



School Improvement Plan

William G. Mather Elementary School

Munising Public Schools

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TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Title I Targeted Assistance Diagnostic	
Introduction	6
Component 1: Needs Assessment	7
Component 2: Services to Eligible Students	9
Component 3: Incorporated Into Existing School Program Planning	11
Component 4: Instructional Strategies	12
Component 5: Title I and Regular Education Coordination	17
Component 6: Instruction by Highly Qualified Staff	19
Component 7: High Quality and Ongoing Professional Development/Learning	20
Component 8: Strategies to Increase Parental Involvement	21
Component 9: Coordination of Title I and Other Resources	25
Component 10: Ongoing Review of Student Progress	27
Evaluation	29

Overview..... 32

Goals Summary..... 33

 Goal 1: All students at Wm. G Mather Elementary will be proficient in reading..... 34

 Goal 2: All students at Wm. G. Mather Elementary will improve mathematics skills..... 37

 Goal 3: All students at Wm. G. Mather Elementary will be proficient in science..... 40

 Goal 4: William G. Mather Elementary students will experience maximized instructional opportunities and student time-on-task learning with positive behavioral supports..... 42

Activity Summary by Funding Source..... 44

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

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and Plans in ASSIST	

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?

How was the comprehensive needs assessment conducted?

The Comprehensive Needs Assessment was completed through a process of collaboration. The elementary staff reviewed all relevant data pertaining to academic achievement. The School Improvement Team meets throughout the school year and monthly teacher meetings are held. Discussions were conducted at the meetings regarding school data, including state assessment scores in core areas, DIBELS, NWEA scores, and classroom assessments. Also, there are core area Curriculum Committees that meet to review/analyze assessment data. K-5 Department Heads (core areas) share results of the Curriculum Committees' findings with the staff to help guide the teachers and the SIT in planning goals, objectives and strategies to address student academic achievement.

Perception data was gleaned through the "Safe and Civil School Surveys" for students, parents and staff. Math surveys were conducted for parents, students and staff (noted in P.E.T.).

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?

Criteria used for identifying targeted students is selected by classroom teachers, Child Study Team, parents, and Title I staff. Teams assess requirements and determine children who are failing, or most at risk of failing, by using specific entrance criteria (based on achievement levels) for core academics per grade level. Student Eligibility Criteria Forms for each core area are completed by general education teachers in the spring and fall (new students) to determine eligibility for Title I services. Eligibility for T-I also includes the students who are in any following category: Homeless, ELL, attended Headstart, and had Early-On services. Examination of criteria and student performance is an ongoing process. Academic growth will be monitored following specific interventions using program evaluations that are recorded three times yearly: fall, winter, spring.

Building needs and specific student support services needs are identified by the evidence in the data.

Children identified for Title I programming are those students who are failing or at risk of failing to meet grade level standards relative to standardized assessments, standardized report cards, locally developed common assessments, and teacher and parent referral.

Student Exit Criteria forms are completed for those students deemed no longer eligible for Title I services as determined by the following factors: (1) satisfactory performance in classroom (2) satisfactory test scores on district assessments (3) met program objectives (4) parent request to discontinue services (5) receives supplementary help in special ed., which supersedes T-I.

Notification letters are sent home to parents at the following times: (1) when students are eligible for the T-I program (2) explanation of student progress (3) when students are exited from the program.

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.

School Improvement Plan

William G. Mather Elementary School

teacher recommendation.

Students in first and second grade are identified for Title I literacy support services using four criteria: DIBELS, NWEA reading score, cumulative assessment (based on curriculum tests), and teacher recommendation. Literacy support services are also provided for pupils in K-2 by the Early Literacy 35a grant paraprofessional.

Students in grades three and four are identified for Title I literacy support services based on NWEA reading score, M-Step performance, cumulative assessment (based on curriculum tests), and teacher recommendation. Students are prioritized utilizing cumulative scores and placed in the Title I program based on highest need (cut score). DIBELS is currently used as a progress monitoring assessment. These assessments, as well as teacher observations and quarterly grades, are reviewed by the Title staff, parents and the Child Study Team to indicate whether or not at-risk students are making progress in the Title I program and are ready to be exited.

Students in Kindergarten are identified for Title I math support services using four criteria: Math Expressions diagnostic, DIAL-III score, cumulative assessment (beginning of the year assessment) and teacher recommendation.

Students in first and second grade are identified for Title I math support services using four criteria:

NWEA math score, Delta Math, cumulative assessment (based on curriculum tests), and teacher recommendation.

Students in third through fifth grades are identified for Title I math support services based on the following criteria:

NWEA Math score, M-Step performance, cumulative assessment (based on curriculum tests) and teacher recommendation. As stated above, students are prioritized utilizing cumulative scores and placed in the Title I program based on highest need (cut score). Timed "fluency drills" and Delta Math are used as progress monitoring assessments.

The classroom teachers and Title staff review progress to assure performance levels are improving for students eligible to exit program.

Students in second through fourth grade are identified for Title I support services in Science and Social Studies based on their NWEA Reading assessment, cumulative assessment scores, and teacher recommendation.

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.

Kindergarten through 2nd Grade students are identified uniformly by analyzing and utilizing data from the following assessments: DIBELS - grade level monthly progress monitoring, NWEA scores, and curriculum assessments (locally developed and aligned with CCSS). At risk students are served in Title I based on need and criteria factors, parent and/or teacher judgment.

Pre-School students are identified through Dial III scores and teacher and/or parent judgment.

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.

The supplemental assistance provided to Title I, Part A eligible students are included as "Activities" within the "Goals" section of the School Improvement Plan. Mather Elementary offers remedial instruction, assessment and developmentally appropriate instructional strategies to address the needs of the students who may be at risk of not meeting state core curriculum standards.

- School Improvement Team, Title staff, Special Education staff, and Core Curriculum Committees review student performance data to confirm needs are being met. PAC is involved with review of overall student performance data at designated meetings.

- All eligible Title I students will receive and participate in the general education curriculum in all core areas. They will have the same exposure and learning opportunities as all students. In addition, the Title I teacher and staff will collaborate with the general ed teacher and provide additional emphasis, support and reinforcement of the targeted areas and instructional strategies to enhance learning. These support services will be either through push-in or pullout, depending on student needs.

-Kindergarten Reading - as part of the building-wide Multi-Tiered System of Support (MTSS), the Title I staff will provided support 2/3x's weekly for identified students using Structured Language (Encoding/Decoding) strategies and K-PALS to remediate weakness in basic reading skills determined by DIBELS. The 31a MTSS paraprofessional will provide additional support 2-3 x weekly.

-First and Second Grade Reading - as part of the building-wide Multi-Tiered System of Support, the Title I staff will provide daily support for eligible students using: (1) "Read Naturally" to build fluency and accuracy (2) Structured Language - Encoding/Decoding strategies or PALS for explicit systematic instruction to build phonics and fluency skills (3) Stephanie Harvey Comprehension ToolKits to strengthen comprehension. Focus of instruction will be determined by DIBELS, NWEA reading scores and teacher assessments. The Early Literacy 35a paraprofessional will provide additional daily literacy support.

-Third Grade Reading - as part of the building-wide Multi-Tiered System of Support, the Title I staff will provide daily support for eligible students using: (1) "Read Naturally" to build fluency and accuracy (2) Structured Language - Encoding/Decoding strategies or PALS for explicit systematic instruction to build phonics and fluency skills (3) Stephanie Harvey Comprehension ToolKits and/or PALS to strengthen comprehension. Focus of instruction will be determined by DIBELS, NWEA reading scores, M-Step reading results, and teacher assessments. The 31a MTSS paraprofessional will provide additional support weekly, as needed.

-First and Second Grade Math - supplementary push-in program provided by Title I staff 2-3 x's weekly for automaticity of number sense during core instructional time for identified students. Interventions will be focused on identified areas of math using data from fluency scores, Delta Math and NWEA Math assessment.

Also, a supplementary pull-out program will be provided for Gr. 1 and 2 by Title staff for 15-20 minutes daily. Small group concept review/reteaching rather than independent review in general education class will take place using RTI toolbox from Math Expressions and/or Delta Math RtI Program resources. Delta Math and NWEA math assessment results will drive instructional planning for identified students.

-Third Grade Math -- supplementary push-in program provided by Title I staff daily during core instructional time for eligible students using Math Expressions Toolbox for RTI and/or Delta Math RtI Program. Review for content mastery will take place in small group instruction/reteaching after modeling from classroom teacher. Focus of instruction will be determined by M-Step math assessment, NWEA math scores and teacher assessments.

-Fourth and Fifth Grade Math -- supplementary push-in program provided by Title I staff daily for Grade 4 during core instructional time for eligible students using Math Expressions Toolbox for RTI and/or Delta Math RtI Program. Review for content mastery will take place in small group instruction/reteaching after modeling from classroom teacher. Focus of instruction will be determined by M-Step math assessment, NWEA math scores and teacher assessments. The 31a paraprofessional will provide supplemental assistance in math for Grade 5 students.

-Second, Third, Fourth and Fifth Grade Science - supplementary push-in program provided by Title I staff 2-3x's weekly during core

School Improvement Plan

William G. Mather Elementary School

instruction to build vocabulary for eligible students using Marzano's six-step process. Focus of vocabulary instruction will be determined by curriculum assessments and identified grade-level vocabulary lists, pre/post test results, and NWEA science scores. Small group reteaching strategies will be utilized for eligible students showing difficulty mastering science concepts as identified by local assessments.

