



School Improvement Plan

Merrill Elementary School

Merrill Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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?

4 types of data were analyzed in multiple ways by multiple teams throughout the 2018-2019 school year in preparation for completing the CNA. Student achievement data was collected and analyzed by the School Improvement team quarterly. The team also attended a Guided School Improvement session led by the Saginaw Intermediate School District. This team is made up of 2 general education teachers, 1 special education teacher, 2 MTSS Teachers and 1 principal. Data sources included local assessments for writing, science, and social studies; MyMath Quarterly tests for Math, Reading A-Z tests for reading, STAR scores for reading, sub-group data, DRA2+ and NWEA data.

The Michigan Department of Education Evaluation Tool was used to analyze the effectiveness of the current MTSS Math program. In addition, a science/technology committee met twice this school year to analyze specific student achievement data and perception data relevant to the science lab. A school safety/discipline committee met two times to analyze school process and procedural data along with perception data. The PBIS committee met and planned review and reteach competitions to reestablish expectations. Perception data was collected this year from parents focusing on School Climate in the fall and MTSS in the spring.

In addition, perception data was collected from students regarding bullying.

Perception data was collected from instructional staff regarding school improvement activities, professional development needs, and school climate. This data was analyzed by the school improvement team as the surveys were completed and results were shared through staff meetings, emails, and weekly newsletters.

School Process and Program data was completed by the school improvement team and analyzed by a stakeholder committee which included 4 teachers, MTSS staff, and school principal. In addition, a crisis plan/security committee met to address issues related to school process data. Resources used included current perception data, wellness plan evaluation, security evaluation and overall district evaluations. In addition, a district wide strategic planning committee continued this year including teachers from elementary, middle, and high school along with elementary principal, MS/HS principal and superintendent. The School Process Rubrics for the all three schools were analyzed and a district level stakeholder survey was completed and administered. Results were shared on the district website and in the superintendent's electronic newsletter to the community.

Demographic data was collected from the Skyward program, and MIschool Dashboard. This data was analyzed by the School Improvement Team and shared with district level teams and elementary committees. A consensus format was used during meetings to identify and agree upon issues raised through the CNA results.

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?

Conclusions:

1. Content Areas:

In student academic progress, specifically reading, to address the low scores of grade level reading on the STAR assessment, the MTSS program will continue to service qualifying students across grades K-5 focusing on fluency, comprehension, vocabulary development, and reading strategies.

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Also, to address the low reading and writing scores, a literacy coach trained through the ISD will be working with K-3 teachers and MTSS teachers to focus on tier 1 and tier 2 instruction for classroom teachers. Best practices will be a focus along with improving the literacy program. A new ELA curriculum will continue to be implemented to include phonics and writing best practices and cover CCSS for K-5, ensuring continuity between grade levels, and a steady progression of skills. Teachers will also implement writing portfolios and writer's workshop. A plan will be developed to focus on basic writing skills in each of the 3 writing genres. The instruction and assessment processes, as well as resources used, will continue to be developed for each grade. Our school is implementing a K-5 ELA curriculum (3-5 exploring updated CKLA curriculum) that will make students more successful with language arts concepts that will strengthen skills that lend to the writing process. The curriculum also instructs students on completing constructed response answers, which will impact student achievement.

In Math, to address difficulties with concepts and applications, teachers will continue use the Problem of the Day within the MyMath Program. To strengthen understanding of math directions, multi-step problem solving and application of computation, teachers will continue to use the Performance Tasks within the MyMath Program. To address individualized interventions with qualifying students, the MTSS program will provide Tier 2 and 3 instruction. Teachers will also be exploring OER curriculum resources to include Eureka Math.

In Science, to continue to address the new NGSS, K-5 staff will implement the Mystery Science Curriculum. They will also continue to use the Science Lab to carry out in depth Science exploration. Our school is implementing the Mystery Science Curriculum K-5 in order to ensure that we are addressing the NGSS and providing continuity of instruction/curriculum across all grade levels. The discovery process utilized in the teaching of these Science concepts develops students ability to manipulate and dissect information/experiences to create meaning.

These changes will help to reduce gaps in alignment from grade to grade in these core areas.

2. Subgroup Concerns:

To address the achievement gap between SES and non-SES students, staff will continue to address the whole child. The PBIS committee will also work closely with the school counselor and trauma based interventionist to assist families with immediate needs as well as assisting staff with instructional and behavioral strategies. As a district staff, we will spend this year focusing on cultivating a "community of learners". To foster a true love of learning in every individual, we will employ civility, respect, and responsibility in our daily collaborative efforts to promote a positive school culture and climate. Instructional Staff is will also be implementing a routine of regular positive communication with families and students to develop rapport that supports engagement.

3. Perception Issues

Implementing the K-5 elementary counseling position part time has helped with the perception data, but continued needs have driven our school to apply for partnership with another county elementary school, where we will be employing a trauma based interventionist for additional support. Students surveyed reported that bullying in the classroom decreased by 17% , on the playground by 11%, in the bathroom by 30%, and in the hallway by 21%, as compared to the previous year survey results. Also, 11% more students report that they never verbally bully, and 11% more students report that they have not been bullied. Students also reported a 16% drop in seeing bullying 1 to 2 times a week. In addition, there was a decrease of 12% in students who witnessed someone else being socially or emotionally bullied everyday. The guidance counselor will focus on teaching about bullying and how to deal with it at the beginning, middle and end of the year. The morning squares will be monitored by an adult. We will have assemblies that help students with the topic of bullying.

4. Demographic Issues

From 2017-2018 data, challenges are centered around how to address declining enrollment, discipline issues from repeat offenders, and staffing changes that affect the ability to address recurring problems. A marketing team is in the process of being developed to highlight

district assets.

In looking at the five year trend in student enrollment data from MiSchool Data, student enrollment has been decreasing. The trend for the last five years is: 2014/15-318, 2015/16-299, 2016/2017-259, 2017 - 2018 - 241, 2018 - 2019 - 214. Next year's K and 1st, 2nd grade levels show low enrollment of only 26 - 27 students each. This has affected our district monetarily along with changes of staffing and larger class sizes due to consolidation of classes. A marketing team is in the process of being developed to highlight district assets. It is felt the loss of programs and staff, over the last few school years, may have contributed to the decrease in enrollment, as well.

For the 2018-2019 school year, the school has a trend of 0 expulsions and average only 1 out of school suspension per year. In-house suspensions are given based on discipline referrals from staff. The trend over the last four years has been for approximately less than 2% of the student population to receive in-house suspensions. Data noted that a core of students had repeated disciplinary incidents over the course of the year. To address these issues, the district has will continue to employ a K-12 school counselor and has applied for a grant to house a trauma based interventionist. The counselor and interventionist will be working at the elementary school on a part time basis. The counselor will focus on classroom lessons taught to the students reviewing bullying information and strategies as well as other soft skill curricular topics that build developmentally by grade level, and will also focus on PBIS Tier 2 behavioral interventions and functional behavior plans for individual students for whom Tier 1 strategies are not working. These interventions will be developed by the school counselor/interventionist in coordination with school administration, classroom/specialty teachers, and support staff.

Using 2018-2019 data, in analyzing the years of teaching and administrative experience of the school leadership team, 4 of 5 have been teaching in the elementary building for at least 10 years. This can impact building plans favorably due to the expertise regarding instructional best practices and relationships with all stakeholders. Our classroom teachers are noted as having good classroom discipline practices, which have translated into fewer behavioral referrals.

5. Professional Development Needs:

Our needs include: implementing a reading curriculum, math interventions for struggling students, establishing best practices on literacy instruction in grades K-5, providing students with writing opportunities that are authentically integrated in the curriculum, further developing our positive communication with families/students in order to impact engagement, utilizing performance task activities in the classroom, and working with struggling students.

6. Program Changes: A few possibilities that were discussed:

We will continue to work toward a systemic change for K-3 in reading and writing instruction, utilizing an on-site literacy coach, implement Engage NY ELA/CKLA curriculum, continue to redesign MTSS schedules and instructor roles to better fit our current status, and implement Tier 2 of our PBIS program utilizing the part-time K-5 counselor and part time trauma-based interventionist, and continue to implement the Mystery Science Curriculum.

7. Changes in Services Provided:

Continued implementation of counseling services and trauma based interventionist introduced

Continued implementation of an on-site Literacy Coach to assist K-5 teachers

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.

Upon completion of the school data analysis which incorporated multiple types of data, four priority areas were established for creating goals: math, science, reading and writing, and School Culture and Climate.

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The four goals are as follows:

Goal 1: Science Lab - Science labs will continue to be developed and maintained to provide students K-5 with the opportunities to practice and implement scientific process, investigations, and performance based activities. A science lab will be prepared and made available for teachers to use on an ongoing basis when a lab setting is necessary. Teachers will be able to reserve a time for usage. Staff will continue to build a science lab inventory using resources such as; current classroom supplies, parent volunteer organization funds, local business donations, and/or grant opportunities. Teachers may be requesting items from parents for consumable items. Teaching staff will watch a professional learning PowerPoint that is provided by Mystery Science. This PowerPoint introduces key components to the Mystery Science Curriculum. Teachers will align the new curriculum with NGSS standards to ensure that there are no gaps. Teachers will update study guides to align with the new curriculum. Pacing guides will be developed to ensure the curriculum will be taught in completion throughout the year. Teachers will collaborate and plan on how to report assessment information to parents on student progress reports.

Goal 2: All students at Merrill Elementary will become proficient in math.

