, the Student, Parent, and Teacher Compact, and the schoolwide plan

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Mancelona Public Schools Bylaws and Policies: 2261.01 - Parent Participation in TITLE I PROGRAMS. The district provides opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan. Both the parent compact and parent involvement policy outline district-parent roles in helping students be successful. Refer to <a href="http://www.neola.com/mancelona-mi/">http://www.neola.com/mancelona-mi/</a>	



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

Regular attendance by the Title I director at Early Childhood MTSS meetings, IRIP meetings and planning sessions, and IEP meetings or planning sessions for children who qualify for ECSE. Additionally, parent meetings will be coordinated with other events that occur throughout the school year with high parent participation (such as holiday parties). Pairing of meetings with frequently-attended events should increase the number of parents who participate in important Title I discussions.

Parents and families will be invited to attend the annual meetings in the fall, discussing the Parent and Family Engagement Policy and the schoolwide plan. Parents are invited through notes sent home with students, announcements on the school's Facebook page, and a reminder sent through the School Messenger system.

At the annual meeting, parents will be invited to volunteer to be a part of the committee who will plan, review, and develop improvement plans for Title I programs.

After the committee is identified, meetings will be scheduled at times convenient for most members of the group (at least three times during the school year). These dates and times will be published on the school website and in notes sent home with students so parents can attend.

In addition to these meetings, input will be gathered from parents through anonymous surveys given at parent-teacher conferences.

The school's Parent/Teacher Group will also be solicited for feedback regarding planning, reviewing, and improving Title I programs, the Parent and Family Engagement Policy, the Student, Parent, and Teacher Compact, and the schoolwide plan.

#### **5. Describe how the parent involvement activities are evaluated.**

Parents and families receive regular communication from their child's teacher and they are encouraged to communicate with their child's teacher. This communication will be provided in a parent-friendly manner intended to provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

Parents are encouraged to participate in decision making related to their child's education during fall and spring parent-teacher conferences. If concerns arise from teachers or parents, meetings are scheduled with the child's teacher and/or other team members such as the literacy or math coach, the behavior coach, or the building principal. These meetings are scheduled, as needed, to support a child's education.

Some students have Individual Reading Improvement Plans, Individualized Education Programs, or are part of the Educational Study Team. These families have additional, scheduled communication between home and school to foster decision-making participation related to a child's education.

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

The school Leadership Team made up of teachers and the building principal, will review the Student, Parent, and Teacher Compact in the fall

## School Improvement Plan

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that was updated by the parent group the previous spring.

The Student, Parent, and Teacher Compact will be shared with parents and families at the annual Title I meeting in the fall. Feedback regarding revisions or updates will be solicited from parents and students. Parents will be invited to share feedback whole group, more privately with the principal immediately following the meeting, or in written form through notes left on the tables.

Teachers discuss the Student, Parent, and Teacher Compact with parents at the fall parent-teacher conferences, as it relates to the individual child's achievement.

Parents will also be given the opportunity to provide feedback through anonymous surveys conducted during parent-teacher conferences.

At the final parent meeting scheduled during the school year, the Title I committee will revise the compact for the following school year.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Student Parent Teacher Compact

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

Teaching staff and administrators receive coaching and support from TBAISD around effective school-to-parent communication. Staff are mindful of barriers that may inhibit communication including access to technology (phone, text, email) as well as language and literacy barriers.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent and Family Engagement

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

NA

## **Component 9: Coordination of Title I and Other Resources**

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

Mancelona Elementary and Middle Schools coordinate and integrate funds from Title I, Title IIA, 31a, and district general funds to support a variety of programs. District leaders are committed to identifying strategies based on common focus, common goals, and a common action plan and work closely with SI teams to assure that resources are allocated appropriately and that federal and state mandates are being met. Decisions about resources are data-driven with consistent focus on overall student achievement. Each program is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role. Resources include: General Fund; Title IIA; 31a; GSRP; Communities In Schools of Northwest Michigan; Antrim County Sheriff's Department; MSU-Extension; Health Department of Northwest Michigan's Ironmen Health Center; Planned Parenthood; and, Women's Resource Center.