-Second, Third and Fourth Grade Social Studies - supplementary push-in program provided by Title I staff 2-3x's weekly during core instruction to strengthen comprehension skills for eligible students to help improve understanding of social studies concepts. Small group reteaching strategies will be utilized for eligible students showing difficulty/weakness identified in reading comprehension.

Component 3: Incorporated Into Existing School Program Planning

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

Students identified for T-I intervention receive additional support in ELA, mathematics, science, and social studies. Support services are focused on goal areas identified in school improvement planning, and other areas of need/weakness are also addressed.

- Mather Elementary offers remedial instruction, assessment and specific instructional strategies to meet the needs of the students who may be at risk of not meeting state core curriculum standards.
- School Improvement Team, Title staff, Special Education staff, and Core Curriculum Committees review student performance data to confirm needs are being met. Title I teacher attends SIT, Child Study Team meetings, and all other school-related meetings for informed program planning with T-I Coordinator.
- All eligible Title I students will receive and participate in the general education curriculum in all core areas. They will have the same exposure and learning opportunities as all students. In addition, the Title I teacher and/or Special Education teacher will provide additional emphasis, support and reinforcement of the targeted areas and instructional strategies to enhance learning, either through push-in or pullout, or small group instruction, depending on student needs.

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?

Math:

Due to the overall weakness of math scores, the school plan for reform is two-fold: address proficiency of core instruction and implement intervention routines via small group instruction/reteaching, focusing on number sense and overall mastery of math concepts as identified by DELTA, NWEA and Math Expressions assessments.

The school plans to continue a connection with math consultant, Robyn Seifert-Decker, as funds are available. She shares resource materials and models instruction to ensure that all math teachers are more proficient in the delivery of mathematical ideas. Math consultant addresses CCSS with an emphasis on co-teaching to assist with identification of essential practices. Studies conclude there are several benefits to use a co-teaching model, increasing teachers content knowledge and skill as well as the positive impact on performance of students, as noted in "Co-Teaching in Inclusive Classrooms: A Metasynthesis of Quality Research". Consultant also concentrates on identified weak areas with recommendations that support the focus on professional development to teach students how to process and develop visual representations as found in What Works Clearinghouse - "Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools". The research states, "The systematic use of visual representations and manipulatives can lead to statistically significant or substantively important positive gains in math achievement." An additional piece, What Works Clearinghouse - "Improving Mathematical Problem Solving in Grades 4 through 8", echoes the importance of work with visual representation. The panel determined the following statement: "There is strong evidence supporting the use of visual representation because studies using student samples showed improved achievement for both general education students and students with learning disabilities."

The second way to reform our overall math instruction and impact student scores is to provide a school wide procedural change addressed within Multi-Tiered System of Support. Interventions at all grade levels will devote scheduled times to building fluency retrieval of basic arithmetic facts. Evidence in support for this change in overall routine can be found in What Works Clearinghouse; "Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools" and "The Article Characteristics of Students with Learning Difficulties in Mathematics", published by the NCTM, written by Russel Gersten and Benjamin Clark. Both works claim that most students with mathematical difficulties show a low retrieval of arithmetic facts. Clark and Gersten state, "Students who cannot retrieve basic facts easily get lost and often cannot follow the logic of an explanation given by the teacher or peer when problems are embedded within more complex mathematical operations."

Reading:

Data for Kindergarten through fifth grade shows consistent weakness in the area of comprehension that indicates core instruction needs to be addressed. Teachers have received professional development in the area of comprehension, via an embedded model of professional development through Stephanie Harvey Consulting. PD was based on the work of Stephanie Harvey and Anne Goudvis' "Strategies that Work". Consultants shared the research behind teaching comprehension strategies and provided some coaching and modeling within the classroom. Teachers were given resources to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. These resources also described how to apply comprehension strategies flexibly across the curriculum.

Structured Language (Encoding/Decoding) is applied in small group settings to improve comprehension for those students that struggle with the barrier of decoding words. There is a direct correlation between fluency and comprehension. Students whose scores reflect weakness in comprehension, due to a delay in reading fluency, will receive support from Title I staff by using Structured Language Methods

School Improvement Plan

William G. Mather Elementary School

(Encoding/Decoding). These methods of systematic explicit instruction are proven to boost student achievement in fluency as noted by IMSE research study that is aligned with the US Department of Education and National Institute of Literacy (2001).

An embedded model of professional development was chosen because it promotes a higher rate of implementation, monitoring, and professional community time. Evidence of success for this delivery model can be found in the report, "Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad sponsored by the National Staff Development Council".

Small group review/reteaching will also be provided to T-I eligible students to focus on fluency and comprehension. As noted in B. Tyner's research from Small Group Differentiated Teaching Model, this strategy provides effective reading instruction to meet the needs of each classroom's broad range of learners. Small group intervention supports the 5 stages of reading.

Science:

Proficiency scores have been slightly above state and local targets; however, data clearly showed a need to rethink and revise specific aspects of the science program to meet Next Gen Science Standards. Instruction/curriculum alignment, updated materials and fidelity of instruction all require some development. The Science Curriculum Committee meets regularly to work on revision of the science program. One area of concern was understanding of science vocabulary. The school staff has participated in training on vocabulary instruction, based on the research from Marzano's "Classroom Instruction the Works" and "Building Background Knowledge for Academic Achievement". Both works describe the importance of teaching vocabulary effectively as a critical skill for literacy development and academic achievement. Title I staff members received a refresher training on the use the six-step process for teaching vocabulary via video published through ASCD. Dr. Marzano indicates that "synthesizing research and theory on direct vocabulary instruction into an innovative six-step process enables classroom teachers to teach and reinforce selected vocabulary terms with success." Marzano DVD is available at PD sessions for staff who need to review.

Development of inquiry-based instruction is the second step toward addressing science needs. The science teachers utilize inquiry-based supplemental lessons through Mystery Science (online science program lessons). At Science Curriculum Committee meetings, science staff will review the (new) Next Generation Science Standards to design classroom learning experiences that stimulate students' interests in science. They will also attend science (STEM) workshops at the Seaborg Center (NMU) to review the Science and Engineering Practices and integration into classroom instruction.

The Science Curriculum Committee will meet to analyze common science data and student work to engage in reflective inquiry to improve instruction and work on aligning curriculum to Next Generation Science Standards. They will focus on inquiry-based science practices in the classroom. Rick Allen's book, "The Essentials of Science, Grades K-6 Effective Curriculum, Instruction and Assessment" was provided as a book study for science teachers and available to all staff.

Small group review/reteaching will be utilized for T-I eligible students to focus on comprehension and understanding/mastery of science concepts and vocabulary. The National Center for Education, Evaluation and Regional Assistance states the importance of small group instruction and reteaching. This strategy provides a high level of teacher-student interaction with an increase for opportunities and feedback. The article describing this research can be found in "Assisting Students Struggling with Reading: Response to Intervention and Multi-Tiered Intervention for Reading" (Feb 2009).

Social Studies:

M-Step assessment results in Social Studies showed a need to focus more on non-fiction material, which has a direct impact on student achievement in Social Studies. Instruction/curriculum alignment, updated materials and fidelity of instruction all need more development. Reading comprehension and vocabulary development are two instructional strategies that help (eligible) students improve in this content area. Marzano's "Classroom Instruction that Works" describes the importance of teaching vocabulary effectively as a cited skill for literacy development and academic achievement in all core areas.

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

Research-based methods and strategies in the plan that increase the quality and quantity of instruction for eligible students:

READING:

1. Marzano, R. "Classroom Instruction That Works" (2001; 2013 second ed.)
2. What Works Clearing House "Improving Reading Comprehension in Kindergarten Through 3rd Grade" - IES National Center for Education Evaluation and Regional Assistance (September 2010)
3. Kryza, K. "Differentiation for Real Classrooms - Making it Simple, Making it Work" Corwin Press (2010)
4. Harvey, S & Goudvis, A. "Strategies That Work: Teaching Comprehension for Understanding and Engagement" (2007 second ed.)
5. Darling-Hammond, L., Chung Wei, R., Andree, A., Richardson, N. & Orphanos, S. Professional Learning In The Learning Profession: A Status Report on Teacher Development in the United States and Abroad - National Staff Development Council (2009)
6. Marzano, R "Nine Essential Instructional Strategies for Effective Teaching and Learning" (2008)
7. Orton-Gillingham Method of Reading Instruction: IMSE, US Dept of Ed and National Institute for Literacy (2008)
8. Tyner, B. "Small Group Reading Instruction: "A Differentiated Teaching Model for Beginning and Struggling Reader", IRA (2004)
9. Estrada, P. "The Courage to Grow: A Researcher and Teacher Linking Professional Development and Small Group-Reading Instruction and Student Achievement" (2005)
10. Scruggs, T. Mastropieri, M. McDuffie, K. "Co-Teaching in Inclusive Classrooms: A Metasynthesis of Quality Research - Council for Exceptional Children, Vol. 73, No. 4 (2007)
11. Crawford, J., "Aligning Common Core, One Bite at a Time"; ERIC: School Administrator, v69 n11 p18-23 (Dec 2012).
12. Squires, D. "Curriculum Alignment: Research-Based Strategies for Increasing Student Achievement"; SAGE Publications (2009).
13. Schanzenbach, D.W. (2014) "Does Class Size Matter?" National Education Policy Center Policy Brief.
14. Konstantopoulos, S. & Chun, V. (2009) "What Are the Long-Term Effects of Small Classes on Achievement Gap?" Evidence from the Lasting Benefits Study, American Journal of Education 116.

