



School Improvement Plan

Mancelona High School

Mancelona Public Schools

Mr. Trent Naumcheff
P.O. Box 739
Mancelona, MI 49659

TABLE OF CONTENTS

Introduction.....	1
Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
Title I Schoolwide Diagnostic	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies.....	9
Component 3: Instruction by Highly Qualified Staff.....	11
Component 4: Strategies to Attract Highly Qualified Teachers.....	12
Component 5: High Quality and Ongoing Professional Development.....	14
Component 6: Strategies to Increase Parental Involvement.....	16
Component 7: Preschool Transition Strategies.....	19
Component 8: Teacher Participation in Making Assessment Decisions.....	20
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	21
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources....	22
Evaluation:.....	23

Title I Targeted Assistance Diagnostic

Introduction 25

Component 1: Needs Assessment 26

Component 2: Services to Eligible Students 28

Component 3: Incorporated Into Existing School Program Planning 29

Component 4: Instructional Strategies 30

Component 5: Title I and Regular Education Coordination 32

Component 6: Instruction by Highly Qualified Staff 33

Component 7: High Quality and Ongoing Professional Development/Learning 34

Component 8: Strategies to Increase Parental Involvement 36

Component 9: Coordination of Title I and Other Resources 40

Component 10: Ongoing Review of Student Progress 41

Evaluation 42

Goals SY2019-2020

Overview 44

Goals Summary 45

 Goal 1: Math SY2019-2020 46

 Goal 2: Reading SY2019-20 49

 Goal 3: Science SY2019-20 51

 Goal 4: Social Studies SY2019-20 53

 Goal 5: Behavior SY2019-20 56

Activity Summary by Funding Source 58

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	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Component 2: Schoolwide Reform Strategies

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

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

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

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

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

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

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

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

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

student requires.

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

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

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

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

K-12: Turnover is <3.

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

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

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

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

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

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

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

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

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

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

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

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

Not applicable.

Component 5: High Quality and Ongoing Professional Development

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

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

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

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

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

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

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

School Improvement Plan

Mancelona High School

During the year, informal feedback will be provided to teachers by administrators on a monthly basis. Formal feedback will also be provided through announced and/or unannounced classroom observations.

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

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

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

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

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

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	The school-parent compact was developed based on Section 1118(3)(1-5) and (14) and (4) with input from parents, community stakeholders and SI team members.	Parent and Family Engagement

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

Mancelona Public Schools Bylaws and Policies: 2261.01 - Parent Participation in TITLE I PROGRAMS. The district provides opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making

about the program and revisions in the plan. Both the parent compact and parent involvement policy outline district-parent roles in helping students be successful. Refer to <http://www.neola.com/mancelona-mi/>

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

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

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

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

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

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

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

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

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

fall that was updated by the Parent/Teacher Group the previous spring.

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

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

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

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

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

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

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

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

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

Component 7: Preschool Transition Strategies

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

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

On-site Day Care Center

Early Head Start Program Provider

Head Start Program

Way to Grow!

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

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evaluation:

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

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

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

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

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

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

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

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

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

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

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

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

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

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

A district committee was convened to address chronic absences district-wide. The committee identified the following steps that were implemented in January 2014: Make attendance a school improvement priority, including it as a standing agenda item at staff meetings; local public relations campaign to include banners, flyers, mailings on campus and throughout the community; refer students with 10 or more absences to Ironmen Health Center; district attendance mailing at 7,10,15 days; monitor chronic absences (via PowerSchool), evaluate outcomes and adjust strategies as needed.

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

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

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

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

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

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

On-site Day Care Center

Early Head Start Program Provider

Head Start Program

Way to Grow!

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

Component 2: Services to Eligible Students

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

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

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

Component 3: Incorporated Into Existing School Program Planning

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

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

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

Component 4: Instructional Strategies

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

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

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

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

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

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

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

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

School Improvement Plan

Mancelona High School

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

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

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

Component 5: Title I and Regular Education Coordination

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

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

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

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

On-site Day Care Center

Early Head Start Program Provider

Head Start Program

Way to Grow

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

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		

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		

Component 7: High Quality and Ongoing Professional Development/Learning

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

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

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

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

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

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

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

Parent surveys are conducted at parent-teacher conferences to solicit input and evaluate schoolwide programs. Parents also provide input at SY 2019-2020