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

Working with community agencies and public health organizations, Communities In Schools of Northwest Michigan coordinates violence prevention programs, risky behavior prevention programs, health and nutritional programs with the Health Department of Northwest Michigan's Ironmen Health Center, Planned Parenthood, Women's Resource Center, and Third Level Crisis Center. Early childhood resources are coordinated through Antrim County Early Childhood Team (including TBAISD, Great Start Initiative) and Northwest MI Community Action Agency (Early Head Start and Head Start). Adult education, tech education, and job training is coordinated through MiWorks! The district's homeless liaison works with TBAISD's STEP program and Northwest MI Community Action Agency.

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Involvement in schoolwide programs will be tracked and monitored by district administrators, school counselors, and Communities In Schools of Northwest Michigan.

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

Data will be tracked and programs and support implementation will be reviewed and adjusted annually by the district and school level SI teams.

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

With support and coaching from TBAISD, staff review data from multiple sources to identify student proficiency levels. Additionally, TBAISD and other identified professionals provide learning opportunities to improve instructional strategies: to assist in curriculum alignment; and to set a culture of support for use of data.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

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

Schoolwide programs are reviewed annually at district and school level SI team meetings.

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

Involvement in schoolwide programs will be tracked and monitored by district administrators, school counselors, and Communities In Schools of Northwest Michigan.

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

Schoolwide programs are reviewed annually at district and school level SI team meetings.

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

Involvement in schoolwide programs will be tracked and monitored by district administrators, school counselors, and Communities In Schools of Northwest Michigan.

## **Goals: SY2019-2020**

## **Overview**

### **Plan Name**

Goals: SY2019-2020

### **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	Behavior SY2019-2020	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	Social Studies SY2019-2020	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$0
3	Science SY2019-2020	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0
4	Math SY2019-2020	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$0
5	Reading SY2019-2020	Objectives: 1 Strategies: 5 Activities: 14	Academic	\$4



## Goal 1: Behavior SY2019-2020

### Measurable Objective 1:

collaborate to reduce the total number of Major (Office) Discipline Referrals for grades 5-8 by 06/10/2020 as measured by a 5% reduction from prior year using PowerSchool and Schoolwide Information System (SWIS) data.

### Strategy 1:

MTSS - Staff will teach Multi-Tiered System of Support (MTSS) behavioral expectations during the first two weeks of the school year, and reteach the lessons throughout the school year, as coordinated by the Leadership and Behavior committees.

Category: Other - high-quality instruction and interventions matched to student need

Research Cited: National Reading Panel (NRP), National Research Council, Institute for Education Science (IES) Practices guides (n.d.). Retrieved August 20, 2014 from <http://miblsi.cenmi.org/MTSSCoordination/MaterialsLinks.aspx>

Tier: Tier 1

Activity - MMS PRIDE Behavior Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach behavior lessons based upon the school's behavior expectation that, "Mancelona Middle School students show PRIDE by being Respectful, Responsible, and Engaged Learners."	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Teaching team

### Strategy 2:

Reinforce Behavioral Expectations - Expectations will be reinforced throughout the school year by providing recognition, through a variety of means, for Respectful and Responsible behavior as well as being engaged in learning.

Category: School Culture

Research Cited: <http://miblsi.cenmi.org/MiBLSiModel/Implementation/MiddleSchools/MSTierISupports/MSTeachExpectations.aspx>

Tier: Tier 1

Activity - PRIDE Tickets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students grades 5-8 will be able to be recognized with PRIDE tickets for respectful and responsible behavior both in and out of the classroom, as well as engagement in learning.	Other	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	All school staff

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Activity - PRIDE Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students grades 5-8 can use their PRIDE tickets to purchase reward items at the PRIDE store, be entered into a year-end incentive prize drawing, and/or redeem for other incentive activities throughout the year.	Other	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Other	All school staff

## Goal 2: Social Studies SY2019-2020

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency or improve scores in Social Studies by 06/10/2020 as measured by summative, formative and interim assessments.

### Strategy 1:

Assessments - Summative, formative and interim assessments will be used to identify struggling students grades 5-8.