Strategy 1: Math Interventions and Support - Students struggling with math will be identified early using universal screening scores and local assessment data. Qualifying students will receive additional math instruction using research based math intervention strategies. Students will be monitored consistently using the current district approved assessment tool and information will be shared with parents regarding progress and ways to help with math at home. Teachers will participate in ISD sponsored training to explore best practices in Tier 1 and Tier 2 classroom instruction. Qualifying students will receive additional math instruction using research-based math interventions, including reteaching, vocabulary, and fact fluency activities provided with the MyMath program. All students participating in the MTSS program will be progress monitored consistently using the current district approved assessment tool, and reports and graphs will be shared with parents and responsible staff on a consistent basis. Parents of students participating in the MTSS program for math will be invited to a parent information meeting where they will be shown how to access and use the online portion of the math program at home, given materials to use at home, and trained how to read the progress monitoring reports that are sent home. Elementary Staff will administer math screening 3 times a year for K-5 students. This information will be used to qualify students for the MTSS program (Tier 2 & 3) and Tier 2 classroom instruction. Including summer school component.

Strategy 2:

Math Curriculum Development - A representation of elementary teachers K - 5 will participate in a math committee to align curriculum throughout the district. A representation of K-5 instructional staff will receive professional learning in OER.

Goal 3: All students at Merrill Elementary will become proficient readers and writers.

The building literacy coach will work throughout the 2019-2020 school year with K-3 instructional staff to support further development in building on the K-5 Essential Instructional Practices. PD sessions will explore topics relevant to the Essential Practices with a focus on gaining expertise in utilizing practices such as running records, instructional formats such as guided reading, conferencing with teachers, and observing modeled teaching. The literacy coach will participate in ISD sponsored training sessions throughout the 2019-2020 school year. This will include multiple day conferences as well as regularly scheduled training at the SISD site. The MTSS staff and K-3 instructional staff will plan a parent activity that will provide parents with information and strategies to use to support their children at home in reading. Focus will be placed on reading materials that go home for parents to use with their children as well as further information about the 3rd grade reading law and our buildings K-3 literacy initiative. Grades 2-5 will utilize an online typing program to improve student word processing skills. Use of the typing program will be documented first and third marking periods. Teachers will guide students in developing a student portfolio of their writing throughout the year. Qualifying students will receive additional ELA instruction using researched based programs. Instructional staff will universally screen all students three times a year. Data

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will be used to inform student placement in appropriate tier. MTSS staff will progress monitor qualifying students on a regular basis. Reports will be shared with parents and responsible staff. K-5 MTSS cohort group will participate in an ISD consultant led PLC through a blended learning format assisting districts with evaluating their current Tier 1 system for academics and behavior. Districts will also have the opportunity to examine Tier 2 practices and interventions. The K-5 MTSS Instructors will meet on a weekly basis with teachers in grades K-5 to provide support and resources for strategies and interventions to be used with students of concern brought to the grade level meeting. Areas of concern, data analysis, review of current instructional strategies, selection of appropriate interventions and review of implemented interventions will be topics of discussion. Teachers will plan a pacing guide to insure that the Engage New York/CKLA Curriculum is implemented and completed throughout the year. Teachers along with administration will plan what materials are needed to implement Engage New York/CKLA.

Goal 4: All K-5 staff will improve school climate by continuing to implement the positive behavior intervention and support system. In addition, staff will focus on positive communication with families and students in order to bolster engagement of all parties.

A part-time K-5 counselor will work with the PBIS team to implement Tier 2 of our PBIS program.

The K-5 staff will use Skyward to collect demographic data on student attendance and behaviors. There will also be a trauma based interventionist working with staff and students on a part time basis.

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?

Merrill Elementary is addressing the needs of all students in direct correlation with the school data analysis within every goal of the school improvement plan, focusing on all core academic areas. Multiple objectives, strategies, and activities under each goal stated in the plan directly correlate to the needs of all students at Merrill Elementary. In addition, at least one strategy for reading and math goals, directly reflect the needs of students farthest from the standards in reading, writing, math, science, and social studies.

Component 2: Schoolwide Reform Strategies

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

Strategies for ALL students in the schoolwide plan:

Reading: K-3 Early Literacy Initiative in conjunction with an on-site Literacy Consultant to make systemic changes in reading instruction and assessment, increased use of keyboarding writing assignments and assessments, redesigned writing benchmarks and collaborative scoring, parent literacy night, purchase and implementation of new ELA curriculum/materials.

Math: All classroom staff administering and analyzing universal screening scores, and studying OER math resources and deciding on curriculum that can be used K-5

Science: Science Lab opportunities, continued implementation of Mystery Science Curriculum and the alignment process.

PBIS: Further development of our positive behavior intervention support system, focus on Tier 2 behavioral interventions/functional behavior assessments and plans, collection of demographic data on attendance and behavior captured in a schoolwide data base system, continued implementation of a part-time K-5 elementary counselor who will go into all classrooms on a weekly basis. Also, the implementation of positive communication techniques for families and students to bolster engagement, as well as the trauma based interventionist.

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).

The MTSS program is a research-based reform strategy that focuses on increasing instruction in all core academic areas by providing scheduled additional interventions for qualifying students while their peers are performing independent practice within the classroom. This aligns with the reading and writing goal along with math. Redesigning a systemic literacy plan for grades K-3 is based on research leading to the development of the 10 Essential Instructional Practices in Early Literacy through the GELN (General Education Leadership Network) Professional Development and Reform in Science is a research-based reform strategy that focuses on both improving instruction and increasing instruction in science through the use of teacher collaboration and coaching. This directly aligns with the science and reading and writing goals.

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

In the findings from the school data analysis, causes for declined student achievement in math included a lack of math curriculum. Formalizing a math curriculum will address eliminating gaps in alignment from grade to grade.

In the findings from the school data analysis, causes for declined student achievement in ELA were based on need to redesign a systemic K3 literacy program, as well implementing K-5 ELA curriculum which encompasses the k-5 CCSS. Utilizing the Intermediate School District and an on-site literacy coach to

support our staff in this systemic change directly aligns with the findings of the CNA.

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.

The strategy of MTSS support will provide a level of intervention for qualifying students that are not meeting academic standards in all core content areas and in direct alignment with two of the goals in the school wide plan.

Tier 2 assistance will be provided in math and reading by both the classroom and MTSS teachers. The MTSS program focuses on Tier 1 instruction for all students within the classroom, additional Tier 2 scheduled interventions for qualifying students both within the classroom and in an MTSS classroom setting, and Tier 3 one-on-one or small group interventions provided for the students with the most need by Title 1, At-Risk or Special Education Teachers.

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

All students are universally screened 3x a year for reading and math (grades K-5), complete 4 quarterly math assessments (grades 1-5), complete monthly STAR reading level assessments (grades 2-5), complete quarterly science and/or social studies assessments (grades K-5), and participate in a yearly state standardized achievement assessment. This data is collected on a common assessment template that is accessed by all instructional staff and students falling below target and/or benchmark goals are flagged.

Progress monitoring occurs weekly for qualifying MTSS students using NWEA for both math and reading. In addition, progress monitoring occurs monthly using STAR for students that are struggling with their reading level. Weekly lunch meetings are used to progress monitor students who are struggling and individual interventions are created that range on a 3-6 week monitoring cycle. Student Study Team meetings are held monthly with ISD staff along with local instructional staff.

Read Naturally, Read Live! is used to monitor reading comprehension weekly for qualifying students and math unit quizzes are monitored. Student progress is reviewed by MTSS Instructional Staff in September, January, and May. Universal screenings, common local assessments, teacher input, and state standardized scores are reviewed prior to the establishment of MTSS groupings. Lunch meetings are conducted weekly by all instructional staff and Student Study Team meetings are held monthly. In addition, the SIP team reviews common assessment data quarterly and monitors achievement toward SIP goals. Perception data is also collected annually from parents, students, and staff and reviewed by SIP team, MTSS staff, and District level committees.

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?

We had 4 teacher turnovers for the 2017/2018 school year. A special education teacher, kindergarten teacher, art teacher and a fifth grade classroom teacher left the district.

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

All grades levels have at least one teacher with 8 years or more teaching experience. K, 2nd, and 4th grades have at least one teacher with 10 years experience or more at that grade level. All special education teachers have had between 5 and 12 years experience in special education instruction.

The MTSS teachers have at least 15 years of teaching experience at the elementary level and two are former Reading Recovery teachers.

Staff Break Down:

Years of experience teaching:

0-5: 1 teacher

6-10: 7 teachers

10+ : 10 teachers

Years in their current position:

1-2: 2 teacher

3-5: 1 teacher

6-10: 6 teachers

10+: 10 teachers

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

The school networks with local universities to utilize student teachers whenever possible. Over the years, the school has hired several teachers after they have student taught effectively for the district. The elementary also utilizes SVSU interns to complete requirements through their education classes.

The culture and size of the school enables strong relationships to be built between staff, students, and parents. This is an attracting force for incoming and maintaining staff.

Social events are planned regularly. A conducive teaching environment was created through the passage of a 1998 bond, which added new classrooms and renovated existing classrooms to be larger.

A 2011 bond renewal allowed for updated phone services, classroom technology opportunities, and new security systems to be installed.

Collective decision making and collaboration among staff with administration and parents help to give stakeholders a voice. Weekly collaborative times helps grade levels to work together on curriculum, lesson planning, assessments, and data analysis Incentives built into the teaching contract allowing for quick movement between steps and flexibility for vacation planning as well as medical coverage and 503B
SY 2019-2020

programs. An updated and user-friendly website is maintained along with a Facebook page.