MATH:

1. Schmoker, M. (Number Sense) Focus: "Elevating the Essentials to Radically Improve Student Learning". Alexandria, VA: ASCD (2011)
2. What Works Clearing House - Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools) - IES National Center for Education Evaluation and Regional Assistance (April 2009)
3. Gersten, R & Benjamin, S. Brief: Characteristics of Students with Learning Disabilities in Mathematics NCTM (2013)
4. Marzano, R. "Classroom Instruction That Works" (2001; 2013 second ed.)
5. Darling-Hammond, L., Chung Wei, R., Andree, A., Richardson, N. & Orphanos, S. Professional Learning In The Learning Profession: A Status Report on Teacher Development in the United States and Abroad - National Staff Development Council (2009)
6. Marzano, R "Nine Essential Instructional Strategies for Effective Teaching and Learning" (2008)
7. The National Council for Math Professional Development". Reston, VA (2010)
8. Chaurd, D. "Systems Impact: Issues and Trends in Improving School Outcomes for All Learners through MTSS Instructional Models" March (2013)
9. Konstantopoulos, S. & Chun, V. "What Are the Long Term Effects of Small Classes on Achievement Gap?" Evidence from the Lasting Benefits Study, American Journal 116: A summary of the effects of smaller classes on the achievement gap through eighth grade. (2009).
10. Crawford, J., "Aligning Common Core, One Bite at a Time"; ERIC: School Administrator, v69 n11 p18-23 (Dec 2012).
11. Squires, D. "Curriculum Alignment: Research-Based Strategies for Increasing Student Achievement"; SAGE Publications (2009).
12. Schanzenbach, D.W. (2014) "Does Class Size Matter?" National Education Policy Center Policy Brief.
13. A. Gulamhussein, The Center for Public Education: "Teaching the Teachers--Effective Professional Development in an Era of High

Stakes Accountability". (Sept. 2013).

SCIENCE:

1. Allen, R. (Inquiry-based instruction) "The Essentials of Science, Grades K-6" Effective Curriculum, Instruction and Assessment. ASCD (2006)
2. Schmoker, M. (Inquiry-based instruction) Focus: "Elevating the Essentials to Radically Improve Student Learning". This resource discusses redefining inquiry in science through teaching students how to read and comprehend science materials. Alexandria, VA: ASCD (2011)
3. Marzano, R. "Classroom Instruction That Works" (2001; 2013 second ed.)
4. Marzano, R. "Nine Essential Instructional Strategies for Effective Teaching and Learning" (2008)
5. The National Academies Press, National Research Council of National Academies, "A Framework for K-12 Science Education; Practices, Crosscutting Concepts of Core Ideas" Washington, D.C. 2012
6. National Center for Education, Evaluation & Regional Assistance (Feb 2009). Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008) Assisting Students Struggling with Reading: Response to Intervention and multi-tier intervention for reading. A practice Guide (NCEE 2009-4045) Washington, DC: National Center for Education, Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education
7. Crawford, J., "Aligning Common Core, One Bite at a Time"; ERIC: School Administrator, v69 n11 p18-23 (Dec 2012).

SOCIAL STUDIES

1. Marzano, R. "Classroom Instruction That Works" (2001; 2013 second ed.)
2. Marzano, R. "Building Background Knowledge for Academic Achievement" ASCD (2004)
3. Harvey, Stephanie, Goudris, Anne: "Strategies That Work: Teaching Comprehension for Understanding and Engagement". (2007, 2nd ed).

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

Evidence in the elementary building indicating that extended learning time helps an accelerated quality curriculum includes: M-Step assessment; program effectiveness survey forms completed by parents; program evaluation survey forms completed by teachers; district assessment tools (classroom performance); Student Eligibility (academic performance) Criteria Forms.

Examination of criteria and student performance is an ongoing process. Academic growth is monitored following specific interventions using program effectiveness evaluations that are recorded three times per year - fall, winter, spring.

Monthly progress monitoring takes place through DIBELS and DELTA (math)

NWEA reading, math and science testing is conducted during the school year PRE, MID and POST basis.

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

In addition to classroom instruction, Title I students will receive supplementary instructional time without the loss of general education instructional time within the core curriculum. Instruction is coordinated with the classroom teacher as a push-in support that is skill specific. If pull-out support is deemed necessary, scheduling occurs only during "homework help" MTSS time to avoid missing core instruction. Extended learning opportunities are also offered through after-school tutoring and summer school academic programs.

School Improvement Plan

William G. Mather Elementary School

Communication may take place on a regular basis among classroom teachers, parents, after-school coordinator, principal, and Title I staff to ensure a high quality, cohesive program for all students receiving services. Discussions occur in various forms: emails, "face to face" conversations, written notice, professional development sessions, and staff meetings. Continued dialogue with all concerned parties assembles at Child Study Team meetings (on as needs basis) to delegate support and consider the appropriate actions and activities required to assist specific students or groups.

T-I teacher and para-professionals serve eligible students in specific areas of weakness, by push-in support and/or brief pull-out sessions (skill specific).

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?

All elementary staff were trained in the use of MiSchool data site to track and measure student achievement and performance. Information considered on a data grid includes: NWEA scores, DIBELS and DELTA benchmarks, assessments from teachers, and the M-Step assessment. In addition to classroom instruction, Title I students receive supplementary instructional time without the loss of general education instructional time within the core curriculum. Communication takes place regularly among classroom teachers, parents, after-school coordinator, principal, and Title I staff to ensure a high quality, cohesive program is provided to all students receiving service. Discussions occur in the form of emails, "face to face" conversations, written notice, in professional development sessions, and staff meetings. Continued dialogue with all concerned parties occurs at Child Study Team meetings to delegate support and consider the appropriate actions and activities required to assist specific students or groups.

After-school instruction addresses the activities assigned by the classroom teacher to develop and reinforce strategies introduced in the classroom. General education teachers and Title staff generate specific classroom work and assessments for the After-School Tutoring Program to focus on with students.

Decisions on students entering/exiting the Title I program are based on examination of student performance via Student Eligibility Criteria forms data, Child Study Team review, performance in the classroom, and parent request.

Title staff are involved in all aspects of school development; and a Title I representative may be present at the following school meetings:

- Monthly Team meetings
- School Improvement Team
- (Core) Curriculum Committee meetings
- Mather Connection meetings - PTO
- Parent Advisory Committee- PAC

Note: There are no LEP/ELL students enrolled in the school; and the school would refer back to the district Alternative Language Program for ELL/LEP students if any LEP/ELL students should enroll.

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

At Wm. G. Mather Elementary recruitment takes place annually for Kindergarten, Preschool program and ECSE. Collaboration of all early childhood programs ensures that families are made aware of Registrations, Parent Orientations, Screenings, and all other activities related to the start of preschool and kindergarten for the ensuing school year through the following sources:

- Newsletters
- Resource Hand-outs
- Personal contacts/invites
- Mailings/Flyers
- Preschool Program Brochure

School Improvement Plan

William G. Mather Elementary School

- Advertisements in local papers
- Parent Meetings
- "First & Goal to Kindergarten" orientation meetings (in Spring)

Title I staff attend/assist with Academic Family Nights that provide home support resource materials.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	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	All instructional paraprofessionals meet NCLB requirements for highly qualified. They are not hired, unless they meet the requirements.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Classroom instruction is delivered by certified, highly qualified staff. All teachers on staff are highly qualified, as defined by the State of Michigan and ESEA.	

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?

Ongoing, sustained professional development for staff will continue in the 2019-2020 school year, and includes the following:

1. improve/increase teacher use of data to drive instructional decisions and monitoring of student progress - STEM workshops at Seaborg Center, NMU; Core Curriculum Committee sessions.
2. MARESA: K-5 Literacy Networks training sessions for all K-5 teachers
3. MARESA Literacy Coach refresher training available on Encoding/Decoding, Orton-Gillingham
4. Provide professional development focused specifically on identified weak area of comprehension that impacts all core academics -- Stephanie Harvey Comprehension Took Kits.
5. Continue development of building-wide academic behavior support process to increase academic time-on-task and decrease behavior infractions which will enhance student achievement through school-wide Positive Action Program.
6. Continue to use Marzano 6-step process to improve vocabulary instruction, based on available DVD-training

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?

Types of ongoing and sustained professional development for parents, TI staff and other staff include:

- Academic Family Nights (STEM Science & Math; Reading) -- Title I staff will assist in developing activities and provide resource materials, as well as training for home support.
- Websites for parents to review (new) math strategies, per Math Department Head and Math Curriculum Committee
- Access to Houghton-Mifflin Math Expressions technical support program site for use at home
- Video training (new staff) to review effective vocabulary instruction using Marzano's six-step process that will help build students' academic vocabulary

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

Component 8: Strategies to Increase Parental Involvement

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

The Mather Connection Parent Committee and PAC meet regularly throughout the school year. At designated meetings there is discussion and parent input regarding involvement activities, the Parent-Teacher Compact, Parent Involvement Plan and School Improvement Plan. Updates about the Targeted Assistance Program and its design is also shared with parents. Parents are asked for their input regarding the design and evaluation of the program plan. They are afforded the opportunity to give input through PAC meetings/Mather Connection (PTO), attendance at Annual Fall Title I Parent Meeting, and surveys distributed to all families. The Title I Coordinator seeks suggestions for program design and improvement on an ongoing basis. In the spring, there is an annual Program Evaluation meeting, at which time the T-I Coordinator seeks input for program design and suggestions.