Category: Social Studies

Research Cited: Common Core State Standards Initiative. (n.d.). Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. [http://www.michigan.gov/documents/mde/CCSS\\_Roll\\_Out\\_Intro\\_FINAL\\_337804\\_7.pdf](http://www.michigan.gov/documents/mde/CCSS_Roll_Out_Intro_FINAL_337804_7.pdf)

Tier: Tier 1

Activity - Follow curriculum selected by district	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 5-8 will participate in daily social studies activities developed by the social studies department based on GLCE, CCSS, or C3 to design lesson and common assessments.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Social Studies department

### Strategy 2:

Curriculum - Social Studies curriculum will reflect either CCSS, C3, or GLCEs (or a combination of these). Alignment of curriculum will occur through K-12 vertical meetings of the district social studies team.

Category: Social Studies

Research Cited: McGraw Hill Education. (n.d.). The Common Core: Clarifying Expectations for Teachers and Students.

<https://www.mheonline.com/aaa/index.php?page=flipbooks>

Tier: Tier 1

Activity - CCSSM Scope and Sequence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Social Studies district team will design lessons and grade level assessments based on curriculum identified by district.	Curriculum Development	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Social Studies department
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**Strategy 3:**

Direct Instruction and Student-Centered Classrooms - To improve student achievement/understanding, teachers will use Direct Instruction teaching strategy to deliver content when possible as well as developing expertise in designing student-centered classrooms.

Category: Social Studies

Research Cited: McGraw Hill Education. (n.d.). The Common Core: Clarifying Expectations for Teachers and Students.

<https://www.mheonline.com/aaa/index.php?page=flipbooks>

Tier: Tier 1

Activity - Delivery of Contents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Direct Instruction teaching strategy elements to design lessons when applicable as well as developing expertise in designing student-centered classrooms.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Social Studies department

Activity - RAWC Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate Reading Apprenticeship: Writing Connections (RAWC) strategies in instruction to aid in mastery of state standards.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Social Studies department

**Strategy 4:**

Career and College Ready - Students will participate in career and college activities.

Category: Career and College Ready

Tier: Tier 1

Activity - Career Exploration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th-grade students will visit Career Tech Center. 5th and 8th-grade students will explore career interests, options, and preparations using Xello and instructional materials provided by TBAISD.	Career Preparation /Orientation	Tier 1		09/03/2019	06/10/2020	\$0	No Funding Required	Counselor, 8th grade teaching team, Media/technology teacher

## Goal 3: Science SY2019-2020

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency or improve scores in Science by 06/10/2020 as measured by summative, formative, or interim assessments.

### Strategy 1:

Assessments - Identify struggling students using summative, formative or interim assessments.

Category: Science

Research Cited: [http://www.michigan.gov/documents/mde/K-12\\_Science\\_Performance\\_Expectations\\_v5\\_496901\\_7.pdf](http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf)

Michigan Department of Education. (n.d.). 8-High Science Standards. [http://www.michigan.gov/mde/0,4615,7-140-38924\\_41644\\_42814---,00.html](http://www.michigan.gov/mde/0,4615,7-140-38924_41644_42814---,00.html)

Tier: Tier 1

Activity - Regional and Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use regional and common assessments pre- and post-scores to determine knowledge levels. Adjust lessons and instructional strategies as needed.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Science department

### Strategy 2:

Curriculum alignment - Science curriculum will phase in Michigan Science Standards.

Category: Science

Research Cited: [http://www.michigan.gov/documents/mde/K-12\\_Science\\_Performance\\_Expectations\\_v5\\_496901\\_7.pdf](http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf)

Michigan Department of Education. (n.d.). 8-High Science Standards. [http://www.michigan.gov/mde/0,4615,7-140-38924\\_41644\\_42814---,00.html](http://www.michigan.gov/mde/0,4615,7-140-38924_41644_42814---,00.html)

Tier: Tier 1

Activity - Align curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure curriculum is aligned to Michigan Science Standards with support from TBAISD.	Curriculum Development	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Science department

Activity - Scope and Sequence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades 5-8 will participate in daily science activities developed by science department based on GLCE/HSCE, with a gradual phase in of Next Generation Science Standards using FOSS Kits.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Science department
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### Strategy 3:

Direct Instruction - Develop instructional strategies to improve knowledge base and help students achieve mastery of curriculum.