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

The district has worked with the union on contractual considerations such as:

The opportunity to waive health insurance for monthly stipend into a predetermined account, and increase in amount and use of personal days, special pay incentives based on increasing student enrollment. The passage of the 1998 and 2011 bonds has allowed for updated facilities, technology, and security. Change in cleaning services has improved the overall upkeep and look of the district buildings. An updated and user friendly website along with a Facebook page has continually been maintained.

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?

Staff has remained relatively stable for the last 7 years.

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.

Goal 1: Scientific Thinkers

K-5 staff will receive training in how to unpack the Next Generation Science Standards and prepare for new instructional science methodology both from an ISD consultant and from the building science coach.

Goal 2: Math

An MTSS team will collaborate with the SISD to examine our current Tier 1 instructional system, analyzing strategies and interventions for Tier 2 as well.

K-5 staff will receive training and support in administering universal screenings, analyzing the scores, and determining differentiation needs of students.

Goal 3: Reading and Writing

An MTSS team will collaborate with the SISD to examine our current Tier 1 instructional system, analyzing strategies and interventions for Tier 2 as well.

K-5 staff will receive training and support in administering universal screenings, analyzing the scores, and determining differentiation needs of students.

Instructional staff in grades K-3 will receive training from an on-site building literacy coach in the Essential Instructional Practices in Early Literacy.

Instructional staff will receive training from the Leadership Team on how to redesign benchmark writing assessments and use of accompanying scoring rubrics. MTSS staff will assist in collaborative scoring to help staff identify areas of concern in writing instruction and learning.

Goal 4: PBIS.

The elementary PBIS team will use and analyze attendance and behavioral data within the SWIS program.

The elementary PBIS team will continue to provide staff and students training to further develop the building wide Tier 1 program.

The elementary PBIS team will collaborate with the part-time K-5 elementary counselor to reinforce the school's positive strategies and receive group/individual supports.

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

A Science Coach at Merrill Elementary is an initiative directly resulting from previous years' CNA and is in the fourth year of implementation. This is step two in a continuous cycle of Tier 1 instructional professional development for all K-5 staff. This professional development will be ongoing for the current school year and occur during a consistent rotation schedule of common prep times to plan and collaborate on at least 3 science lab experiences.

MyMath program is in the fifth year of development. Instructional staff is working to utilize the program with fidelity and become familiar with the components of the 2018 edition of the program.

The implementation of a K-3 literacy initiative will be a multiple year endeavor with the ISD.

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PBIS is being implemented for the third year. It is step two of a multi-year plan to improve school climate and student achievement

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

Component 6: Strategies to Increase Parental Involvement

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

Upon completion of the CNA next year, parents will be invited to participate in reviewing the results and setting of goals, strategies, and activities for following years school wide plan.

Merrill Elementary School will hold a minimum of three meetings/forums annually which will be held for the purpose of consultation, advising, and evaluating the school wide plan. These meetings will be advertised and open to all parents

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

1. Comprehensive Needs Assessment: Parents are involved in providing data for the CNA through multiple parent surveys.

2. School wide Reform Strategies: All participating parents are surveyed regarding the reform model and findings are shared.

3. Highly Qualified Staff: The qualifications of all staff members is kept at the school office and parents are informed of their right to access this information.

4. Attract and Retain Highly Qualified Staff: Parents have direct communication with the superintendent and school board at bi-weekly public board meetings. The school board considers parent requests/observations.

5. Professional Development: Professional development areas are identified through data from parent surveys.

6. Parental Involvement: The principal meets monthly with the parent volunteer group. During the meeting discussion on building initiatives, opportunities for parent involvement, and SIP activities take place.

7. Preschool Transition: Parents serve on the child development center board. They are part of the decision making process in transitioning activities that are held annually. The principal meets annually with Head Start parents for a discussion, question/answer session in the spring.

8. Assessment Decisions: Merrill Elementary School will hold a minimum of three meetings/forums annually which will be held for the purpose of consultation, advising, and evaluating the school wide plan. These meetings will be advertised and open to all parents.

9. Timely and Additional Assistance: A parent volunteer program is run through the MTSS Program where parents can assist students on a scheduled and planned basis. Parents also participate in the MyMath online portion at home. In addition, they receive daily homework and math information from the classroom teachers to use at home with their child. In the primary grades, reading books are sent home nightly for parents to practice with their child. Study guides are provided in grades K-5 focusing on upcoming science and social study assessments.

10. Coordination & Integration of Federal, State, & Local Resources: School climate surveys provide parent information on programs supported by local, state and federal resources. Adjustments in the programs are made based on parent feedback. Merrill Elementary School will hold a minimum of three meetings/forums annually which will be held for the purpose of consultation, advising, and evaluating the schoolwide plan. These meetings will be advertised and open to all parents.

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

The school district holds a minimum of three meetings/forums annually which are held for the purposes of consultation, advising, and evaluation of the school wide plan. Suggestions provided through discussions and surveys are addressed appropriately in a timely manner.

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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		

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

1. Merrill Elementary will provide assistance to parents in understanding:

Content standards through online links on the website and the distribution of Parent Road Maps outlining CCS in ELA and Math.

Assessments through an assessment timeline included in the parent handbook, study guides for science and social studies assessments, and math unit parent letters.

Title 1 programming through parent information meetings and a Title 1 brochure along with school website page.

Student progress through report cards, STAR parent letters, progress monitoring graphs for Title 1 and At Risk qualifying students, Parent/Teacher conferences, assessment scores, emails, and phone calls.

Ways to work with educators through Title 1 parent information meetings, website links, and elementary newsletters.

2. Merrill Elementary will provide materials and training for parents about how to use the online MyMath program at home or the library. A Parent Literacy Night will be open to all parents to attend. Daily math lessons will be attached with homework to aid parents in helping their child at home in math. Materials and training will be provided to parents at Title 1 parent information meetings regarding ways they can help their child at home in all core areas. Study guides provided for all science and social studies units. Additional training for parents will occur as needed on an individual basis when requested and feasible.

3. Merrill Elementary will train school staff on the importance of parent involvement in relation to economically disadvantaged students. The school will collaborate with the Family liaisons from the Head Start, GSRP, Birth To Five, and the Merrill PVO programs for these representatives to attend a staff professional development opportunity (PD release day or staff meeting(s) for the purpose of presenting information and strategies to the staff on how communicate with parents, reach out to draw parents into the school setting, coordinate an effective parent program, and how work with parents on building a positive relationship.

4. At open house parent volunteers will be sought out and signed up to volunteer in the Title 1 program for the new school year. This list will be compiled and shared with the Parent Volunteer Organization. A schedule will be created and shared between classrooms and ideas will be created for ways that parents can become involved with different programs at the school. The Child Development Center will provide information on any parent training to be held to the elementary principal who will publicize the information in the weekly student newsletter and put on the elementary website. The elementary school will invite HeadStart, GSRP or tuition preschool parents to any workshops they are providing to elementary parents that would be age appropriate.

5. Information concerning parent programs, meetings or activities will be screened by the building principal, counselor and Title I Director to ensure the vocabulary and language style used is simple, direct and clear. If a family would require information in an alternative language other than English, the school will procure the services of a translator who will assist in preparing documents in that family's native language. Report cards, Title 1 Parent Compacts, Parent Involvement Policy, classroom brochures, Title 1 brochure, and school website will be written in a parent friendly format and reviewed annually by parents.

14. Merrill Elementary will provide other reasonable support as requested and when feasible.

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

School Improvement Plan

Merrill Elementary School

Merrill Elementary School holds a minimum of three meetings/forums annually which are held for the purpose of consultation, advising, and evaluating the school wide plan. These meetings are advertised and open to all parents.

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

Merrill Elementary School holds a minimum of three meetings/forums annually which are held for the purpose of consultation, advising, and evaluating the school wide plan. These meetings are advertised and open to all parents. The results from these meetings are shared with stakeholders including District and School level improvement teams for use in making future decisions regarding improvement of the school wide program.

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

A team consisting of the Elementary Principal, Title I MTSS teacher, and 1 parent/guardian meet. The team reviews Sec. 1118, Parental Involvement from NCLB and evaluates the current school-parent compact. Multiple exemplary examples are reviewed by the team and discussion takes place about the vision and mission of the current program. A new compact is written in coordination with the team to outline parental, staff and student responsibilities toward ensuring student academic achievement. It is then shared with the SIT and administration for further discussion and critique. The new compact is shared with parents during Open House and reviewed at parent/teacher conferences

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

The School-Parent Compact is provided to all parents for every child along with the yearly registration form. They are collected and maintained by classroom teachers. At fall parent teacher conferences, classroom teachers review the compact with every parent and has them initial when the discussion is completed. For parents that are absent, a phone call is made and the compact is discussed. During spring parent teacher conferences, the compact is available to all parents to review prior to the conference session and used during the conference on an as needed basis. In addition, Title 1 staff reviews the compact during both the fall and winter Title 1 parent informational meetings.

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

Not applicable

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

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

User friendly report cards, reports and information are reviewed for parent friendly verbiage. Parents are asked to preview information prior to SY 2019-2020

dissemination. Suggestions on changes in wording or organization of information are taken under consideration and changes made where appropriate. Data from parent surveys can reflect changes that need to be made so that student achievement information can be easily understood. Limited English: Although we have not had a family enroll in our elementary school who have limited English abilities, should one enroll, the school would establish the family's primary language. Based on that information, the district would locate someone who could serve as a translator for the parents during parent/school communications (that would include meetings as well as written communication).

Parents with Disabilities: Parents who have disabilities are assisted by the appropriate staff depending on the disability. Meetings can occur at parent teacher conferences or as needed by the parent.