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

Implementation:

The Title I Parent Involvement Plan consists of the following scheduled general meetings spaced throughout the school year:

Fall Meeting - This is a general introduction meeting for all Title I families. Also, each T-I eligible's parents receive a letter of information on the T-I program. A general overview of the program and explanation of student eligibility requirements is offered at the meeting and in the letter. It is our intention to enlist parental support in partnering with the school to help meet the academic needs of their child. Suggestions and/or input will be solicited to maintain communication between the home and Title I program at William G. Mather Elementary.

Academic Family Nights provide an opportunity for parents to support the program plan. Parents receive ideas, suggestions and information to help support their child's academic progress. They have an opportunity to complete an evaluation of their experience.

End of the year Meeting - The final general meeting of the year is centered on the celebration of success and completion of the final program evaluation survey. Student performance demonstrating an application of the skills learned will be a primary focus. The Title I teacher will provide materials and suggested practices that parents can use with their children to maintain acquired skills over the summer months.

PAC Meetings - Title I teacher holds Parent-Advisory Committee meetings to discuss and plan yearly goals. In addition, group members seek input from parents and information on topics to include in the monthly school newsletter.

Parent involvement in the implementation of the Plan:

- attend meetings to receive information on how to support their child at school and home
- parents will provide input for program design
- complete surveys/evaluations
- parents are invited to participate in activities on Academic Family Nights
- engage in homework assignments
- attend trainings or workshops offered by the school
- take advantage of resource materials provided by the school to help children achieve
- use district website to check student progress using Powerschool and classroom teacher sites
- attend PAC and/or Mather Connection (PTO) meetings

School Improvement Plan

William G. Mather Elementary School

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	Evaluation: Parent feedback is solicited through responses to a Survey sent home with all T-I eligible students. Surveys are also provided at the Family Academic Nights and at one of the monthly Mather Connection (PTO) meetings. At the end of the school year, parents are invited to a meeting specifically to evaluate the Title I program, overall services and provide input on programming. This evaluation process happens in face-to face discussions as well as on anonymous surveys.	

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

Parents are given a written explanation of state Common Core State Standards and a Student Handbook in the registration/parent notification packet sent home on the first week of school. Opportunities for verbal explanations by staff are also provided throughout the school year ("Meet the Teacher/ Open House", registration; Parent-Teacher Conferences). A presentation by the Title I Coordinator is given at the fall Annual Title I meeting that details program services, activities, and seeks parental involvement/input. Academic Family Nights also provide assistance to the parents in understanding district assessments. Other communications throughout the year from teachers, Title I staff and administration address proficiency standards and how parents might best help their child increase academic and behavior performance.

Parent information and tips are provided in classroom newsletters, school monthly school newsletter and the "Home School Connection" to promote continued learning at home. The school website gives parents a list of websites to reinforce student learning at home. William G. Mather continually encourages parents to be involved in helping their child complete certain projects at home. The Title I teacher shares information such as Title I Program updates and methods of instruction for parents to assist their child at home. Academic Family Nights for reading, math and science are held to encourage parent involvement, and will include activities for parents to help their child be successful. William G. Mather Elementary works in concert with other community programs to coordinate and integrate community programs and activities. These community programs include: Head Start, Alger County Health Department, Alger Parks and Recreation, Munising District/Public Library Summer Literacy Program, Alger County Community Collaborative (AC3), Title VII Native Education Program, and Sault Tribe Program for all students. The elementary staff is committed to conducting other activities that encourage and support parents to more fully participate in the education of their children.

Information from the school that is shared with/given to parents is in parent-friendly language.

William G. Elementary School provides additional support to parents; for example, extended day services are available for students in need through our Title I and Sault Tribe programs; homework support resources are offered to provide specific assistance for their child's individual needs. Computers with internet access are provided in the district school library for parents to utilize.

William G. Mather Elementary School helps any parents in need of special accommodations and assistance to be involved in their child's education, including: parents with limited English proficiency, disabilities and migratory. Our building is barrier-free and handicap accessible. Written materials are provided in parent-friendly, jargon-free language. We seek assistance from our local ISD consultants if we have a parent with limited English proficiency.

5. Describe how the parent involvement activities are evaluated.

The parent involvement components are evaluated based on the feedback that we receive from the Title I program parent surveys

School Improvement Plan

William G. Mather Elementary School

(Academic Night Survey; Parent School Climate Survey). Results of the surveys are reviewed, shared with the staff, shared at a parent meeting, and input is considered in future program planning. Personal contacts may be made with individual parents based on survey comments. We also look to the percentage of attendance at all of our parent involvement activities to identify need for change or for targeting non-participants.

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

The School-Parent-Student Compact was originally developed by Title I staff and administration using a prototype from the Michigan Department of Education. Review of this prototype was conducted at SIT, PAC, Mather Connection meetings, and the fall Annual Title Meeting. Input for revisions to the Compact are solicited annually at these meetings and through parent and staff surveys with subsequent changes made to the Compact.

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

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

All parents of William G. Mather Elementary students have access to Power School, our online grade book and student information system. Parents without Internet access or computer at home are provided access to Power School through our district library. Student report cards are sent home quarterly and are in reader-friendly language.

1. Parent-Teacher conferences take place in November, at which time teachers directly explain report cards, curriculum and assessments, as well as review the Parent Compact.
2. Parents of students in Grades 3, 4, 5, receive the M-Step results for their child with explanation.
3. DIBELS - tri-annual benchmarking, monthly progress monitoring (K-5)
4. DELTA assessments - tri-annual benchmarking, monthly progress monitoring (K-5)
5. Scholastic Reading Inventory (Lexile scores) - results with diagnostic paragraph for parents (Gr. 4-5)
6. NWEA assessment result reports are sent home to parents.

Note:

Academic assessment results are given to parents in reader-friendly language.

A presentation by the Title I teacher is given at the Annual Title I meeting (in the fall) to inform parents of program services, activities, and parental involvement/input. Academic Nights also provide assistance to the parents in understanding state/local assessments.

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

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

Wm. G. Mather Elementary conducts a Parent-Teacher Conference annually, during which time the Compact shall be discussed as it relates

School Improvement Plan

William G. Mather Elementary School

to the individual child's achievement. The Compact is used annually to establish a partnership between home and school by sharing it directly with parents at the fall Parent-Teacher Conferences and through publication in the Student Handbook. The Compact is also reviewed with students by teachers and parents. A signature page for parent and child ensures that individual families have reviewed and agreed to the contents of the Compact, and a signature page for the teacher ensures that she/he has reviewed and agreed to its contents. The Compact outlines responsibilities of staff, parents and students.

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.

The building principal and the Title I Coordinator are responsible for the effective coordination of Federal, State and local program resources.

The following resources are coordinated to support general and supplemental educational services on an ongoing basis:

- Title IA grant Federal Academic Support for eligible students in core areas
- Title IIA grant Federal Academic Support for all core areas and for professional development
- Great Starts Readiness Program State grant - Academic and Family Support (4 Year Old Preschool) provides a positive parent child relationship with the school
- Title IVA grant utilized for Positive Action Program (K-5)
- Title VII federally funded program supplemental services for all students
- National School Lunch Program Federal General Education and Nutrition Education meeting basic needs to assure students are ready to engage in learning
- 31a At-Risk Federal Grant supports academic and partial counseling services for eligible, at-risk students
- 35a Early Literacy grant for literacy support for early grade levels.

Munising Public Schools partners with numerous community agencies to enhance service to students and families, including the following:

- February Wellness Month Activities, including Elementary Health Fair - Community Health Department and Munising Memorial Hospital
- Community Guest Readers - "March is Reading Month"
- Early literacy for with Keena Jones and "Zoey the Therapy Dog"
- Safe-Routes to School - P. Ackerman (Munising Memorial Hospital) and Vicki Ballas (MSU extension office)
- Elementary Track & Field Day Volunteers
- Robotics League - Community Coaches
- Library Summer Reading Program (PS - Grade 5)
- Coupons for Accelerated Reader Achievers
- Department of Human Services
- Mobile Dentist - Dental Health Program
- Alger Parks & Recreation Summer Day Camp and After-School Child Care
- Pathways Mental Health and Counseling Services
- Headstart School Visitation Day
- Alger County Community Collaborative (AC3)
- Communities that Care (CTC)
- Promising Futures Partnership (PFP)

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.

William G Mather integrates and coordinates with the following local, state and local programs:

- Free/Reduced National Lunch and Breakfast Program (all grade levels)
- Summer National Lunch Program

School Improvement Plan

William G. Mather Elementary School

- GSRP - school preschool program
- Alger County Sheriff's Department
- Bully Prevention Presentations; local program presenters
- Sault Tribe program - after-school support services
- Preschool Screenings - HeadStart and AMCAB coordination
- Title VII Native American Program - academic support
- Alger County Community Collaborative (AC3)

Component 10: Ongoing Review of Student Progress

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

All of the students at William G. Mather Elementary are assessed in core academic areas. The K-5 Core Curriculum Department Heads review data with their Curriculum Committee members to track and measure student achievement data, progress monitoring results and assessment results.