Category: Science

Research Cited: [http://www.michigan.gov/documents/mde/K-12\\_Science\\_Performance\\_Expectations\\_v5\\_496901\\_7.pdf](http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf)

Michigan Department of Education. (n.d.). 8-High Science Standards. [http://www.michigan.gov/mde/0,4615,7-140-38924\\_41644\\_42814---,00.html](http://www.michigan.gov/mde/0,4615,7-140-38924_41644_42814---,00.html)

Tier: Tier 1

Activity - Instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify research-based (best practices) instructional strategies, learning goals and unit scales (that include important vocabulary) to improve professional knowledge and ultimately help students achieve mastery of curriculum. Teachers will use Direct Instruction teaching strategy elements to design lessons when applicable as well as developing expertise in designing student-centered classrooms.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Science department

Activity - Curriculum supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum supports (e.g. FOSS, IScience) will inform lesson plan design, instructional strategies, and development of assessments.	Supplemental Materials	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Science department

## Goal 4: Math SY2019-2020

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency or improve scores in Mathematics by 06/10/2020 as measured by summative, formative and interim assessments.

### Strategy 1:

Curriculum will reflect CCSSM - Align mathematics curriculum through professional development and meeting vertically with K-12 MPS mathematics department.

Category: Mathematics

Research Cited: Common Core State Standards Initiative (n.d.). Common Core State Standards for Mathematics

## School Improvement Plan

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[http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)Common

McGraw Hill Education. (n.d.). The Common Core: Clarifying Expectations for Teachers and Students. <https://www.mheonline.com/aaa/index.php?page=flipbooks>

Tier: Tier 1

Activity - CCSSM Scope and Sequence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow the scope and sequence as set forth by newly adopted textbook series: Math Expressions grade 5; CPM grades 6-8.	Other	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Math department

### Strategy 2:

Math Interventions - Provide mathematics interventions to improve basic skills to help students achieve mastery of CCSSM standards.

Category: Mathematics

Research Cited: Common Core State Standards Initiative (n.d.). Common Core State Standards for Mathematics

[http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)Common

McGraw Hill Education. (n.d.). The Common Core: Clarifying Expectations for Teachers and Students. <https://www.mheonline.com/aaa/index.php?page=flipbooks>

Tier: Tier 1

Activity - Basic Fact Drill	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 5-8 will participate in daily mathematics activities centered around strengthening all levels of basic mathematical skills. Programs utilized will include but are not limited to Arithmetic Developed Daily, and intervention resources as supplied by adopted text book series.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Math department

### Strategy 3:

Assessments - Summative, formative and interim assessments will be used to identify struggling students.

Category: Mathematics

Research Cited: Common Core State Standards Initiative (n.d.). Common Core State Standards for Mathematics

[http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)Common

McGraw Hill Education. (n.d.). The Common Core: Clarifying Expectations for Teachers and Students. <https://www.mheonline.com/aaa/index.php?page=flipbooks>

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Tier: Tier 1

Activity - Data review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics content team will desegregate data collected from State mandated assessments, AIMSweb, NWEA and other district and regional assessments to identify strengths, weaknesses, and academic needs of all 5-8 grade students at least 3 times per school year. Data desegregation will help determine intervention needs for all students.	Other	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Math department

### Strategy 4:

Research based teaching strategies - Implementation of effective research-based teaching strategies by all teaching staff.

Category: Mathematics

Research Cited: Common Core State Standards Initiative (n.d.). Common Core State Standards for Mathematics

[http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)Common

McGraw Hill Education. (n.d.). The Common Core: Clarifying Expectations for Teachers and Students. <https://www.mheonline.com/aaa/index.php?page=flipbooks>

Marzano Research Laboratory. (n.d.) <http://www.marzanoresearch.com/resources/tips>

Tier: Tier 1

Activity - Teaching strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use research-based teaching strategies as described by the Marzano Art and Science of Teaching Framework and Hattie's Visible Learning for Teachers within the classroom daily to increase mathematical skills of 5-8 grade students. Also, refined formative assessment strategies developed in Marzano Teacher Focused Evaluation Model, "Standards-Based Classroom with Rigor."	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Math department

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train math teachers in CPM focusing on understanding the processes and strategies that lead to effective problem-solving. District-wide professional development focusing on short cycle assessment, standards-based units, and student-centered classrooms.	Professional Learning	Tier 1		09/03/2019	06/10/2020	\$0	No Funding Required	Math department

## Goal 5: Reading SY2019-2020

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency or improve scores in Reading by 06/10/2020 as measured by summative, formative and interim assessments.