Literacy Issues: Similarly with parents who have difficulty reading printed information, a face to face meeting is set up with the parent. At the meeting academic progress would be explained along with any issues for consideration, such as eligibility to the MTSS program. If a meeting cannot be scheduled, a phone conversation will replace it. Again, these meetings can occur at parent teacher conferences or as needed by the parent.

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?

Preschool students (tuition, GSRP, and Head Start) are serviced through our speech and language therapist, coming into the elementary building for that service.

The principal collaborates with tuition and GSRP staff and director.

The principal collaborates with the Head Start staff

The elementary school building houses a Head Start room which allows the students to become familiar with the building and its routines (i.e. fire/tornado drills, lock down procedures)

The Head Start students utilize the elementary gym on a weekly basis.

The elementary building provides an appropriate playground area for Head Start aged students to utilize on a daily basis.

Kindergarten teachers communicate with preschool teachers throughout the year.

Kindergarten teachers, Head Start staff, GSRP, tuition staff, elementary principal, counselor, speech therapist and MTSS staff meet each spring to discuss appropriate kindergarten placement for students coming from these respective programs. Kindergarten class lists for the following school year are generated at that meeting.

GSRP and tuition preschool teachers come into the kindergarten classrooms to observe kindergarten routine, culture, and expectations.

Kindergarten teachers go into the GSRP, tuition and Head Start classrooms to observe.

Preschool (tuition, GSRP, and Head Start) students visit the classrooms in the spring, stay for lunch and participate in recess with the kindergarten children.

In August incoming Kindergarten children and their parents are invited to a special evening orientation where the students meet with the teachers, where expectations, routines and schedules are discussed. Buses are available for a short bus ride so that students will have that experience prior to the first day of school.

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?

Parents are provided informational packets at kindergarten registration. The packets include the Common Core Standards in Reading and Math for exiting Kindergarten students, handwriting information, as well as suggestions on summer activities.

The counselor provides information and advice on preparing for the first day of school.

The speech therapist speaks to the parents about the importance of using language with their child and provides examples for them to practice.

Students are encouraged to participate in the school and library summer reading program, which holds a celebration in September each year.

At Kindergarten Orientation teachers meet specifically with the parents alone to provide them with information on the Kindergarten program, daily schedule, and curriculum.

The speech and language therapist provides parents with suggestions and information on how to prepare their child and themselves for coming to Kindergarten.

School Improvement Plan

Merrill Elementary School

Head Start personnel in scheduling/providing a location and technical support for parent sessions/training.

The principal attends a Head Start parent training session at least once per year to answer questions and give an overview of how the kindergarten program and the building in general work.

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?

Many decisions are made based on assessment information: Student identification for interventions is made based on universal screening data three times a year and shared in collaborative meetings and with parents, Student conferencing decisions are made based on monthly local assessment data and shared with students during individual conferences, Weekly lunch meeting student discussions are based on local and state assessment data and shared with pertinent staff, Monthly Student Study Team meetings are based on local and state assessment data and shared with parents and pertinent staff directly in the meeting and with a final report, Daily reteaching and enrichment lessons are based on local data and shared individually with students, Future professional development decisions are based on perception and school analysis data and shared annually during a staff meeting, Yearly learning targets are based on local and state assessment data and shared with parents and stakeholders through the school wide plan.

In addition, the staff is divided up into committees. The committees meet to research, analyze and discuss assessments based on our need for data. The committee decision is taken to the staff on a PD day or at a staff meeting.

The leadership team, in analyzing the school data analysis, will make assessment decisions to correlate with the School Improvement Plan. These decisions are taken to the staff for discussion and review.

An annual survey of all instructional staff allows input on the use of assessments used with their students and future needs. The leadership team analyzes the survey data as they address needs and plan with the staff for the next school year.

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

Teachers are provided with weekly collaborative time which is used to analyze student scores and plan further instruction based on the scores.

Teachers keep student data on a separate drive for easy access to compare data such as monthly STAR scores, unit math scores, quarterly assessments, writing scores, science unit scores, and social studies unit scores. This has been kept for multiple years and can be used to look for patterns between years.

The Leadership Team reviews school-wide student achievement data, analyzes it and organizes the information to share with K-5 staff. Activities are planned to address the improvement of academic achievement for all students.

Teachers are involved in the recommendation of students K-5 for intervention support in Tier II based on classroom student achievement data.

All staff K-5 is involved in the annual analysis of state standardized data to determine areas where classroom instruction can be strengthened.

Weekly lunch meetings require teachers to provide a thorough data analysis of all current assessments to review with the team prior to discussions and decision making.

Student Study Team meetings require teachers to explain data analysis findings prior to discussions and decision making.

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.

Reading: Students are universally screened three times a year in grades K-5 using NWEA. Students that are identified as below the 25th percentile are flagged as needing additional interventions. Other identifying factors for grades 2-5 include STAR reading levels, and quarterly local assessment data.

Writing: Students are assessed quarterly in writing for grades 1-5 and those below benchmark are flagged as needing additional interventions.

Math: Students are universally screened three times a year in grades K-5 using NWEA. Students that are identified as below the 25th percentile are flagged as needing additional interventions. Other identifying factors for grades K-5 include math unit assessments, quarterly assessment data, and Study Island data in grades 2-5.

Science: Students are assessed quarterly in science for grades K-5 and those below benchmark are flagged as needing additional interventions. In addition, Study Island is used in grades 2-5.

Social Studies: Students are assessed quarterly in social studies for grades K-5 and those below benchmark are flagged as needing additional interventions.

Students are scheduled into a 10-15 week intervention program and progress monitored weekly using NWEA. Individual goals are set for each student based on 2x the average growth rate of their peers. If a student achieves their goal for 3 consecutive weeks, they will exit the program. If a student falls below their goal line for 3 consecutive weeks, additional interventions are added. Struggling students are brought to weekly lunch meetings by classroom teachers to discuss options for additional interventions within the classroom.

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?

Math: Timely, additional assistance will be provided in math using the MyMath reteaching program. Students in grades 1-5 meeting 4-5x a week for 30 minutes focusing on fact fluency, problem solving, and specific classroom content. Students in grade K meeting 4-5x a week for 15 minutes focusing on counting, number writing, and number recognition.

Reading: Timely, additional assistance will be provided in reading through the use of Read Live! and Rigby's Intervention by Design. Students in grades 1-5 meet 4-5x a week for 30 minutes focusing on comprehension strategies and oral reading fluency. Students in grade K meet 4-5x a week for 15 minutes focusing on letter naming and sound fluency, rhyming, and phoneme segmentation.

Science: Timely, additional assistance will be provided in science in grades 1-5 through the use of subject themed reading materials using Z Readers and the integration of subject based vocabulary instruction. Students meet 2-4x a week focusing on analyzing informational text on classroom specific science content. In grades 3-5, 50% of their reading interventions have a science theme. In grades 1-2, 30% of their reading interventions have a science theme.

Social Studies: Timely, additional assistance will be provided in social studies in grades 1-5 through the use of subject themed reading materials using A-Z Readers and the integration of subject based vocabulary instruction. Students meet 2-4x a week focusing on analyzing informational text on classroom specific social studies content. In grades 3-5, 50% of their reading interventions have a social studies theme.

In grades 1-2, 30% of their reading interventions have a social studies theme.

Writing: Timely, additional assistance will be provided in writing through the use of Rigby's Intervention by Design and Writing A-Z. Students in grades 2-5 receive writing interventions based on narrative, informational, or opinion themes directly related to classroom instruction.

Students in grades K-1 focus mainly on letter formation, inventive spelling, and high frequency word spellings.

MTSS services are provided by 2.30 HQ Instructors funded through Title I and At-Risk

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

The MyMath program provides both reteaching lessons and enrichment lessons that classroom teachers in grades 1-5 utilize with students daily in the classroom. Small group math work occurs during daily independent practice. Differentiated teaching occurs during MTSS time when those identified students are out of the room and the teacher can focus on non-qualifying students who still need additional support. In addition, online tutoring is available for students to watch in grades 1-5. In Kindergarten, small group and one-on-one math differentiation occurs 3x-4x a week during center time and daily during free choice time.

In grades 1-5, individual student conferences occur daily, focusing on oral reading fluency, reading comprehension skills, or writing skills. In addition, small group reading instruction occurs as needed in grades 2-5. In Kindergarten, small group and one-on-one reading differentiation occurs 3x-4x a week during center time or daily during free choice time. Differentiated teaching occurs during MTSS time when those identified students are out of the room and the teacher can focus on non-qualifying students who still need additional support. Weekly lunch meetings are held where a group of teachers and interventionists (MTSS staff, special ed teachers) meet to discuss struggling students and possible differentiation that can be done within the classroom. These interventions are individually based and range from behavior plans, increased word work, flashcard work, or online learning games. Frequency data is kept as well as data results and then the team meets again to discuss findings and future plans.

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.

Title IIA monies will be used to support school-wide goals through:

The Science Coach will collaborate with each K-5 classroom teacher to further develop 3 performance based science experiments, focusing on grade specific science expectations and following the scientific process to be implemented during the 2016-2017 school year.

The Science Coach will provide training during locally planned PD days to support the ISD training for unpacking the NGSS, aligning them to current curriculum and reviewing tools and resources.

The K-3 literacy coach will meet on a weekly basis with teachers in grades K-3 to provide support and resources for strategies and interventions to be used with students of concern brought to the grade level meeting. Areas of concern, data analysis, review of current instructional strategies, selection of appropriate interventions and review of implemented interventions will be topics of discussion which will be documented on grade level meeting notes and shared with appropriate staff and administration.