Data used to address student performance includes:

- DIBELS Benchmark assessments are given three times a year. Progress monitoring will take place monthly.
 - Scholastic Reading Inventory / Read 180 - Eligibility assessments (Lexile scores) for fourth and fifth grade students; benchmark assessments are given to students who participate in the program.
 - Michigan Literacy Progress Profile - kindergarten tests completed in the fall and spring
 - Report card grades (cumulative % from curriculum assessments)
 - NWEA (grades K-5) - 3 times yearly
 - DELTA Math assessments
 - M-Step assessment data and information
 - Monthly progress monitoring takes place for students receiving Title I assistance. A review of the benchmarks not mastered generate the basis of remedial instruction by Title I, general education instruction and extended-day programming.
- Students receiving Title I support are given an additional written evaluation sent home mid-year that demonstrates program effectiveness and an increase or decrease in academic achievement. EXIT criteria forms are completed for those students no longer eligible for Title I services as determined by the following reasons: 1. satisfactory performance in classroom 2. satisfactory test scores on district assessments 3. met program objectives 4. parent request to discontinue services 5. receives supplementary help/support in special ed., which supersedes T-I.

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.

Communication takes place among classroom teachers, parents, extended-day (after-school) coordinator, principal, and Title I staff to ensure a high quality cohesive program for all students receiving service. Discussions take place in the form of emails, face-to-face conversations, written notice, professional development sessions, and meetings. The Child Study Team convenes as needed to delegate support and consider the appropriate actions and activities required to assist specific students or groups using data gathered from benchmarks, progress monitoring, teacher and parent input. After-school instruction addresses the activities assigned by the classroom teacher to develop and reinforce strategies introduced in the classroom setting. General education and Title staff generate specific classroom work and assignments for the after-school instructors to focus on with students.

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.

Wm. G. Mather Elementary School uses data from state assessment and local results to plan professional development. Areas identified as weaknesses are addressed and monitored for improvement. SIT recommendations, Curriculum Committee recommendations, and teacher surveys are considered in planning and scheduling professional development. The Professional Development Plan reflects training to

School Improvement Plan

William G. Mather Elementary School

identify students and implement student achievement standards in the classroom:

- Continue building staff understanding and utilization of assessment data (Core Curriculum Committees; MARESA Literacy Coach)
- Identify and utilize materials to improve curriculum gaps (i.e. Inquiry-based Instruction, comprehension strategies, STEM training resources)
- Collaborate to share ideas and identify essential practices in math (Math Expressions on line resources and support; Math Consultant PD; math teacher surveys)
- Collaborate to align instructional practices across grade levels (MTSS; grade level meetings; SIT; Core Curriculum meetings)

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.

At William G. Mather Elementary, monthly School Improvement Team meetings are scheduled for the purpose of evaluating the implementation of, and results achieved by, the School Improvement Plan - Targeted Assistance Program. Time is set aside to review the School Improvement Plan, parent and staff surveys, student achievement (assessment data), Dynamic Indicators of Early Basic Literacy Skills (DIBELS) results, NWEA Math/Reading/Science scores, and results from classroom assessments. Discussion and review of this information helps to determine future adjustments in curriculum, instruction and student intervention support by the Targeted Assistance program staff. Grade level meetings, comprised of grade level teachers, special education teacher, Title I teacher, and principal provide a forum to review and analyze individual student data that helps to ensure the focus on School Improvement Plan Goals and Targeted Assistance program.

Discussion on the goals of the SIP and TA Program occurs with the staff through staff meetings and professional development sessions throughout the year. At the end of the school year, the School Improvement Team finalizes any updates to the Plan.

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.

At William G. Mather Elementary, School Improvement Team meetings and Core Curriculum Committee meetings are scheduled for the purpose of evaluating the implementation of the goals and plans in the School Improvement Plan. Time is set aside to review student achievement results including: M-Step results (grade level and school-wide; MARESA-wide; State), DIBELS results, DELTA Math, NWEA Reading/Math/Science tests, and results from classroom assessments. Disaggregated data is reviewed at staff meetings and grade level meetings.

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.

Student Evaluations for Program Effectiveness are completed to determine if the TA program has increased achievement of eligible students. Evaluations are completed on an individual student basis at benchmark periods. These forms are tracked on the Title I progress report form and consist of the following data:

- grade level assessments
- NWEA scores
- DELTA scores
- DIBELS scores

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.

School Improvement Plan

William G. Mather Elementary School

To ensure continuous improvement of eligible students, the Targeted Assistance program is reviewed annually by the following stakeholder groups:

- School Improvement Team
- Child Study Team
- Parent Advisory Committee (PAC)
- Core Curriculum Teams
- Teachers and Administrators

Stakeholder groups review the plan and necessary recommended revisions are made accordingly.

2019-2020 Elementary Improvement Plan

Overview

Plan Name

2019-2020 Elementary Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Wm. G Mather Elementary will be proficient in reading.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$106900
2	All students at Wm. G. Mather Elementary will improve mathematics skills.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$84550
3	All students at Wm. G. Mather Elementary will be proficient in science	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$29200
4	William G. Mather Elementary students will experience maximized instructional opportunities and student time-on-task learning with positive behavioral supports.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$24320

Goal 1: All students at Wm. G Mather Elementary will be proficient in reading.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency In Reading Skills in English Language Arts by 06/30/2021 as measured by classroom, district assessments (NWEA), and the MI state assessment..

Strategy 1:

Professional Development of ELA Instructional Strategies - Professional development in reading will be provided on specific instructional strategies to improve student achievement. Focus will include comprehension, fluency, literacy, and writing skills.

Category: English/Language Arts

Research Cited: Darling-Hammond, L., Chung Wei, R., Andree, A., Richardson, N. & Orphanos, S. Professional Learning In The Learning Profession: A Status Report on Teacher Development in the United States and Abroad - National Staff Development Council (2009)

Harvey, S & Goudvis, A. "Strategies That Work: Teaching Comprehension for Understanding and Engagement" (2007 second ed.)

Orton-Gillingham Method of Reading Instruction (Encoding/Decoding); IMSE research supported reading program in this study is aligned with the US Dept. of Education and National Institute for Literacy (2001) guide Reading: Know What Works which is based directly on reports from the National Reading Panel (2000) and the National Research Council (Snow, Burns & Griffin, 1998)

Oakland County Intermediate School District; MAISA Writing Units. Oakland County, MI (2012).

Tier: Tier 1

Activity - Teacher Training on Encoding/Decoding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I support staff will review (previous) training on Structured Language/Orton-Gillingham Method of reading instruction, a research-based multi-sensory, kinesthetic, encoding/decoding phonics program, to improve reading support instruction for eligible students. Training provided by RESA reading coach at before-school PD sessions. No subs required.	Professional Learning	Tier 2	Monitor	08/28/2019	08/29/2019	\$300	General Fund	Title I Coordinator Elementary Principal RESA Reading Coach
Activity - MARESA K-5 Teacher Literacy Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

William G. Mather Elementary School

All K-5 teachers will participate in (second-year) MARESA Teacher Literacy Networks for professional learning and collaboration around the Literacy Essentials and Michigan ELA Standards. Networks will be content-focused, incorporate active learning, support collaboration & sharing, use models of effective practice, provide coaching/expert support, offer feedback & reflection, and be sustained in duration. Substitutes cost for 15 teachers @ \$90/day x 3 days = \$4100	Professional Learning	Tier 1	Implement	10/01/2019	06/05/2020	\$4100	Section 31a	Principal, K-5 Teaching Staff
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Strategy 2:

Extended Learning Opportunities and Homework and Practice - Extended learning opportunities will be provided to students during the school year, before/after school and during the summer.

Category: English/Language Arts

Research Cited: R. Marzano's "Nine Essential Instructional Strategies for Effective Teaching and Learning" (#4. Homework and Practice) 2008. His review of research on homework finds that the effects of homework increases significantly as children get older, and recommends 10 min. per night/per grade level. Must be tied to learning goals.

Tier: Tier 2

Activity - Monitor Extended Learning Opportunities and Reading Support for Homework and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sault Tribe staff will provide extended day opportunities for elementary students at-risk in reading, via after-school tutoring - reading support.	Academic Support Program	Tier 2	Monitor	09/09/2019	06/12/2020	\$3000	Other	Elementary Principal Sault Tribe Coordinator

Activity - Family Reading Activity Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Department Head and Title I teacher will provide a Family Reading Night that will include activities and strategies to help parents work with children at home to improve reading skills. Approximate cost is for take-home materials and supplies.	Parent Involvement	Tier 1	Monitor	12/04/2019	12/04/2019	\$200	General Fund	Principal, ELA Department Head, Title I Teacher Title I Coordinator

Activity - Summer Tutoring - Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary summer school staff will provide a summer tutoring program for Gr. K-2 to review reading/literacy skills and prepare students for new school year.	Academic Support Program	Tier 2	Monitor	06/15/2020	06/26/2020	\$3500	Section 31a, General Fund	Summer School Coordinator and Staff

School Improvement Plan

William G. Mather Elementary School

Strategy 3:

Small Group Reading Intervention - Title I staff and Read 180 instructor will coordinate efforts to provide reading intervention support for Grade 1-3 Title I eligible students and Grade 4-5 students with low achievement in reading. 35a Early Literacy paraprofessional will provide reading support help for pupils in K-2. MTSS practices for early intervention also will be utilized to impact literacy development.