### Strategy 1:

ELA Curriculum will reflect CCSSELA - Align ESA curriculum through professional development and meeting vertically with K-12 MPS ELA department led by TBAISD ELA consultant.

Category: English/Language Arts

Research Cited: McGraw Hill Education. (n.d.). The Common Core: Clarifying Expectations for Teachers and Students.

<https://www.mheonline.com/aaa/index.php?page=flipbooks>

Tier: Tier 1

Activity - CCSSM Scope & Sequence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow TBAISD pacing guides based on CCSSELA to design lessons, common assessments and curriculum maps.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	ELA department
Activity - Word Study Units for Grades 6-8	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow CCSSELA to design word study lessons and common assessments to complement curriculum (e.g. Words their Way, Vocab Power Plus, Vocab Latin & Greek Roots).	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	ELA department
Activity - Supplemental Materials for Reading and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow the CCSSELA to address the curricular needs for reading and writing instruction with supplemental materials (e.g. RAWC & 6 Trait Writing Programs).	Supplemental Materials	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	ELA department
Activity - Pacing Guide-inspired activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students grades 5-8 will participate in daily activities, developed by ELA dept, based on CCSS and TBAISD pacing guides (e.g. journaling, timed writing, annotating text, reading/writing workshop).	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	ELA department



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Activity - Weekly fluency and comprehension checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 5-8 will participate in weekly fluency and comprehension checks developed by ELA team using TBAISD pacing guides. For grade 5 students, probes will be based on curriculum. For grades 6-8, probes will be based on selected reading passages from CCSS curriculum novels.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	ELA department

### Strategy 2:

Assessments - At monthly PLC, use summative, formative and interim assessments to identify struggling students and provide students with strategic reading interventions.

Category: English/Language Arts

Research Cited: Michigan Department of Education. (n.d.). K-8 English and Mathematics Learning Expectations for Parents

Guide.[http://www.michigan.gov/documents/ELA\\_6\\_141473\\_7.pdf](http://www.michigan.gov/documents/ELA_6_141473_7.pdf)

Tier: Tier 2

Activity - Pacing Guide-inspired activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students grades 5-8 will participate in daily activities, developed by ELA dept, based on CCSS and TBAISD pacing guides (e.g. journaling, timed writing, annotating text, reading/writing workshop).	Direct Instruction	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	ELA department

Activity - Weekly fluency and comprehension checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 5-8 will participate in weekly fluency and comprehension checks developed by ELA team using TBAISD pacing guides. For grade 5 students, probes will be based on curriculum. For grades 6-8, probes will be based on selected reading passages from CCSS curriculum novels.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	ELA department

### Strategy 3:

Reading Interventions - Improve reading fluency and comprehension skills to help students achieve mastery of CCSS standards.

Category: English/Language Arts

Research Cited: Michigan Department of Education. (n.d.). Parent's Guide to English Language Arts GLCE. (n.d.)

[http://www.michigan.gov/documents/ELA\\_6\\_141473\\_7.pdf](http://www.michigan.gov/documents/ELA_6_141473_7.pdf)

Tier: Tier 2

## School Improvement Plan

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Activity - REWARDS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students grades 5-8 identified with reading decoding difficulties will participate in daily decoding and comprehension activities utilizing the REWARDS program.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$1	Title I Part A	ELA department with support from Title I assistants for small group instruction
Activity - Reading Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students grades 5-8 identified with reading comprehension difficulties will participate in daily comprehension activities utilizing the Reading Success program.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$1	Title I Part A	ELA department with support from Title I assistants for small group instruction
Activity - Weekly Fluency and Comprehension Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly fluency and comprehension checks for all students receiving reading interventions using AIMSweb progress monitoring probes (based on a student's reading level).	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$1	Title I Part A	ELA department with support from Title I assistants for small group instruction
Activity - Student rewards for reading achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who display reading success will be rewarded with incentives for reading achievement.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	ELA department with support from Title I assistants for small group instruction
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### Strategy 4:

Marzano Research - ELA instructors will utilize Marzano research to guide ELA instruction for best practices according to the revised Marzano Teacher Evaluation Model, "Standards-Based Classrooms with Rigor" with a greater emphasis on student-centered classrooms.