Title I Part A monies will be used to support the schoolwide goals through:

Implementation of the instructional portion of the MTSS program and staffing

Implementation of the monitoring component of the MTSS program

Funding materials/supplies for a Parent Engagement meetings where content and achievement information is provided

Participation of MTSS staff on the monthly Student Study Teams who analyze data and discuss the needs failing students

Parent Literacy Night

Section 31a monies will be used to support the schoolwide goals through:

Implementation of the instructional portion of the MTSS program and staffing

Implementation of the monitoring component of the MTSS program and staffing

Implementation of an on-site K-3 literacy coach.

General Fund monies will be used to support the schoolwide goals through:

Purchase of Study Island

Purchasing the complete My Math program so that the Problem of the Day, Performance Tasks and Countdown to Common Core can be accessed by the teachers.

Maintaining and purchasing/collecting supplies for the Science Lab

Using subs to release teachers to attend training in Unpacking the NGSS, attend training on MTSS Support Tier 1/2, attend classroom management training, attend NWEA training, and attend DRA2+ training.

Using subs to release teachers to create and collaboratively score the benchmark writing assessments.

Paying for the SWIS data base system

Participation of general education teachers on the monthly Student Study Teams who analyze data and discuss the needs failing students

Special Education IDEA monies will be used to support the schoolwide goals through:

Participation by a special education teacher in the collaborative scoring opportunities

Participation of special education staff on the monthly Student Study Teams who analyze data and discuss the needs failing students

Other funding sources will cover:

The use of subs for K-3 teachers to attend training in the 10 Essential Practices in Early Literacy throughout the 2016-2017 school year.

Science Lab Maintenance

No Funds Required

Although specific funding is not required for the following supports, the elementary building will be utilizing district professional development SY 2019-2020

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days, grade level collaborative time, district provided teacher prep time, monthly staff meetings, and release time to support the schoolwide goals through:

Implementation of PBIS program

Administration of Writing Assessments

Use of online typing program

Monitoring of Math performance task implementation

Science coaching/survey analysis

Redesigned writing assessments

Evaluation of PBIS program

Keyboarding of writing assessments

Program evaluation of MTSS Math

Collection, documentation and disaggregation (by economically disadvantaged status) of social studies, science and math unit assessment data

Continued implementation of vocabulary instruction and assessments in science and social studies

Continued discussion and movement toward a schoolwide math test taking protocol

Continued selection of a community involvement activity supporting social studies grade level expectations

Evaluation of the PBIS data by the PBIS team using MDE evaluation tool

Grade level collaboration on common science/social studies assessment schedule

Continued use of parent surveys and parent meetings for the purpose of data collection/analysis for the CNA and development of the SIP based on established priority needs Universal Screening Support

GSRP grant, Head Start funds and General Funds are used to support the transitioning and parental involvement activities and supplies for incoming kindergarten students.

Universal Breakfast and Free/Reduced Lunch Programs assist all students by providing proper nutrition which in turn helps to maintain focus and engagement, behaviors contributing to them meeting success toward the school-wide goals.

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.

1: Comprehensive Needs Assessment:

Title IIA

The K-3 MTSS literacy coach will meet with teachers in grades K-3 to provide support and resources for strategies and interventions to be used with students of concern brought to the grade level meeting. Areas of concern, data analysis, review of current instructional strategies, selection of appropriate interventions and review of implemented interventions will be topics of discussion which will be documented on grade level meeting notes and shared with appropriate staff and administration.

General Fund

Paying for the Skyward data base system

Collection, documentation and disaggregation (by economically disadvantaged status) of science unit assessment data

Continued use of parent surveys and parent meetings for the purpose of data collection/analysis for the CNA and development of the SIP based on established priority needs

Continued implementation of PBIS program

Implementation of a part-time K-5 counselor

2: School Wide Reform Strategies:

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Title IIA

Science coaching for K-5th grade teachers to collaborate to develop 3 performance based science experiments focusing on grade specific science expectations and following the scientific process

The K-3 literacy coach will meet with teachers in grades K-3 to provide support and resources for strategies and interventions to be used with students of concern brought to the grade level meeting. Areas of concern, data analysis, review of current instructional strategies, selection of appropriate interventions and review of implemented interventions will be topics of discussion which will be documented on grade level meeting notes and shared with appropriate staff and administration.

Title I

Implementation of the instructional portion of the MTSS program and staffing

Implementation of the monitoring component of the MTSS program

Participation of MTSS staff on the monthly Student Study Teams who analyze data and discuss the needs failing students

31a

Implementation of the instructional portion of the MTSS program and staffing

Implementation of the monitoring component of the MTSS program

Implementation of an on-site building K-3 literacy coach

General Fund

Using subs to release teachers to attend training in Unpacking the NGSS, attend training on MTSS Support Tier 1/2

Purchasing the complete My Math program so that the Problem of the Day, Performance Tasks and Countdown to Common Core can be accessed by the teachers.

Maintaining and purchasing/collecting supplies for the Science Lab

Using subs to release teachers to collaboratively score benchmark writing assessments.

Administration of Writing Assessments

Use of online typing program

No Funds Required

Implementation of PBIS program

Evaluation and analysis of effectiveness of coaching and technology training by Science Coach

Continued implementation of science/social studies unit assessments with fidelity

Monitoring of Math performance task implementation

Redesign of new benchmark writing writing assessments

Evaluation of PBIS program

Keyboarding of writing assessments

3. Highly Qualified Staff:

General Fund

Participation of general education teachers on the monthly Student Study Teams who analyze data and discuss the needs failing students

4. Attract and Retain Highly Qualified Staff:

Title IIA

Science coaching for K-5th grade teachers in using the scientific process

The K-3 literacy coach will meet with teachers in grades K-3 to provide support and resources for strategies and interventions to be used with students of concern brought to the grade level meeting. Areas of concern, data analysis, review of current instructional strategies, selection of appropriate interventions and review of implemented interventions will be topics of discussion which will be documented on grade level meeting notes and shared with appropriate staff and administration.

General Fund

Science lab supplies and materials for direct instruction in science

5: Professional Development:

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Title IIA

Science coaching for K-5th grade teachers to collaborate to develop 3 performance based science experiments focusing on grade specific science expectations and following the scientific process

The Science Coach will provide training during locally planned PD days to support the ISD training for unpacking the NGSS, aligning them to current curriculum and reviewing tools and resources.

General Fund

Using subs to release teachers to attend training in Unpacking the NGSS, attend training on MTSS Support Tier 1/2.

Other Funding

The use of subs for K-3 teachers to attend training in the 10 Essential Practices in Early Literacy throughout the 2017-2018 school year.

Science Lab Maintenance

No Funds Required

Evaluation and analysis of effectiveness of coaching and technology training by Science Coach

6. Parental Involvement:

Title I Part A

Funding materials/supplies for Parent Engagement meetings where information on content and achievement is provided

Parent Literacy Night

No Funds Required

MTSS parent communication

Continued development of a community involvement activity supporting social studies grade level expectations

Continued use of parent surveys and parent meetings for the purpose of data collection/analysis for the CNA and development of the SIP based on established priority needs

7. Preschool Transition:

General Fund

Speech/language therapist and counselor to service preschool students.

Kindergarten teachers, Head Start staff, GSRP, tuition staff, elementary principal, counselor, speech therapist and MTSS staff meet each spring to discuss appropriate kindergarten placement for students coming from these respective programs. Kindergarten class lists for the following school year are generated at that meeting.

Kindergarten teachers communicate with preschool teachers throughout the year.

Kindergarten teachers go into the GSRP, tuition and Head Start classrooms to observe

In August incoming Kindergarten children and their parents are invited to a special evening orientation where the students meet with the teachers, where expectations, routines and schedules are discussed. Buses are available for a short bus ride so that students will have that experience prior to the first day of school.

Head Start Grant

Allows elementary school building to house Head Start room

Kindergarten teachers, Head Start staff, GSRP, tuition staff, elementary principal, counselor, speech therapist and MTSS staff meet each spring to discuss appropriate kindergarten placement for students coming from these respective programs. Kindergarten class lists for the following school year are generated at that meeting.

Preschool (tuition, GSRP, and Head Start) students visit the classrooms in the spring, stay for lunch and participate in recess with the kindergarten children.

GSRP Grant

Kindergarten teachers, Head Start staff, GSRP, tuition staff, elementary principal, counselor, speech therapist and MTSS staff meet each spring to discuss appropriate kindergarten placement for students coming from these respective programs. Kindergarten class lists for the following school year are generated at that meeting.

GSRP and tuition preschool teachers come into the kindergarten classrooms to observe kindergarten routine, culture, and expectations.

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Merrill Elementary School

Preschool (tuition, GSRP, and Head Start) students visit the classrooms in the spring, stay for lunch and participate in recess with the kindergarten children.

8. Assessment Decisions:

No Funds Required

Continued discussion and movement toward a schoolwide math test taking protocol

Collection, documentation and disaggregation (by economically disadvantaged status) of science unit assessment data

Continued implementation of science/social studies unit assessments with fidelity

9. Timely & Additional Assistance:

Title I Part A

Implementation of the instructional portion of the MTSS program and staffing

Implementation of the monitoring component of the MTSS program

Participation of MTSS staff on the monthly Student Study Teams who analyze data and discuss the needs failing students

31a

Implementation of the instructional portion of the MTSS program and staffing

Implementation of the monitoring component of the MTSS program

Implementation of an on-site K-3 building literacy coach

General Fund

Participation of general education teachers on the monthly Student Study Teams who analyze data and discuss the needs failing students

Special Ed IDEA

Participation of special education staff on the monthly Student Study Teams who analyze data and discuss the needs failing students

No Funding Needed

Program evaluation of the PBIS Program data by SIT using MDE evaluation tool

10: Coordination & Integration of Federal, State, & Local Resources:

General Fund

Informational training for the Title I Director at ISD sponsored Title I Director meetings

Universal Breakfast and Free/Reduced Lunch Grants/Programs

Assist all students by providing proper nutrition which in turn helps to maintain focus and engagement, behaviors contributing to them meeting success toward the schoolwide goals.