Category: English/Language Arts

Research Cited: Tyner, B. "Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers". International Reading Association; Newark., DE (2004).

Kryza, K. "Differentiation for Real Classrooms - Making It Simple, Making It Work". Corwin Press (2010).

Schanzenbach, D.W. "Does Class Size Matter?" National Education Policy Center Policy Brief. This policy brief summarizes the academic literature on the impact of class size and finds that class size is an important determinant of a variety of student outcomes, ranging from test scores to broader life outcomes. (2014)

Konstantopoulos, S. & Chun, V. "What Are the Long-Term Effects of Small Classes on Achievement Gap?" Evidence from the Lasting Benefits Study, American Journal of Education 116: A summary of the effects of smaller classes on the achievement gap through eighth grade. Results provided convincing evidence that all types of students benefit from being in smaller classes (in early grades) across all achievement tests... the cumulative effects of small classes for low achievers are substantial in magnitude and significantly different from those for high achievers. Thus, CSR appears to be an intervention that increases levels for all students, while simultaneously reducing the achievement gap.

Tier: Tier 2

Activity - Monitor Small Group Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff, Read 180 Instructor and Early Literacy staff will provide aligned reading intervention support for eligible Grade K-5 students, via push-in and pull-out small group setting, focusing on fluency and reading comprehension. In small groups environment, MTSS paraprofessional will provide additional support services to students with low literacy skills. Note: Grade 2-5 students will receive reading support in social studies for comprehension and vocabulary. Students will have access to Chromebooks for individualized, self-paced learning in reading.	Direct Instruction, Academic Support Program, Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$95100	Other, Title I Part A, Section 31a	Title I Coordinator Title I staff Read 180 Instructor Early Literacy staff
Activity - Monitor "Read Naturally" Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
T-I staff will continue to utilize "Read Naturally" computer program resource materials to enhance supplemental small-group reading instruction in fluency with Gr. 1-2 eligible students. Cost of annual site licenses = \$400	Academic Support Program, Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$400	General Fund	Title I Staff, Grade 1-2 classroom teachers

School Improvement Plan

William G. Mather Elementary School

Strategy 4:

Reading Curriculum Alignment and Review - ELA teachers will meet as a team (ELA Curriculum Committee) and make informed instructional decisions to address areas of weakness in ELA curriculum and instruction, based on data analysis and CCSS.

Category: English/Language Arts

Research Cited: Crawford, J. "Aligning Common Core, One Bite at a Time"; ERIC: School Administrator, v69 n11 p.18-23 (Dec 2012). Based on his work inside districts, the author suggests involving the full staff to align the curriculum, instruction and assessments to the CCSS and following the research practices of M. Schmoker, L. Lezotte, D. Reeves, and L. Ainsworth.

Squires, D. "Curriculum Alignment: Research-Based Strategies for Increasing Student Achievement"; SAGE Publications (2009). This guidebook offers schools concrete, practical guidance for aligning curriculum, instruction with state standards and assessments to improve teaching and learning.

Martone, A., Sireci, S.G. "Evaluating Alignment Between Curriculum, Assessment and Instruction". Review of Educational Research, 79(3) 1-76. (2009). "Alignment of curriculum, assessment and instruction requires analysis of standards, policies and practices in states, districts, schools, and classrooms."

Tier: Tier 1

Activity - ELA Data Analyzation and Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary ELA teachers and K-5 ELA Department Head will meet regularly for curriculum review and data analysis to improve reading instruction and curriculum, to better align with CCSS, assessments, and to address weak areas.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/28/2019	06/05/2020	\$300	General Fund	Principal K-5 ELA Department Head and Teachers

Goal 2: All students at Wm. G. Mather Elementary will improve mathematics skills.

Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in mathematics skills in Mathematics by 06/11/2021 as measured by classroom, district assessments (NWEA), and the MI state assessment..

Strategy 1:

Math Extended Learning Opportunities and Homework and Practice - Extended learning opportunities will be provided for students and parents to practice, review and apply knowledge in mathematics -- specific to areas of weakness. These opportunities will occur during the school year (before/after-school) and throughout the summer.

Category: Mathematics

Research Cited: Schmoker, M. Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD (2011). This article describes M. Schmoker's book that provides a fresh approach built on 3 core elements: curriculum, lessons and authentic literacy.

School Improvement Plan

William G. Mather Elementary School

R. Marzano; "Nine Essential Strategies for Effective Teaching and Learning" (#4. Homework and Practice) 2008. His research on homework finds the effect of homework increases significantly as children age -- and recommends 10 min. per night/per grade level. Must be tied to learning goals.

Tier: Tier 2

Activity - Monitor Extended Learning Opportunities and Homework and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sault Tribe staff will provide extended day opportunities for students to complete homework and practice specific mathematics skills through after-school tutoring program.	Academic Support Program	Tier 2	Monitor	09/09/2019	06/12/2020	\$2000	Other	Principal and Sault Tribe Education Coordinator

Activity - Family STEM (Math) Activity Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary Math Department Head, T-I teacher and Coordinator will prepare a variety of math activities for parents and children to engage in during Family Academic (STEM) Night. Resources will be focused on CCSS and Math Expressions program. Parents will learn to incorporate math into daily living for their child. This will be coordinated with Science activities on same night. Funding is for supplies and materials.	Parent Involvement	Tier 1	Monitor	03/05/2020	03/05/2020	\$200	General Fund	K-5 Math and Science Department Heads Math Teachers K-5 Title I Teacher Title I Coordinator

Activity - K-3 Summer Tutoring - Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 summer school teachers will provide a program to review the previous year's mathematical skills/standards to prepare math challenged students for the new school year. Students will have access to chromebooks for individualization.	Academic Support Program, Technology	Tier 2	Monitor	06/15/2020	06/26/2020	\$3500	Section 31a, General Fund	Building Principal, Summer School Coordinator & Teachers

Strategy 2:

Small Group Math Intervention - Title I and 31a staff will provide small-group math intervention support (tutor, review, reteach) for Grade 1-5 eligible, low achieving students at-risk in mathematics skills.

Category: Mathematics

Research Cited: Chard, D. "Systems Impact: Issues and Trends in Improving School Outcomes for All Learners through Multitier Instructional Models"; ERIC:

EJ1010748, March 2013

School Improvement Plan

William G. Mather Elementary School

Gersten, R., BeckmN, S., Clarke, B., Foegen, A., March, L., Star, J.R., & Wizel, B. "Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance Institute of Education Sciences, USDE. This practice guide presents specific and coherent evidence-based recommendations for reducing the number of children who struggle with mathematics (2009).

Staker, H. and Horn, M.B., Insight Research White Paper: "Classifying K-12 Blended Learning", pub. 2012. An approach to optimize use of technology in the classroom through "blended learning" employs an appropriate balance and implementation of technology and face-to-face teacher/student interaction to maximize a student's learning experience. www.innosightinstitute.org

Tier: Tier 2

Activity - Monitor Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff (Gr. 1-4) and 31a paraprofessional (Gr.5) will provide aligned math support for eligible students, via push-in and pull-out small group instruction. Main areas of focus will be: (1) visual representations of mathematical ideas -- charts, tables, measurement and data; (2) number sense, operations, fluency, calculation. Determined by NWEA, Delta Math, M-Step, and teacher assessments. Chrome books will be available for individualized, self-paced math learning opportunities.	Academic Support Program, Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$78550	Section 31a, Title I Part A	Title I Coordinator T-I Staff 31a Staff

Strategy 3:

Math Curriculum Committee Curriculum Alignment and Review - Elementary math teachers will meet as a team and make informed decisions to address areas in curriculum and instruction in need of improvement. Decisions will be based on analysis and review of math achievement data and alignment with CCSS.

Category: Mathematics

Research Cited: Crawford, J., "Aligning Common Core, One Bite at a Time"; ERIC: School Administrator v69 n11 p.18-23 (Dec 2012). Based on his work inside districts, the author suggests inviting the staff to align the district's curriculum, instruction and assessments to the CCSS and follow the research practices of M. Schmoker, L. Lezotte, D. Reeves, and L. Ainsworth.

R. Marzano - Math Strategies: "Classroom Instruction the Works. (2013). Research based on Marzano's Nine Instructional Strategies.

Squires, D. "Curriculum Alignment: Research-Based Strategies for Increasing Student Achievement"; SAGE Publications (2009). This guidebook offers concrete, practical guidance for aligning curriculum and instruction with state standards and assessment s to improve teaching and learning.

Tier: Tier 1

Activity - Math Data Analyzation and Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

William G. Mather Elementary School

Elementary math teachers will meet with K-5 Math Department Head quarterly to review curriculum and analyze math achievement data to improve instruction and curriculum, align with CCSS and assessments, and address weak areas.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/28/2019	06/05/2020	\$300	General Fund	Principal K-5 Math Department Head
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Goal 3: All students at Wm. G. Mather Elementary will be proficient in science

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in all areas in Science by 06/11/2021 as measured by classroom, district assessments (NWEA), and the MI state assessment..