Category: English/Language Arts

Research Cited: [http://www.marzanoresearch.com/research/reports?dir=desc&order=publication\\_date](http://www.marzanoresearch.com/research/reports?dir=desc&order=publication_date)

Tier: Tier 1

Activity - Learning goals, scales, rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructors will develop learning goals, scales and rubrics to direct ELA instruction.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	ELA department
Activity - Self-reporting grades	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructors will incorporate self-reporting grades into their ELA instruction as a best practice teaching strategy.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	ELA department

### Strategy 5:

Intensive Reading Interventions - Improve reading fluency and comprehension skills to help students achieve master of CCSS standards.

Category: English/Language Arts

Research Cited: [http://www.michigan.gov/documents/ELA\\_6\\_141473\\_7.pdf](http://www.michigan.gov/documents/ELA_6_141473_7.pdf)

Tier: Tier 3

Activity - Corrective Reading	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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Students grades 5-8 identified with reading decoding difficulties will participate in daily decoding activities utilizing the Corrective Reading program.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/10/2020	\$1	Title I Part A	ELA department with support from Title I assistants for small group instruction
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PRIDE Incentives	Students grades 5-8 can use their PRIDE tickets to purchase reward items at the PRIDE store, be entered into a year-end incentive prize drawing, and/or redeem for other incentive activities throughout the year.	Other	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	All school staff

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Success	Students grades 5-8 identified with reading comprehension difficulties will participate in daily comprehension activities utilizing the Reading Success program.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$1	ELA department with support from Title I assistants for small group instruction
REWARDS	Students grades 5-8 identified with reading decoding difficulties will participate in daily decoding and comprehension activities utilizing the REWARDS program.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$1	ELA department with support from Title I assistants for small group instruction

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Corrective Reading	Students grades 5-8 identified with reading decoding difficulties will participate in daily decoding activities utilizing the Corrective Reading program.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/10/2020	\$1	ELA department with support from Title I assistants for small group instruction
Weekly Fluency and Comprehension Checks	Weekly fluency and comprehension checks for all students receiving reading interventions using AIMSweb progress monitoring probes (based on a student's reading level).	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$1	ELA department with support from Title I assistants for small group instruction

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly fluency and comprehension checks	Students in grades 5-8 will participate in weekly fluency and comprehension checks developed by ELA team using TBAISD pacing guides. For grade 5 students, probes will be based on curriculum. For grades 6-8, probes will be based on selected reading passages from CCSS curriculum novels.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	ELA department
Regional and Common Assessments	Use regional and common assessments pre- and post-scores to determine knowledge levels. Adjust lessons and instructional strategies as needed.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Science department
Self-reporting grades	ELA instructors will incorporate self-reporting grades into their ELA instruction as a best practice teaching strategy.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	ELA department
RAWC Strategies	Incorporate Reading Apprenticeship: Writing Connections (RAWC) strategies in instruction to aid in mastery of state standards.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Social Studies department
Pacing Guide-inspired activities	Students grades 5-8 will participate in daily activities, developed by ELA dept, based on CCSS and TBAISD pacing guides (e.g. journaling, timed writing, annotating text, reading/writing workshop).	Direct Instruction	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	ELA department