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.

Local instructional staff provides specific classroom instruction through the Michigan Model of Health curriculum, which addresses both violence prevention and nutrition units of study. Discrete information in violence prevention and careers occurs through weekly classroom lessons.

Title I monies are set aside for assistance to homeless students. This is coordinated through the homeless liaison who is paid for with local monies.

Federal and local monies support the Head Start program which is housed in the elementary building. Kindergarten, administrative, Head Start instructional and administrative staff collaborate to monitor facility, parenting, and transitional activities.

Universal breakfast is available to all students. Free or reduced lunch is available for qualifying students.

Evaluation:

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

A timeline is created for all activities related to the school wide program and shared with parents. Professional Development is provided based on the activities in the school wide plan. Sign-in sheets, agendas, and survey data are collected following the professional development by the Leadership Team. Follow-up activities are monitored quarterly by the Leadership Team to ensure the implementation of the school wide program. The MDE Evaluation Tool has been used to evaluate vocabulary instruction, as well as the MTSS Math program. The school holds three meetings/forums annually which are held for the purpose of consultation, advising, and evaluating the school wide plan. These meetings are advertised and open to all parents.

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.

The Leadership Team, including two parents, participates in a Guided School Improvement series provided through the local ISD. This series involves multiple meetings where the team collects and analyzes student achievement data, demographic data, perception data, and process data. The results achieved from the schoolwide program are discussed as a team and then shared with staff and stakeholders through staff meetings, district committee meetings, website, and parent newsletters. In addition, the MDE Evaluation Tool has been used to evaluate the MyMath program, vocabulary instruction and the MTSS Math program,

large components of the schoolwide plan. These evaluations were completed using a committee made up of teachers, support staff, and parents and the results were shared with the staff. Recommendations from the evaluation are shared with the Leadership Team in preparation for the creation of the new schoolwide program. This year, the MDE Evaluation Tool will be used to evaluate the impact of the PBIS program.

Parents were invited and participated in the Evaluation of the School Wide plan. At this meeting the current school wide plan was reviewed and commented on along with reviewing the Title 1 School/Parent Compact. In addition, we had parent participation in the spring with the completion of the School Process (40) Indicators, mid-year data analysis, and MEAP data analysis.

The school district will hold a minimum of three meetings/forums annually which are held for the purposes of consultation, advising, and evaluation of the school wide plan. Suggestions provided through discussions and surveys are addressed appropriately in a timely manner.

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.

The results of the MDE Evaluation Tool supported the continued implementation of the MTSS Math Program. 66% of the MTSS Math students scored 70% or above on the end of the year exit test from the MyMath program. Data is used to determine effectiveness. With the evaluation tool we were able to identify areas which will enable us to calculate cost effectiveness of sustained effect. Achievement data of all participating students was collected and analyzed using local assessment data by the SIP team. Trends were identified along with growth over time and comparisons were made from last year. The recommendations from the evaluation were shared with administration and instructional staff. The MDE Evaluation Tool will be used this year to evaluate the PBIS program in grades K-5.

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?

A timeline is created by the Leadership Team for the implementation and evaluation of the school wide plan prior to the year starting. Data is collected and analyzed quarterly and/or mid-year and activity implementation is reviewed. Adjustments to the school wide plan are made if necessary following quarterly School Improvement Team meetings to ensure continuous improvement of all students.

2019 - 2020 Plan for School Improvement Plan

Overview

Plan Name

2019 - 2020 Plan for School Improvement Plan

Plan Description

School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Merrill Elementary will become proficient scientific thinkers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$746
2	All students at Merrill Elementary will become proficient in math.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$108835
3	All students at Merrill Elementary School will become proficient readers and writers.	Objectives: 1 Strategies: 5 Activities: 11	Academic	\$259509
4	All elementary staff will improve school climate and culture by continuing to develop and implement a positive behavior intervention and support system and integrating the Michigan Career Development Model.	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$81136

www.nextgenscience.org/news/new-research-reinforces-need-next-generation-science-standards.

Tier: Tier 1

Activity - Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A professional learning PowerPoint that is provided by Mystery Science for any new staff. This PowerPoint introduces key components to the Mystery Science Curriculum.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$499	General Fund	K-5 instructional staff administration

Activity - Curriculum Alignment to NGSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align the new curriculum with NGSS standards to ensure that there are no gaps.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	No Funding Required	K-5 instructional staff administration

Goal 2: All students at Merrill Elementary will become proficient in math.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase of 5% in Mathematics by 06/11/2020 as measured by local and state assessments.

Strategy 1:

Math Interventions and Support - Students struggling with math will be identified early using universal screening scores and local assessment data. Qualifying students will receive additional math instruction using research based math intervention strategies. Students will be monitored consistently using the current district approved assessment tool and information will be shared with parents regarding progress and ways to help with math at home.

Teachers will participate in ISD sponsored training to explore best practices in Tier 1 and Tier 2 classroom instruction.

Category: Learning Support Systems

Research Cited: Beckmann, S., Clarke, B., Foegen, A., Gersten, R., March, L., Star, J., Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. The Institute of Education Sciences (IES).

Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf

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This guide provides eight specific recommendations in identifying students struggling in math and options for focused interventions. It also provides suggestions for implementing interventions and overcoming roadblocks.

Tier: Tier 2

Activity - Additional Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualifying students will receive additional math instruction from highly qualified teachers using research-based math interventions, including reteaching, vocabulary, and fact fluency activities provided with the MyMath program.	Academic Support Program	Tier 2	Implement	08/26/2019	06/11/2020	\$75869	Title I Part A, Section 31a	MTSS Staff Classroom teachers Special education staff
Activity - Math Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students participating in the MTSS program will be progress monitored consistently from highly qualified teachers using the current district approved assessment tool, and reports and graphs will be shared with parents and responsible staff on a consistent basis.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/11/2020	\$18966	Title I Part A, Section 31a	MTSS Staff
Activity - Math Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students participating in the MTSS program for math will be invited to a parent information meeting where they will be shown how to access and use the online portion of the math program at home, given materials to use at home, and trained how to read the progress monitoring reports that are sent home.	Parent Involvement	Tier 2	Implement	08/26/2019	06/11/2020	\$500	Title I Part A	MTSS Staff Administration
Activity - Universal Screening Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary Staff will administer math screening 3 times a year for K-5 students. This information will be used to qualify students for the MTSS program (Tier 2 & 3) and Tier 2 classroom instruction from highly qualified teachers. (NWEA)	Technology, Professional Learning, Academic Support Program	Tier 1	Monitor	08/26/2019	06/11/2020	\$3500	Other	K-5 Elementary Staff MTSS staff Administration
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be invited to summer school based on Title 1 status with highly qualified teachers/support staff.	Academic Support Program	Tier 2	Implement	06/01/2020	08/28/2020	\$10000	Title I Part A	Summer School Director Highly Qualified Teachers Highly Qualified Teaching Paraprofessional Administration
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Strategy 2:

Math Curriculum Development - A committee will explore and develop an implementation plan for the contextualization of math skills as applied to the Michigan Career Development Model and an OER math curriculum.

Category: Mathematics

Research Cited: "Why Materials Matter." EdReports, www.edreports.org/impact/why-materials-matter#s04.

Tier: Tier 1

Activity - Math Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A representation of elementary teachers K - 5 will participate in a math committee to develop project based activities to contextualize Michigan Career Development Model in every day lessons on professional development days.	Curriculum Development, Technology	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	No Funding Required	K - 5 Classroom Teachers MTSS Teachers Administration

Activity - OER Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A representation of K-5 instructional staff will receive professional learning in OER.	Technology, Professional Learning	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	No Funding Required	Instructional Staff Administration Special Education Teachers

Goal 3: All students at Merrill Elementary School will become proficient readers and writers.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 5% in English Language Arts by 06/11/2020 as measured by local assessment data.

Strategy 1:

K-3 Literacy Initiative - The building highly qualified literacy coach will work throughout the 2019-2020 school year with K-3 instructional staff to support further development in building on the K-3 Essential Instructional Practices. PD sessions will explore topics relevant to the Essential Practices with a focus on gaining expertise in utilizing practices such as running records, instructional formats such as guided reading, conferencing with teachers, and observing modeled teaching.

Category: English/Language Arts

Research Cited: "Essential Instructional Practices in Early Literacy." Great Start Collaborative of Montcalm County. N.p., n.d. Web. 06 June 2017.