Strategy 1:

Extended Day Opportunities - Science extended learning opportunities will be provided for students and parents to practice, review and apply knowledge in science through after-school tutoring and Family Academic (STEM) Night.

Category: Science

Research Cited: Epstein, Joyce and Salinas, Karen, "Partnering with Families and Communities", 3rd ed. (May 2009).

Schmoker, M. Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD.

R Marzano: "Nine Essential Instructional Strategies for Effective Teaching and Learning" (#4 Homework and Practice). 2008.

Tier: Tier 2

Activity - Family Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary Science Department Head, science teachers, Title I teacher and Coordinator will organize a variety of science activities for parents and children to engage in during Family Science Night. Funding is for materials, supplies and take-home activities.	Parent Involvement	Tier 1	Monitor	03/04/2020	03/04/2020	\$200	General Fund	Principal K-5 Science Department Head Title I Teacher Title I Coordinator

Activity - After-School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

William G. Mather Elementary School

Extended learning opportunities will be provided for students to complete homework and receive assistance on specific science vocabulary, through the Sault Tribe staff after-school tutoring program.	Academic Support Program	Tier 2	Monitor	09/09/2019	06/05/2020	\$500	Other	Sault Tribe staff and Principal
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Strategy 2:

Small Group Intervention - Science - Title I staff will deliver science intervention support for eligible students in small group settings, focusing on (aligned) science vocabulary provided by teacher.

Category: Science

Research Cited: R. Marzano "Six-Step Process for Teaching Vocabulary: "Classroom Instruction that Works" (2013)

Tier: Tier 2

Activity - Small Group Instruction - Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will deliver science vocabulary support for T-I eligible students in Gr. 2-4, via push-in and pull-out small group instruction, utilizing curriculum aligned science vocabulary lists provided by the teacher. Marzano's Six-Step Process will be format for delivery.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/12/2020	\$27600	Title I Part A	T-I Staff K-5 Science Department Head

Strategy 3:

Science Curriculum Alignment - Elementary Science Curriculum Committee will meet regularly and attend science workshops (Seaborg Center, NMU) to review and align curriculum to new Next Generation Science Standards, the 8 Science and Engineering Practices and inquiry-based instruction methods.

Category: Science

Research Cited: The National Academies Press, National Research Council of the National Academies , "A Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core Ideas" Washington, D.C. 2012. This project committee recommends that science education be built around scientific and engineering practices and core ideas in the 4 science disciplines and integrated into standards, curriculum, instruction, and assessment.

Martone, A., & Sireci, S.G., Evaluating alignment between curriculum, assessment and instruction. Review of Educational Research, 79(3), 1-76 (2009)

Allen, R. (Inquiry-based instruction) "The Essentials of Science, Grades K-6" Effective Curriculum, Instruction and Assessment (2006) "Development of inquiry-based instruction is the second step toward addressing science needs." This book details how to incorporate inquiry-based methods into class investigations, teach problem-solving skills, provide strategies for engaging students, and explain how to use formative assessment techniques to determine what students know before and during lessons.

Crawford, J. "Aligning Common Core One Bite at a Time"; ERIC: School Administrator, v.69 n11 p18-23 (Dec 2012).

Tier: Tier 1

Activity - Science Curriculum Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

William G. Mather Elementary School

Elementary science teachers will meet with K-5 Science Department Head regularly for curriculum alignment to improve science instruction based on integration of 8 Science and Engineering Practices, the new Next Generation Science Standards and inquiry-based instruction methods.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/28/2019	06/05/2020	\$200	General Fund	Principal K-5 Science Department Head K-5 Science Teachers
Activity - Science Instruction Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary science teachers will attend science workshops offered by the Seaborg Science Center at Northern Michigan University, to further enhance curriculum and instruction alignment with new standards and practices. Dates determined by Seaborg Center.	Professional Learning	Tier 1	Implement	10/07/2019	05/29/2020	\$500	General Fund	Principal K-5 Science Department Head Elementary science teachers
Activity - Career Awareness & Development K-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will embed career awareness activities in the core curriculum through a career-focused education and experiences (e.g. field trips).	Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/09/2019	06/12/2020	\$200	General Fund	Principal and K-5 Science teachers

Goal 4: William G. Mather Elementary students will experience maximized instructional opportunities and student time-on-task learning with positive behavioral supports.

Measurable Objective 1:

demonstrate a proficiency in behavior management to decrease infractions in non-structured settings by 20% by 06/11/2021 as measured by structured observations, teacher records, Powerschool data, office referrals, and a measureable increase in parent involvement in child's learning experience..

Strategy 1:

Implementation of Schoolwide Systems of Positive Behavioral Supports - William G Mather Elementary will continue to implement a school-wide approach to reducing disruptive behaviors and increasing positive expectations through positive reinforcement of appropriate behaviors of individuals and groups and students. The school will develop a system of collection and monitoring of behavior and discipline data in order to analyze the specifics of problem behavior and the conditions that prompt and reinforce behavior. Frequent and systematic monitoring and analysis of school-wide, classroom and individual student data will help school staff tailor effective and efficient intervention strategies that respond to the needs of students. Data will be collected via parent, student and teacher surveys, structured observations, tracking

School Improvement Plan

William G. Mather Elementary School

classroom & office discipline infractions, and through parent attendance at school academic activities/functions.

Staff will receive updates on the detailed curriculum (lessons) in Positive Action (climate change) program.

Research suggests the success of behavior intervention centers on identifying the specific conditions that prompt and reinforce problem behavior.

Category: Other - Behavioral Support System

Research Cited: "Reducing Behavior Problems in the Elementary Classroom: An Institute of Education Sciences Practice Guide and Its Alignment with the Safe & Civil Schools Approach. What Works Clearinghouse (2009) Recommendations of this research are to modify the classroom learning environment to decrease problem behavior, and to identify the specifics of the problem behavior and the conditions that prompt and reinforce it.

WWC Intervention Report, U.S. Department of Education: "Positive Action"; What Works Clearinghouse (IES). Revised April 23, 2007. Research studies include 56 elementary schools. Positive Action was found to have positive effects on elementary school students' behavior and academic achievement.

Epstein, M. Atkins, M. Cullinan, D., Kutash, K. and Weaver, R. (2008). Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.

Retrieved from <http://ies.ed.gov/ncee/publications/practiceguides>.

Epstein, J., PHD. Johns Hopkins University, Director of Center on School Family and Community Partnership and National Network of Partnership Schools. "Your Handbook for Action" 3rd Ed. Corwin Press, Thousand Oaks, CA (2009).

Research states that when parents and families are involved in their child's education, beginning in the early levels, they demonstrate more positive behavior in school.

Tier: Tier 1

Activity - Monitor Implementation of Positive Action (Behavioral) Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the MDE-OGS Trusted Advisors tri-project grant with the following components: Positive Action Curriculum, Staff & Materials, Parent & Community Engagement. This will provide grant funds over a 3-year period for teacher updates on the Positive Action Curriculum (lessons) including parent/community involvement, to promote positive student behaviors and increase student achievement. Dates tbd.	Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/28/2019	06/12/2020	\$24320	Title IV Part A, Other, General Fund	Building Principal; Positive Action Coordinator ; Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction - Science	Title I staff will deliver science vocabulary support for T-I eligible students in Gr. 2-4, via push-in and pull-out small group instruction, utilizing curriculum aligned science vocabulary lists provided by the teacher. Marzano's Six-Step Process will be format for delivery.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/12/2020	\$27600	T-I Staff K-5 Science Department Head
Monitor Small Group Math Instruction	Title I staff (Gr. 1-4) and 31a paraprofessional (Gr.5) will provide aligned math support for eligible students, via push-in and pull-out small group instruction. Main areas of focus will be: (1) visual representations of mathematical ideas -- charts, tables, measurement and data; (2) number sense, operations, fluency, calculation. Determined by NWEA, Delta Math, M-Step, and teacher assessments. Chrome books will be available for individualized, self-paced math learning opportunities.	Academic Support Program, Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$41550	Title I Coordinator T-I Staff 31a Staff
Monitor Small Group Reading Instruction	Title I staff, Read 180 Instructor and Early Literacy staff will provide aligned reading intervention support for eligible Grade K-5 students, via push-in and pull-out small group setting, focusing on fluency and reading comprehension. In small groups environment, MTSS paraprofessional will provide additional support services to students with low literacy skills. Note: Grade 2-5 students will receive reading support in social studies for comprehension and vocabulary. Students will have access to Chromebooks for individualized, self-paced learning in reading.	Direct Instruction, Academic Support Program, Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$48500	Title I Coordinator Title I staff Read 180 Instructor Early Literacy staff