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Scope and Sequence	Students in grades 5-8 will participate in daily science activities developed by science department based on GLCE/HSCE, with a gradual phase in of Next Generation Science Standards using FOSS Kits.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Science department
CCSSM Scope & Sequence	Follow TBAISD pacing guides based on CCSSELA to design lessons, common assessments and curriculum maps.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	ELA department
Align curriculum	Ensure curriculum is aligned to Michigan Science Standards with support from TBAISD.	Curriculum Development	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Science department
Word Study Units for Grades 6-8	Follow CCSSELA to design word study lessons and common assessments to complement curriculum (e.g. Words their Way, Vocab Power Plus, Vocab) Latin & Greek Roots).	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	ELA department
Teaching strategies	Staff will use research-based teaching strategies as described by the Marzano Art and Science of Teaching Framework and Hattie's Visible Learning for Teachers within the classroom daily to increase mathematical skills of 5-8 grade students. Also, refined formative assessment strategies developed in Marzano Teacher Focused Evaluation Model, "Standards-Based Classroom with Rigor."	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Math department
Supplemental Materials for Reading and Writing	Follow the CCSSELA to address the curricular needs for reading and writing instruction with supplemental materials (e.g. RAWC & 6 Trait Writing Programs).	Supplemental Materials	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	ELA department
Curriculum supports	Curriculum supports (e.g. FOSS, IScience) will inform lesson plan design, instructional strategies, and development of assessments.	Supplemental Materials	Tier 1	Implement	09/03/2019	06/10/2020	\$0	Science department
Delivery of Contents	Teachers will use Direct Instruction teaching strategy elements to design lessons when applicable as well as developing expertise in designing student-centered classrooms.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Social Studies department
CCSSM Scope and Sequence	Follow the scope and sequence as set forth by newly adopted textbook series: Math Expressions grade 5; CPM grades 6-8.	Other	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Math department
Weekly fluency and comprehension checks	Students in grades 5-8 will participate in weekly fluency and comprehension checks developed by ELA team using TBAISD pacing guides. For grade 5 students, probes will be based on curriculum. For grades 6-8, probes will be based on selected reading passages from CCSS curriculum novels.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	ELA department

## School Improvement Plan

Mancelona Middle School

Pacing Guide-inspired activities	Students grades 5-8 will participate in daily activities, developed by ELA dept, based on CCSS and TBAISD pacing guides (e.g. journaling, timed writing, annotating text, reading/writing workshop).	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	ELA department
PRIDE Tickets	Students grades 5-8 will be able to be recognized with PRIDE tickets for respectful and responsible behavior both in and out of the classroom, as well as engagement in learning.	Other	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	All school staff
Instructional strategies	Identify research-based (best practices) instructional strategies, learning goals and unit scales (that include important vocabulary) to improve professional knowledge and ultimately help students achieve mastery of curriculum. Teachers will use Direct Instruction teaching strategy elements to design lessons when applicable as well as developing expertise in designing student-centered classrooms.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Science department
Learning goals, scales, rubrics	ELA instructors will develop learning goals, scales and rubrics to direct ELA instruction.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	ELA department
Data review	Mathematics content team will desegregate data collected from State mandated assessments, AIMSweb, NWEA and other district and regional assessments to identify strengths, weaknesses, and academic needs of all 5-8 grade students at least 3 times per school year. Data desegregation will help determine intervention needs for all students.	Other	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Math department
CCSSM Scope and Sequence	Social Studies district team will design lessons and grade level assessments based on curriculum identified by district.	Curriculum Development	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Social Studies department
Teacher Training	Train math teachers in CPM focusing on understanding the processes and strategies that lead to effective problem-solving. District-wide professional development focusing on short cycle assessment, standards-based units, and student-centered classrooms.	Professional Learning	Tier 1		09/03/2019	06/10/2020	\$0	Math department
MMS PRIDE Behavior Lessons	Teachers will teach behavior lessons based upon the school's behavior expectation that, "Mancelona Middle School students show PRIDE by being Respectful, Responsible, and Engaged Learners."	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Teaching team



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Student rewards for reading achievement	Students who display reading success will be rewarded with incentives for reading achievement.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	ELA department with support from Title I assistants for small group instruction
Career Exploration	8th-grade students will visit Career Tech Center. 5th and 8th-grade students will explore career interests, options, and preparations using Xello and instructional materials provided by TBAISD.	Career Preparation /Orientation	Tier 1		09/03/2019	06/10/2020	\$0	Counselor, 8th grade teaching team, Media/technology teacher
Basic Fact Drill	Students in grades 5-8 will participate in daily mathematics activities centered around strengthening all levels of basic mathematical skills. Programs utilized will include but are not limited to Arithmetic Developed Daily, and intervention resources as supplied by adopted text book series.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Math department
Follow curriculum selected by district	Students in grades 5-8 will participate in daily social studies activities developed by the social studies department based on GLCE, CCSS, or C3 to design lesson and common assessments.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Social Studies department