Tier: Tier 1

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building highly qualified literacy coach will work throughout the 2019-2020 school year with K-3 instructional staff to support further development in building on the K-3 Essential Instructional Practices. PD sessions will explore topics relevant to the Essential Practices with a focus on gaining expertise in utilizing practices such as running records, instructional formats such as guided reading, conferencing with teachers, and observing modeled teaching.	Curriculum Development, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	08/26/2019	06/11/2020	\$47995	Other, Section 31a	K-3 instructional staff administration MTSS staff Early Literacy Coach

Activity - Coach Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The literacy coach will participate in ISD sponsored training sessions throughout the 2019-2020 school year. This will include multiple day conferences as well as regularly scheduled training at the SISD site.	Professional Learning	Tier 2	Implement	08/26/2019	06/11/2020	\$1000	Section 31a	Elementary Literacy Coach SISD Staff Administration

Activity - ELA Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The MTSS staff and K-3 instructional staff will plan a parent activity that will provide parents with information and strategies to use to support their children at home in reading. Focus will be placed on reading materials that go home for parents to use with their children as well as further information about the 3rd grade reading law and our buildings K-3 literacy initiative.	Parent Involvement, Community Engagement	Tier 1	Implement	08/26/2019	06/11/2020	\$200	Title I Part A	MTSS Staff K-3 Instructional Staff Administration
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Strategy 2:

Integrated Writing - Instructional staff will provide students with opportunities to write about things they are interested in and are familiar with. Students will be encouraged to present their writing to others through activities such as publishing and oral or digital presentations. Writing is embedded in ELA instruction. Instructors will continue to build stamina through the use of increased keyboarding expectations as well as the use of researched based resources in regards to instruction in style, conventions, and citation of sources.

Category: English/Language Arts

Research Cited: "Atlas - ELA Writing and Reading 3 (CC)." Atlas - ELA Writing and Reading 3 (CC). Oakland County, n.d. Web. 11 June 2015.

"Welcome to EngageNY | EngageNY." English Language Arts| EngageNY, www.engageny.org/.

Marzano, Robert J. What Works in Schools: Translating Research into Action. Alexandria, VA: Association for Supervision and Curriculum Development, 2003. Print.

Tier: Tier 1

Activity - Online Typing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 2-5 will utilize an online typing program to improve student word processing skills. Use of the Typing program will be documented first and third marking periods.	Supplemental Materials, Direct Instruction, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	No Funding Required	Grades 2-5 instructional staff Technology staff Administration

Activity - Writing Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide students in developing a student portfolio of their writing throughout the year.	Supplemental Materials, Curriculum Development, Teacher Collaboration, Direct Instruction, Technology	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	No Funding Required	K-5 teaching staff Administration

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Strategy 3:

Multi-tiered System of Supports - Staff will maintain a strong MTSS system of support for students identified as needing additional time and assistance to meet learning standards in ELA.

Category: English/Language Arts

Research Cited: Gursten, Russell. "Assisting Students Struggling with Reading:." What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, 2009. Web.

Tier: Tier 2

Activity - Additional ELA Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualifying students will receive additional ELA instruction using researched based programs.	Supplemental Materials, Teacher Collaboration, Parent Involvement, Technology, Academic Support Program	Tier 2	Implement	08/26/2019	06/11/2020	\$176632	Section 31a, Title I Part A	MTSS staff, administration, classroom teachers
Activity - Monitor ELA MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will universally screen all students three times a year. Data will be used to inform student placement in appropriate tier. MTSS staff will progress monitor qualifying students on a regular basis. Reports will be shared with parents and responsible staff.	Teacher Collaboration, Parent Involvement, Technology, Materials	Tier 2	Monitor	08/26/2019	06/11/2020	\$21313	Title I Part A, Section 31a	Instructional staff, MTSS staff, administration
Activity - Weekly K-5 Meetings/Support Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The K-5 MTSS Instructors will meet on a weekly basis with teachers in grades K-5 to provide support and resources for strategies and interventions to be used with students of concern brought to the grade level meeting. Areas of concern, data analysis, review of current instructional strategies, selection of appropriate interventions and review of implemented interventions will be topics of discussion.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Monitor	08/26/2019	06/11/2020	\$2369	Section 31a	K-5 MTSS Instructor K-5 Classroom Teachers K-12 Counselor Special Education staff
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Strategy 4:

ELA Curriculum - K-5 will be implementing the ELA Engage New York/CKLA curriculum.

Category: English/Language Arts

Research Cited: "Welcome to EngageNY | EngageNY." English Language Arts| EngageNY, www.engageny.org/.

Tier: Tier 1

Activity - Pacing Guide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan a pacing guide to insure that the Engage New York/CKLA Curriculum is implemented and completed throughout the year.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	General Fund	K-5 staff MTSS staff administration

Activity - Material Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers along with administration will plan what materials are needed to implement Engage New York/CKLA.	Curriculum Development, Teacher Collaboration, Materials	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	General Fund	k-5 instructional staff administration

Strategy 5:

Summer School - Students will be invited to summer school based on Title 1 status for small group instruction in the ELA area.

Category: English/Language Arts

Research Cited: Allinder, Rose M., Lynn S. Fuchs, Douglas Fuchs, and Carol L. Hamlett, "Effects of Summer Break on Math and Spelling Performance as a Function of Grade Level," *The Elementary School Journal*, Vol. 92, No. 4, March 1992, pp. 451–460.

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Beckett, Megan K., *Current-Generation Youth Programs: What Works, What Doesn't, and At What Cost?* Santa Monica, Calif.: RAND Corporation, OP-215-GJ, 2008. As of May 10, 2011:

http://www.rand.org/pubs/occasional_papers/OP215.html

Tier: Tier 2

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be instructed using small group tier 2 model of instruction.	Direct Instruction	Tier 2	Implement	06/01/2020	08/28/2020	\$10000	Title I Part A	Summer School Director K-5 summer school highly qualified staff Summer school highly qualified aide Administration

Goal 4: All elementary staff will improve school climate and culture by continuing to develop and implement a positive behavior intervention and support system and integrating the Michigan Career Development Model.

Measurable Objective 1:

collaborate to improve school climate for all students through the implementation of positive behavior intervention and support system by 06/11/2020 as measured by demographic perception data on behavioral incidences, attendance and tardiness.

Strategy 1:

Positive Behavior Intervention Support System - The elementary building will continue to develop and implement a positive behavioral support system with a focus on student and family engagement.

Category: School Culture

Research Cited: Mcneely, Clea A., James M. Nonnemaker, and Robert W. Blum. "Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health." Journal of School Health 72.4 (2002): 138-46. Web.

Tier: Tier 1

Activity - Implementation of PBIS program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At monthly staff meetings, elementary teachers will evaluate school-wide behavior to determine a PBIS focus for the following month.	Supplemental Materials, Behavioral Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/26/2019	06/11/2020	\$0	No Funding Required	K-5 teaching and support staff administration

Activity - PBIS Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor student behavior, attendance, and tardiness using the Skyward program to collect behavioral data.	Behavioral Support Program, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$636	General Fund	PBIS team staff Elementary staff Administration

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Activity - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The K-12 counselor and trauma based interventionist will collaborate with elementary teachers to identify and select Tier 2/3 students who will work with the counselor/interventionist in small group or on an individual basis to reinforce the school's positive strategies and receive group/individual supports.	Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/26/2019	06/11/2020	\$80000	Title IV Part A, Section 31a	Elementary Staff Administration K-12 School Counselor Trauma interventionist
Activity - Positive Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 instructional staff will contact guardians and provide positive feedback on an ongoing basis. This information will be recorded to ensure regular contact is happening consistently.	Behavioral Support Program, Parent Involvement, Community Engagement	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$300	General Fund	K-5 instructional staff administration
Activity - Positive Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 instructional staff will focus on providing positive feedback on an ongoing basis to at-risk students. This information will be recorded to ensure regular contact is happening consistently.	Behavioral Support Program	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	General Fund	K-5 instructional staff administration

Measurable Objective 2:

collaborate to implement the Michigan Career Developmental Model for elementary career awareness. by 06/12/2020 as measured by surveys will be given to stakeholders to measure career awareness in students..

Strategy 1:

Michigan Career Development Model - K-12 Classroom teachers will integrate activities and learning from the Michigan Career Development Model.

Category: Career and College Ready

Research Cited: Research Cited: Michigan Dept. of Education. "Michigan Career Development Model." Michigan Career Development Model, 2019, www.michigan.gov/documents/mde/MI_Career_Development_Model_-_Dec._18_2018_641266_7.pdf.

Conley, David T. College and Career Ready: Helping All Students Succeed beyond High School. Jossey-Bass, 2012.

Conley, David T. "Getting Ready for College, Careers, and the Common Core: What Every Educator Needs to Know." Amazon, Amazon, 7 Oct. 2013,

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David, Conley. "College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready." Amazon, Amazon, 2008,

www.amazon.com/College-Knowledge-Really-Students-Succeed/dp/0787996750.