School Improvement Plan

Mancelona High School

the annual Title I meeting and through the review of the Parent and Family Engagement Policy and the Student, Parent, and Teacher Compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement

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

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

Component 8: Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

School Improvement Plan

Mancelona High 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	Mancelona Public Schools Bylaws and Policies: 2261.01 Parent Participation in TITLE I PROGRAMS. The district provides opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decisionmaking about the program and revisions in the plan. Both the parent compact and parent involvement policy outline district-parent roles in helping students be successful. Refer to http://www.neola.com/mancelona-mi/	

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

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

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

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

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

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

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

5. Describe how the parent involvement activities are evaluated.

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

School Improvement Plan

Mancelona High School

Parents are encouraged to participate in decision making related to their child's education during fall and spring parent-teacher conferences.

If concerns arise from teachers or parents, meetings are scheduled with the child's teacher and/or other team members such as the literacy or math coach, the behavior coach, or the building principal. These meetings are scheduled, as needed, to support a child's education.

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

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

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

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

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

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

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

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

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

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

School Improvement Plan

Mancelona High School

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

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

NA

Component 9: Coordination of Title I and Other Resources

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

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

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

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

Component 10: Ongoing Review of Student Progress

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

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

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

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

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

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

Evaluation

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

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

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

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

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

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

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

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

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

Goals SY2019-2020

Overview

Plan Name

Goals SY2019-2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Math SY2019-2020	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$4
2	Reading SY2019-20	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0
3	Science SY2019-20	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
4	Social Studies SY2019-20	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$500
5	Behavior SY2019-20	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Math SY2019-2020

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in standards-based, college and career readiness scores in Mathematics by 06/10/2020 as measured by increased scores in summative, formative and interim assessments..

Strategy 1:

College and Career Readiness Summative Assessments - Standards-based summative assessments will be used to identify struggling students.

Category: Career and College Ready

Research Cited: Common Core Standards Initiative (n.d.). Implementing the Common Core State Standards <http://www.corestandards.org/>

Tier: Tier 1

Activity - NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered in the fall to assess skills 9-11 and adjust instructional strategies and to target interventions. NWEA MAP will be administered in the winter to assess skills 9-10 and will be administered in the spring to inform SIP goals and adjust instructional strategies for SY19-20.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$1	General Fund	Math department

Activity - PSAT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer PSAT to students grades 9-10 to assess skills and inform instruction.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$1	General Fund	Core content teachers

School Improvement Plan

Mancelona High School

Strategy 2:

Math curriculum will reflect CCSSM - Curriculum will be aligned through professional development and meeting vertically with K-12 math staff led by ISD math consultant.

Category: Mathematics

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

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

Tier: Tier 1

Activity - Align curriculum to CCSSM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate the current high school instructional resources with the CCSSM, identify gaps and deficits and revise as needed.	Curriculum Development	Tier 1	Evaluate	09/03/2019	06/10/2020	\$0	No Funding Required	Math department

Activity - Meeting vertically with K-12 math staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meeting vertically with K-12 math staff.	Teacher Collaboration	Tier 1	Evaluate	09/03/2019	06/10/2020	\$1	Title II Part A	K-12 math department leaders

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development lead by ISD math consultant.	Professional Learning	Tier 1	Monitor	09/03/2019	06/10/2020	\$1	Title II Part A	Math department and ISD math consultant

School Improvement Plan

Mancelona High School

Strategy 3:

Improve basic math skills - Improve basic math skills to help students identify the necessary prerequisites for the core math curriculum.

Category: Mathematics

Research Cited: Michigan Department of Education (2010). A Crosswalk to the MI High School Content Expectations: High School Math.

http://www.michigan.gov/documents/mde/HS_Math_357698_7.pdf

Tier: Tier 1

Activity - Math Skill Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily instruction to include reteaching problem solving, conceptual understanding, and basic skills using research-based strategies (e.g. warm-ups or exit-tickets during the school year, Math Review and Balanced Math).	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Math department

Strategy 4:

Math interventions and supplemental instruction - Help students improve mathematical achievement before, during, and after school.

Category:

Research Cited: John Hopkins University. (n.d.). The Best Evidence Encyclopedia. http://educationnorthwest.org/resources/mathematics-interventions-what-strategies-work-struggling-learners-or-students-learnin._g

Regional Educational Laboratory (REL). (n.d.). Mathematics Interventions: What Strategies work for Struggling Learners.