Title IV Part A

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

William G. Mather Elementary School

Monitor Implementation of Positive Action (Behavioral) Program	Monitor the implementation of the MDE-OGS Trusted Advisors tri-project grant with the following components: Positive Action Curriculum, Staff & Materials, Parent & Community Engagement. This will provide grant funds over a 3-year period for teacher updates on the Positive Action Curriculum (lessons) including parent/community involvement, to promote positive student behaviors and increase student achievement. Dates tbd.	Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/28/2019	06/12/2020	\$10000	Building Principal; Positive Action Coordinator; Teachers
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Small Group Math Instruction	Title I staff (Gr. 1-4) and 31a paraprofessional (Gr.5) will provide aligned math support for eligible students, via push-in and pull-out small group instruction. Main areas of focus will be: (1) visual representations of mathematical ideas -- charts, tables, measurement and data; (2) number sense, operations, fluency, calculation. Determined by NWEA, Delta Math, M-Step, and teacher assessments. Chrome books will be available for individualized, self-paced math learning opportunities.	Academic Support Program, Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$37000	Title I Coordinator T-I Staff 31a Staff
K-3 Summer Tutoring - Mathematics	K-5 summer school teachers will provide a program to review the previous year's mathematical skills/standards to prepare math challenged students for the new school year. Students will have access to chromebooks for individualization.	Academic Support Program, Technology	Tier 2	Monitor	06/15/2020	06/26/2020	\$2500	Building Principal, Summer School Coordinator & Teachers
MARESA K-5 Teacher Literacy Network	All K-5 teachers will participate in (second-year) MARESA Teacher Literacy Networks for professional learning and collaboration around the Literacy Essentials and Michigan ELA Standards. Networks will be content-focused, incorporate active learning, support collaboration & sharing, use models of effective practice, provide coaching/expert support, offer feedback & reflection, and be sustained in duration. Substitutes cost for 15 teachers @ \$90/day x 3 days = \$4100	Professional Learning	Tier 1	Implement	10/01/2019	06/05/2020	\$4100	Principal, K-5 Teaching Staff
Summer Tutoring - Reading Program	Elementary summer school staff will provide a summer tutoring program for Gr. K-2 to review reading/literacy skills and prepare students for new school year.	Academic Support Program	Tier 2	Monitor	06/15/2020	06/26/2020	\$2500	Summer School Coordinator and Staff

School Improvement Plan

William G. Mather Elementary School

Monitor Small Group Reading Instruction	Title I staff, Read 180 Instructor and Early Literacy staff will provide aligned reading intervention support for eligible Grade K-5 students, via push-in and pull-out small group setting, focusing on fluency and reading comprehension. In small groups environment, MTSS paraprofessional will provide additional support services to students with low literacy skills. Note: Grade 2-5 students will receive reading support in social studies for comprehension and vocabulary. Students will have access to Chromebooks for individualized, self-paced learning in reading.	Direct Instruction, Academic Support Program, Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$37400	Title I Coordinator Title I staff Read 180 Instructor Early Literacy staff
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA Data Analyzation and Curriculum Development	Elementary ELA teachers and K-5 ELA Department Head will meet regularly for curriculum review and data analysis to improve reading instruction and curriculum, to better align with CCSS, assessments, and to address weak areas.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/28/2019	06/05/2020	\$300	Principal K-5 ELA Department Head and Teachers
K-3 Summer Tutoring - Mathematics	K-5 summer school teachers will provide a program to review the previous year's mathematical skills/standards to prepare math challenged students for the new school year. Students will have access to chromebooks for individualization.	Academic Support Program, Technology	Tier 2	Monitor	06/15/2020	06/26/2020	\$1000	Building Principal, Summer School Coordinator & Teachers
Science Instruction Workshops	Elementary science teachers will attend science workshops offered by the Seaborg Science Center at Northern Michigan University, to further enhance curriculum and instruction alignment with new standards and practices. Dates determined by Seaborg Center.	Professional Learning	Tier 1	Implement	10/07/2019	05/29/2020	\$500	Principal K-5 Science Department Head Elementary science teachers
Family Science Night	Elementary Science Department Head, science teachers, Title I teacher and Coordinator will organize a variety of science activities for parents and children to engage in during Family Science Night. Funding is for materials, supplies and take-home activities.	Parent Involvement	Tier 1	Monitor	03/04/2020	03/04/2020	\$200	Principal K-5 Science Department Head Title I Teacher Title I Coordinator

School Improvement Plan

William G. Mather Elementary School

Science Curriculum Team Meetings	Elementary science teachers will meet with K-5 Science Department Head regularly for curriculum alignment to improve science instruction based on integration of 8 Science and Engineering Practices, the new Next Generation Science Standards and inquiry-based instruction methods.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/28/2019	06/05/2020	\$200	Principal K-5 Science Department Head K-5 Science Teachers
Summer Tutoring - Reading Program	Elementary summer school staff will provide a summer tutoring program for Gr. K-2 to review reading/literacy skills and prepare students for new school year.	Academic Support Program	Tier 2	Monitor	06/15/2020	06/26/2020	\$1000	Summer School Coordinator and Staff
Career Awareness & Development K-5	Elementary teachers will embed career awareness activities in the core curriculum through a career-focused education and experiences (e.g. field trips).	Curriculum Development, Career Preparation/Orientation	Tier 1	Getting Ready	09/09/2019	06/12/2020	\$200	Principal and K-5 Science teachers
Family STEM (Math) Activity Night	Elementary Math Department Head, T-I teacher and Coordinator will prepare a variety of math activities for parents and children to engage in during Family Academic (STEM) Night. Resources will be focused on CCSS and Math Expressions program. Parents will learn to incorporate math into daily living for their child. This will be coordinated with Science activities on same night. Funding is for supplies and materials.	Parent Involvement	Tier 1	Monitor	03/05/2020	03/05/2020	\$200	K-5 Math and Science Department Heads Math Teachers K-5 Title I Teacher Title I Coordinator
Teacher Training on Encoding/Decoding	Title I support staff will review (previous) training on Structured Language/Orton-Gillingham Method of reading instruction, a research-based multi-sensory, kinesthetic, encoding/decoding phonics program, to improve reading support instruction for eligible students. Training provided by RESA reading coach at before-school PD sessions. No subs required.	Professional Learning	Tier 2	Monitor	08/28/2019	08/29/2019	\$300	Title I Coordinator Elementary Principal RESA Reading Coach
Monitor Implementation of Positive Action (Behavioral) Program	Monitor the implementation of the MDE-OGS Trusted Advisors tri-project grant with the following components: Positive Action Curriculum, Staff & Materials, Parent & Community Engagement. This will provide grant funds over a 3-year period for teacher updates on the Positive Action Curriculum (lessons) including parent/community involvement, to promote positive student behaviors and increase student achievement. Dates tbd.	Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/28/2019	06/12/2020	\$4320	Building Principal; Positive Action Coordinator ; Teachers

School Improvement Plan

William G. Mather Elementary School

Family Reading Activity Night	ELA Department Head and Title I teacher will provide a Family Reading Night that will include activities and strategies to help parents work with children at home to improve reading skills. Approximate cost is for take-home materials and supplies.	Parent Involvement	Tier 1	Monitor	12/04/2019	12/04/2019	\$200	Principal, ELA Department Head, Title I Teacher Title I Coordinator
Math Data Analyzation and Curriculum Development	Elementary math teachers will meet with K-5 Math Department Head quarterly to review curriculum and analyze math achievement data to improve instruction and curriculum, align with CCSS and assessments, and address weak areas.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/28/2019	06/05/2020	\$300	Principal K-5 Math Department Head
Monitor "Read Naturally" Program	T-I staff will continue to utilize Read Naturally" computer program resource materials to enhance supplemental small-group reading instruction in fluency with Gr. 1-2 eligible students. Cost of annual site licenses = \$400	Academic Support Program, Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$400	Title I Staff, Grade 1-2 classroom teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Positive Action (Behavioral) Program	Monitor the implementation of the MDE-OGS Trusted Advisors tri-project grant with the following components: Positive Action Curriculum, Staff & Materials, Parent & Community Engagement. This will provide grant funds over a 3-year period for teacher updates on the Positive Action Curriculum (lessons) including parent/community involvement, to promote positive student behaviors and increase student achievement. Dates tbd.	Behavioral Support Program, Professional Learning	Tier 2	Monitor	08/28/2019	06/12/2020	\$10000	Building Principal; Positive Action Coordinator ; Teachers
Monitor Small Group Reading Instruction	Title I staff, Read 180 Instructor and Early Literacy staff will provide aligned reading intervention support for eligible Grade K-5 students, via push-in and pull-out small group setting, focusing on fluency and reading comprehension. In small groups environment, MTSS paraprofessional will provide additional support services to students with low literacy skills. Note: Grade 2-5 students will receive reading support in social studies for comprehension and vocabulary. Students will have access to Chromebooks for individualized, self-paced learning in reading.	Direct Instruction, Academic Support Program, Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$9200	Title I Coordinator Title I staff Read 180 Instructor Early Literacy staff

School Improvement Plan

William G. Mather Elementary School

After-School Program	Extended learning opportunities will be provided for students to complete homework and receive assistance on specific science vocabulary, through the Sault Tribe staff after-school tutoring program.	Academic Support Program	Tier 2	Monitor	09/09/2019	06/05/2020	\$500	Sault Tribe staff and Principal
Monitor Extended Learning Opportunities and Homework and Practice	Sault Tribe staff will provide extended day opportunities for students to complete homework and practice specific mathematics skills through after-school tutoring program.	Academic Support Program	Tier 2	Monitor	09/09/2019	06/12/2020	\$2000	Principal and Sault Tribe Education Coordinator
Monitor Extended Learning Opportunities and Reading Support for Homework and Practice	Sault Tribe staff will provide extended day opportunities for elementary students at-risk in reading, via after-school tutoring - reading support.	Academic Support Program	Tier 2	Monitor	09/09/2019	06/12/2020	\$3000	Elementary Principal Sault Tribe Coordinator