Tier: Tier 1

Activity - Michigan Career Development Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/Counselor will implement the Michigan Career Development Model in all classrooms as evidenced by their lesson plans.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/12/2020	\$0	No Funding Required	Administration Counselor All instructional staff
Activity - Xello	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5-12 Staff will participate in professional training on Xello, a webbased career exploration and skill development platform for students. Staff will be trained on student assessments, exploration tools, building plans, student lessons, educator tools and more to implement into their classroom curriculum.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/12/2020	\$200	Title IV Part A	5-12 Staff Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screening Math Support	Elementary Staff will administer math screening 3 times a year for K-5 students. This information will be used to qualify students for the MTSS program (Tier 2 & 3) and Tier 2 classroom instruction from highly qualified teachers. (NWEA)	Technology, Professional Learning, Academic Support Program	Tier 1	Monitor	08/26/2019	06/11/2020	\$3500	K-5 Elementary Staff MTSS staff Administration
Literacy Coach	The building highly qualified literacy coach will work throughout the 2019-2020 school year with K-3 instructional staff to support further development in building on the K-3 Essential Instructional Practices. PD sessions will explore topics relevant to the Essential Practices with a focus on gaining expertise in utilizing practices such as running records, instructional formats such as guided reading, conferencing with teachers, and observing modeled teaching.	Curriculum Development, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	08/26/2019	06/11/2020	\$1001	K-3 instructional staff administration MTSS staff Early Literacy Coach

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional ELA Instruction	Qualifying students will receive additional ELA instruction using researched based programs.	Supplemental Materials, Teacher Collaboration, Parent Involvement, Technology, Academic Support Program	Tier 2	Implement	08/26/2019	06/11/2020	\$92038	MTSS staff, administration, classroom teachers

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Summer School	Students will be invited to summer school based on Title 1 status with highly qualified teachers/support staff.	Academic Support Program	Tier 2	Implement	06/01/2020	08/28/2020	\$10000	Summer School Director Highly Qualified Teachers Highly Qualified Teaching Paraprofessional Administration
Additional Math Instruction	Qualifying students will receive additional math instruction from highly qualified teachers using research-based math interventions, including reteaching, vocabulary, and fact fluency activities provided with the MyMath program.	Academic Support Program	Tier 2	Implement	08/26/2019	06/11/2020	\$23896	MTSS Staff Classroom teachers Special education staff
Math Progress Monitoring	All students participating in the MTSS program will be progress monitored consistently from highly qualified teachers using the current district approved assessment tool, and reports and graphs will be shared with parents and responsible staff on a consistent basis.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/11/2020	\$5974	MTSS Staff
ELA Parent Engagement	The MTSS staff and K-3 instructional staff will plan a parent activity that will provide parents with information and strategies to use to support their children at home in reading. Focus will be placed on reading materials that go home for parents to use with their children as well as further information about the 3rd grade reading law and our buildings K-3 literacy initiative.	Parent Involvement, Community Engagement	Tier 1	Implement	08/26/2019	06/11/2020	\$200	MTSS Staff K-3 Instructional Staff Administration
Monitor ELA MTSS	Instructional staff will universally screen all students three times a year. Data will be used to inform student placement in appropriate tier. MTSS staff will progress monitor qualifying students on a regular basis. Reports will be shared with parents and responsible staff.	Teacher Collaboration, Parent Involvement, Technology, Materials	Tier 2	Monitor	08/26/2019	06/11/2020	\$12273	Instructional staff, MTSS staff, administration
Math Parent Engagement	Parents of students participating in the MTSS program for math will be invited to a parent information meeting where they will be shown how to access and use the online portion of the math program at home, given materials to use at home, and trained how to read the progress monitoring reports that are sent home.	Parent Involvement	Tier 2	Implement	08/26/2019	06/11/2020	\$500	MTSS Staff Administration

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Small Group Intervention	Students will be instructed using small group tier 2 model of instruction.	Direct Instruction	Tier 2	Implement	06/01/2020	08/28/2020	\$10000	Summer School Director K-5 summer school highly qualified staff Summer school highly qualified aide Administration
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of PBIS program	At monthly staff meetings, elementary teachers will evaluate school-wide behavior to determine a PBIS focus for the following month.	Supplemental Materials, Behavioral Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	08/26/2019	06/11/2020	\$0	K-5 teaching and support staff administration
Michigan Career Development Model	Teachers/Counselor will implement the Michigan Career Development Model in all classrooms as evidenced by their lesson plans.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/12/2020	\$0	Administration Counselor All instructional staff
Online Typing Program	Grades 2-5 will utilize an online typing program to improve student word processing skills. Use of the Typing program will be documented first and third marking periods.	Supplemental Materials, Direct Instruction, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	Grades 2-5 instructional staff Technology staff Administration

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Math Committee	A representation of elementary teachers K - 5 will participate in a math committee to develop project based activities to contextualize Michigan Career Development Model in every day lessons on professional development days.	Curriculum Development, Technology	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	K - 5 Classroom Teachers MTSS Teachers Administration
OER Professional Learning	A representation of K-5 instructional staff will receive professional learning in OER.	Technology, Professional Learning	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	Instructional Staff Administration Special Education Teachers
Writing Portfolios	Teachers will guide students in developing a student portfolio of their writing throughout the year.	Supplemental Materials, Curriculum Development, Teacher Collaboration, Direct Instruction, Technology	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	K-5 teaching staff Administration
Lab Usage	A science lab will be prepared and made available for our K-5 highly qualified teachers to use on an ongoing basis when a lab setting is necessary. Our K-5 highly qualified teachers will be able to reserve a time for usage.	Supplemental Materials, Curriculum Development, Teacher Collaboration, Materials	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	K-5 Instructional Staff Administration
Curriculum Alignment to NGSS	Teachers will align the new curriculum with NGSS standards to ensure that there are no gaps.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	K-5 instructional staff administration

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Xello	5-12 Staff will participate in professional training on Xello, a webbased career exploration and skill development platform for students. Staff will be trained on student assessments, exploration tools, building plans, student lessons, educator tools and more to implement into their classroom curriculum.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/12/2020	\$200	5-12 Staff Administration
Behavior Intervention	The K-12 counselor and trauma based interventionist will collaborate with elementary teachers to identify and select Tier 2/3 students who will work with the counselor/interventionist in small group or on an individual basis to reinforce the school's positive strategies and receive group/individual supports.	Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/26/2019	06/11/2020	\$40000	Elementary Staff Administration K-12 School Counselor Trauma Interventionist

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional Math Instruction	Qualifying students will receive additional math instruction from highly qualified teachers using research-based math interventions, including reteaching, vocabulary, and fact fluency activities provided with the MyMath program.	Academic Support Program	Tier 2	Implement	08/26/2019	06/11/2020	\$51973	MTSS Staff Classroom teachers Special education staff
Additional ELA Instruction	Qualifying students will receive additional ELA instruction using researched based programs.	Supplemental Materials, Teacher Collaboration, Parent Involvement, Technology, Academic Support Program	Tier 2	Implement	08/26/2019	06/11/2020	\$84594	MTSS staff, administration, classroom teachers

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Weekly K-5 Meetings/Support Sessions	The K-5 MTSS Instructors will meet on a weekly basis with teachers in grades K-5 to provide support and resources for strategies and interventions to be used with students of concern brought to the grade level meeting. Areas of concern, data analysis, review of current instructional strategies, selection of appropriate interventions and review of implemented interventions will be topics of discussion.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Monitor	08/26/2019	06/11/2020	\$2369	K-5 MTSS Instructor K-5 Classroom Teachers K-12 Counselor Special Education staff
Literacy Coach	The building highly qualified literacy coach will work throughout the 2019-2020 school year with K-3 instructional staff to support further development in building on the K-3 Essential Instructional Practices. PD sessions will explore topics relevant to the Essential Practices with a focus on gaining expertise in utilizing practices such as running records, instructional formats such as guided reading, conferencing with teachers, and observing modeled teaching.	Curriculum Development, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	08/26/2019	06/11/2020	\$46994	K-3 instructional staff administration MTSS staff Early Literacy Coach
Math Progress Monitoring	All students participating in the MTSS program will be progress monitored consistently from highly qualified teachers using the current district approved assessment tool, and reports and graphs will be shared with parents and responsible staff on a consistent basis.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/11/2020	\$12992	MTSS Staff
Monitor ELA MTSS	Instructional staff will universally screen all students three times a year. Data will be used to inform student placement in appropriate tier. MTSS staff will progress monitor qualifying students on a regular basis. Reports will be shared with parents and responsible staff.	Teacher Collaboration, Parent Involvement, Technology, Materials	Tier 2	Monitor	08/26/2019	06/11/2020	\$9040	Instructional staff, MTSS staff, administration
Coach Training	The literacy coach will participate in ISD sponsored training sessions throughout the 2019-2020 school year. This will include multiple day conferences as well as regularly scheduled training at the SISD site.	Professional Learning	Tier 2	Implement	08/26/2019	06/11/2020	\$1000	Elementary Literacy Coach SISD Staff Administration
Behavior Intervention	The K-12 counselor and trauma based interventionist will collaborate with elementary teachers to identify and select Tier 2/3 students who will work with the counselor/interventionist in small group or on an individual basis to reinforce the school's positive strategies and receive group/individual supports.	Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/26/2019	06/11/2020	\$40000	Elementary Staff Administration K-12 School Counselor Trauma Interventionist

School Improvement Plan

Merrill Elementary School

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Lab Maintenance	K-5 staff will continue to build a science lab inventory using resources such as; current classroom supplies, parent volunteer organization funds, local business donations, and/or grant opportunities. Teachers may be requesting items from parents for consumable items.	Materials	Tier 1	Monitor	08/26/2019	06/11/2020	\$247	K-5 instructional staff administration
Material Collection	Teachers along with administration will plan what materials are needed to implement Engage New York/CKLA.	Curriculum Development, Teacher Collaboration, Materials	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	k-5 instructional staff administration
Positive Student Engagement	K-5 instructional staff will focus on providing positive feedback on an ongoing basis to at-risk students. This information will be recorded to ensure regular contact is happening consistently.	Behavioral Support Program	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	K-5 instructional staff administration
Positive Parent Engagement	K-5 instructional staff will contact guardians and provide positive feedback on an ongoing basis. This information will be recorded to ensure regular contact is happening consistently.	Behavioral Support Program, Parent Involvement, Community Engagement	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$300	K-5 instructional staff administration
PBIS Monitoring	Staff will monitor student behavior, attendance, and tardiness using the Skyward program to collect behavioral data.	Behavioral Support Program, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$636	PBIS team staff Elementary staff Administration
Curriculum Training	A professional learning PowerPoint that is provided by Mystery Science for any new staff. This PowerPoint introduces key components to the Mystery Science Curriculum.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$499	K-5 instructional staff administration
Pacing Guide	Teachers will plan a pacing guide to insure that the Engage New York/CKLA Curriculum is implemented and completed throughout the year.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/11/2020	\$0	K-5 staff MTSS staff administration