<http://educationnorthwest.org/resources/mathematics-interventions-what-strategies-work-struggling-learners-or-students-learning>

Tier: Tier 2

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

Mancelona High School

SAT preparation during school day, afterschool, Saturdays prior to exam	Academic Support Program	Tier 1	Evaluate	09/03/2019	06/10/2020	\$0	No Funding Required	High school math instructional staff, volunteer tutors, Communities In Schools.
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Activity - Communities In Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math tutoring during non-academic school schedule, afterschool and six weeks in the summer	Academic Support Program	Tier 2	Evaluate	09/03/2019	06/10/2020	\$0	No Funding Required	Communities In Schools of Northwest Michigan staff

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students struggling with content, will receive supplemental instruction/intervention during non-core classes.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Math department

Goal 2: Reading SY2019-20

Measurable Objective 1:

100% of All Students will demonstrate a proficiency or improvement in informational reading, fluency, and comprehension in English Language Arts by 06/10/2020 as measured by summative, formative and interim assessments..

School Improvement Plan

Mancelona High School

Strategy 1:

Corrective Reading - Continued use of Corrective Reading to help struggling readers.

Category: English/Language Arts

Research Cited: Marchand-Martella, N.E., Martella, R.C., & Przychodzin-Hayes, A.M. (n.d.). The Research Base of SRA's Corrective Reading Program.

http://www.mheresearch.com/assets/products/c9f0f895fb98ab91/research_base_and_validation.pdf

http://www.mheresearch.com/assets/products/c9f0f895fb98ab91/research_base_and_validation.pdf

Tier: Tier 2

Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Corrective Reading to organize instruction and classroom activity including independent reading, direct instruction, or small group instruction.	Direct Instruction	Tier 3	Evaluate	09/03/2019	06/10/2020	\$0	No Funding Required	Special Education teachers

Strategy 2:

Assessments - Use NWEA MAP to identify struggling students, establish benchmarks, progress monitor and adjust instruction as needed for continuous student growth.

Category: English/Language Arts

Research Cited: <http://www.act.org/research/researchers/reports/>

Tier: Tier 1

Activity - NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered in the fall to assess skills 9-11 and adjust instructional strategies and to target interventions. NWEA MAP in the winter to assess skills 9-10 and will be administered in the spring to inform SIP goals and adjust instructional strategies for SY19-20.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	English department

School Improvement Plan

Mancelona High School

Activity - SAT Practice Exam	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice taking SAT under testing conditions.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	English department

Activity - PSAT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer PSAT to 9-10 grade students.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Core content teachers

Strategy 3:

Reading interventions and supplemental instruction - Students struggling with content, will receive supplemental instruction/intervention during Seminar.

Category: English/Language Arts

Tier: Tier 2

Activity - Reading interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students struggling with content, will receive supplemental instruction/intervention during non-core classes.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	ELA department

Goal 3: Science SY2019-20

Measurable Objective 1:

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

Strategy 1:

Assessments - All 9th-12th grade students will be required to take a number of summative, formative and interim assessments with a short answer component.

Category: Science

Research Cited: Michigan Department of Education. (n.d.). High School Science Companion Documents. [Http://www.michigan.gov/mde/0,4615,7-14-28753_8684_28760-171474--,00.html](http://www.michigan.gov/mde/0,4615,7-14-28753_8684_28760-171474--,00.html)

Tier: Tier 1

Activity - ISD Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9th-12 grade Earth Science, Biology and Chemistry students will complete several ISD Common Assessments with a short answer component.	Other - Assessments	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Science department

Activity - Data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will review student outcomes from Earth Science, Biology, Chemistry and Physics common assessments (ISD), establish benchmarks, progress monitor and adjust instruction as needed for continuous student growth.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Science department

School Improvement Plan

Mancelona High School

Activity - SAT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9th and 10th grade students will receive SAT prep (as resources are identified) and 11th grade students will complete the SAT.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Science department

Activity - PSAT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer PSAT to students grades 9-10.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Core content teachers

Strategy 2:

Science intervention and supplemental instruction - Students struggling with content, will receive supplemental instruction/intervention during non-core classes.

Category: Science

Tier: Tier 2

Activity - Science intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students struggling with content, will receive supplemental instruction/intervention during non-core classes.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Science department

Goal 4: Social Studies SY2019-20

School Improvement Plan

Mancelona High School

Measurable Objective 1:

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

Strategy 1:

Assessments - Assessments will be administered 9-11.

Category: Social Studies

Research Cited: Michigan Department of Education. (n.d.). http://www.michigan.gov/documents/Social_Studies_Standards_122915_7.pdf

Tier: Tier 1

Activity - SAT and M-Step	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11th grade students will prepare for SAT and M-Step pre-Spring 2020	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Social Studies teachers

Activity - Pre- and Post- Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed pre- and post content instruction. Assessments are standards-based and aligned to the curriculum.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Social studies department

Activity - PSAT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer PSAT to students grades 9-10	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Core content teachers

School Improvement Plan

Mancelona High School

Strategy 2:

CERA (RAISE Activities) and SAT Practice - All 9th and 10th grade students will participant in Practice SAT Multiple Choice Questions and CERA activities . Outcomes, including student reflections, will be used to assess for learning, to progress monitor, and to adjust instruction as needed for continuous student growth.

Category: Social Studies

Research Cited: www.wested.org/project/reading-apprenticeshipreg-improving-secondary-education-raise/

Tier: Tier 1

Activity - CERA (Talking to the Text)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CERA will be administered to 9th and 10th graders once each semester to assess for understanding of the strategy "Talking to the Text" (developing close and critical reading skills). Outcomes, including student reflections, will be used to assess for learning, to progress monitor, and to adjust instruction as needed for continuous student growth.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Social Studies department

Strategy 3:

Social Studies interventions and supplemental instruction - Students struggling with content, will receive supplemental instruction/intervention during Seminar.

Category: Social Studies

Tier: Tier 2

Activity - Social Studies interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students struggling with content, will receive supplemental instruction/intervention during non-core classes.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Social studies department

School Improvement Plan

Mancelona High School

Activity - College and Career Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Tech Center visits: Girl Tech specialized trades/10th grade and All trades/10th grade students. Alumni College/Career Panels. Communities In Schools of Northwest Michigan College and Career Day.	Career Preparation /Orientation	Tier 1	Monitor	09/03/2019	06/10/2020	\$500	General Fund	Counselor, Principal, Communities In Schools Site Coordinator

Goal 5: Behavior SY2019-20

Measurable Objective 1:

collaborate to implement a Positive School Climate within the framework of MTSS by 06/10/2020 as measured by SWIS .

Strategy 1:

Positive School Climate - Teach and reteach Tier I school-wide behavior expectations; monitor ODRs; acknowledge student engagement in behavior expectations; correct behaviors.

Category: School Culture

Research Cited: <http://miblsi.cenmi.org/MiBLSiModel/Implementation/HighSchool.aspx>

Tier: Tier 1

Activity - Behavior Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adults in high school establish behavior expectations in a positive school culture by: Being models; Defining clear expectations; acknowledging appropriate behavior; Influencing the behavior of older students; Preventing problem behavior from being rewarded.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	All adults in building

School Improvement Plan

Mancelona High School

Activity - Educational Study Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EST will meet biweekly to identify students to receive support; Students will check-in and check-out daily with an adult at school; will receive regular feedback and reinforcement from teachers. Daily performance data will be reported in SWIS and used to evaluate progress.	Behavioral Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Counselor, Principal, MTSS Coordinator, School Psychologist

Activity - Check In - Check Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified by EST will check-in/check-out daily with designated adult (e.g. MTSS coordinator). Designee will receive and provide regular feedback to student and teachers and record data in SWIS. EST will evaluate data and make recommendations.	Behavioral Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Counselor, MTSS Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career Activities	Career Tech Center visits: Girl Tech specialized trades/10th grade and All trades/10th grade students. Alumni College/Career Panels. Communities In Schools of Northwest Michigan College and Career Day.	Career Preparation /Orientation	Tier 1	Monitor	09/03/2019	06/10/2020	\$500	Counselor, Principal, Communities In Schools Site Coordinator
NWEA MAP	NWEA MAP will be administered in the fall to assess skills 9-11 and adjust instructional strategies and to target interventions. NWEA MAP will be administered in the winter to assess skills 9-10 and will be administered in the spring to inform SIP goals and adjust instructional strategies for SY19-20.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$1	Math department
PSAT	Administer PSAT to students grades 9-10 to assess skills and inform instruction.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$1	Core content teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Meeting vertically with K-12 math staff	Meeting vertically with K-12 math staff.	Teacher Collaboration	Tier 1	Evaluate	09/03/2019	06/10/2020	\$1	K-12 math department leaders
Professional development	Professional development lead by ISD math consultant.	Professional Learning	Tier 1	Monitor	09/03/2019	06/10/2020	\$1	Math department and ISD math consultant

No Funding Required

School Improvement Plan

Mancelona High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies interventions	Students struggling with content, will receive supplemental instruction/intervention during non-core classes.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	Social studies department
SAT	All 9th and 10th grade students will receive SAT prep (as resources are identified) and 11th grade students will complete the SAT.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Science department
ISD Common Assessments	All 9th-12 grade Earth Science, Biology and Chemistry students will complete several ISD Common Assessments with a short answer component.	Other - Assessments	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Science department
Check In - Check Out	Students identified by EST will check-in/check-out daily with designated adult (e.g. MTSS coordinator). Designee will receive and provide regular feedback to student and teachers and record data in SWIS. EST will evaluate data and make recommendations.	Behavioral Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	Counselor, MTSS Coordinator
CERA (Talking to the Text)	CERA will be administered to 9th and 10th graders once each semester to assess for understanding of the strategy "Talking to the Text" (developing close and critical reading skills). Outcomes, including student reflections, will be used to assess for learning, to progress monitor, and to adjust instruction as needed for continuous student growth.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Social Studies department
SAT Prep	SAT preparation during school day, afterschool, Saturdays prior to exam	Academic Support Program	Tier 1	Evaluate	09/03/2019	06/10/2020	\$0	High school math instructional staff, volunteer tutors, Communities In Schools.
Educational Study Team	EST will meet biweekly to identify students to receive support; Students will check-in and check-out daily with an adult at school; will receive regular feedback and reinforcement from teachers. Daily performance data will be reported in SWIS and used to evaluate progress.	Behavioral Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	Counselor, Principal, MTSS Coordinator, School Psychologist
SAT and M-Step	11th grade students will prepare for SAT and M-Step pre-Spring 2020	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Social Studies teachers
Pre- and Post-Assessment	Students will be assessed pre- and post content instruction. Assessments are standards-based and aligned to the curriculum.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Social studies department

School Improvement Plan

Mancelona High School

PSAT	Administer PSAT to 9-10 grade students.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Core content teachers
Behavior Expectations	Adults in high school establish behavior expectations in a positive school culture by: Being models; Defining clear expectations; acknowledging appropriate behavior; Influencing the behavior of older students; Preventing problem behavior from being rewarded.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	All adults in building
Data analysis	Science teachers will review student outcomes from Earth Science, Biology, Chemistry and Physics common assessments (ISD), establish benchmarks, progress monitor and adjust instruction as needed for continuous student growth.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Science department
NWEA MAP	NWEA MAP will be administered in the fall to assess skills 9-11 and adjust instructional strategies and to target interventions. NWEA MAP in the winter to assess skills 9-10 and will be administered in the spring to inform SIP goals and adjust instructional strategies for SY19-20.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	English department
Align curriculum to CCSSM	Evaluate the current high school instructional resources with the CCSSM, identify gaps and deficits and revise as needed.	Curriculum Development	Tier 1	Evaluate	09/03/2019	06/10/2020	\$0	Math department
Math Skill Building	Daily instruction to include reteaching problem solving, conceptual understanding, and basic skills using research-based strategies (e.g. warm-ups or exit-tickets during the school year, Math Review and Balanced Math).	Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Math department
SAT Practice Exam	Students will practice taking SAT under testing conditions.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	English department
Science intervention	Students struggling with content, will receive supplemental instruction/intervention during non-core classes.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	Science department
Reading interventions	Students struggling with content, will receive supplemental instruction/intervention during non-core classes.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	ELA department
PSAT	Administer PSAT to students grades 9-10.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Core content teachers
Corrective Reading	Use Corrective Reading to organize instruction and classroom activity including independent reading, direct instruction, or small group instruction.	Direct Instruction	Tier 3	Evaluate	09/03/2019	06/10/2020	\$0	Special Education teachers
PSAT	Administer PSAT to students grades 9-10	Other - Assessment	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Core content teachers

School Improvement Plan

Mancelona High School

Interventions	Students struggling with content, will receive supplemental instruction/intervention during non-core classes.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/10/2020	\$0	Math department
Communities In Schools	Math tutoring during non-academic school schedule, afterschool and six weeks in the summer	Academic Support Program	Tier 2	Evaluate	09/03/2019	06/10/2020	\$0	Communities In Schools of Northwest Michigan staff