



School Improvement Plan

Manton Consolidated Elem. School

Manton Consolidated Schools

Mr. Mark Parsons, Superintendent
105 Fifth Street
Manton, MI 49663

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Manton Consolidated Schools (MCS) is nestled in Wexford County about ten miles north of Cadillac and thirty-five miles north of Cadillac and thirty-five miles southeast of Traverse City. The school is located in the City of Manton, which is home to over 1200 citizens living and working in the surrounding areas. The Manton School District, in addition to the City of Manton, serves the following townships: Bloomfield, Caldwell, Cedar Creek, Colfax, Fife Lake, Greenwood, and Liberty. MCS is a member of the Wexford-Missaukee Intermediate School District (WMISD).

Manton Consolidated Schools is a fully accredited school district by AdvancEd/North Central Association. As a part of that, Manton Elementary School is also accredited. We have successfully participated in an external review process by AdvancEd in 2010-2011. Manton Elementary School has a teaching staff of twenty, all of whom are highly qualified. In 2012-2013 student enrollment reached 340 students. Sixty-seven percent of the elementary population receives free and reduced lunch. We are classified as a Class "C" school and participate in the Highland Athletic Conference.

Although the district has faced declined enrollment and financial difficulties in recent years, Manton Elementary School has continued to offer enrichment programs and athletic opportunities. Our community members have repeatedly stepped up to offer support in times of need. The "small town feel" of Manton is a unique characteristic that makes our school a family and not merely an educational institution.

School's Purpose

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

Manton Elementary School, as a part of the community, is dedicated to providing opportunities for the development of each student's full potential. We believe each student has abilities and talents that can be developed. We value the individuality of each child and are committed to nurturing every student's abilities. As professional educators, we will utilize research and apply a variety of strategies to promote quality and motivate students in our school.

Manton Elementary School embraces this mission, vision and belief statement through our motto, "Whatever It Takes, Our Students Are Worth It". The staff is dedicated to meet the unique and individual needs of every student. Our goal is to promote and enhance the education of ALL students.

Teachers meet on a regular basis in Professional Learning Committees to plan and provide equity in our curriculum. Teachers follow a rigorous curriculum; meeting state developed Grade Level Content Expectations and nationally created Common Core State Standards. We are committed to building the love of learning for our young students, so it follows them throughout their lives.

Our commitment is shown through the programs offered at Manton Elementary School. Students are enriched through exposure to art, music, physical education and technology. We also provide afterschool programs, such as Girls on the Run, various sports, Odyssey of the Mind, Curriculum Fair, Family Reading Night, Extended Day Reading Program and a summer enrichment program. During the school day, we utilize the High School Cadet Teacher Program. Students have an opportunity to develop leadership skills through the Elementary Student Council.

Notable Achievements and Areas of Improvement

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

Manton Elementary School's greatest accomplishments revolve around our commitment to students. Our school motto, "Whatever it Takes, Manton Students are Worth It!" is played out every day by staff. We are above the state average on both MEAP Reading and Math scores. We are one of ten schools north of US-10 that have full District Accreditation by NCA/AdvancEd. We have been recognized by the Michigan Department of Education 3 out of the last 4 years with an A-grade on the Elementary School State Accreditation. We were also in the top 25% on the Michigan Top-Bottom School Ranking Scale with a score of 77%. In 2010-11 our school was recognized as a "Beating the Odds" school due to achievement despite a high level of poverty within our district.

We have a committed, dedicated, and a highly qualified staff that continuously strives toward improvement using a clearly defined curriculum, professional learning committees, and data driven decision making. We hold high expectations of both ourselves and our students. We have strong leadership from our administration and teacher leaders. We work hard to create a personal relationship with students and parents through open and consistent communication. We also have a very supportive and close knit community. The entire staff is passionately involved in living the vision of "Whatever it Takes, Manton Students are Worth It!"

Additional Information

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

Manton Elementary School is committed to providing for the needs of all students. We accommodate the different modalities and pace of our students in a variety of ways. We have a fully developed Response to Intervention (RtI) program which addresses Tier 1, 2, and 3 students. We have a solid core curriculum at our Tier 1 level, which includes a highly qualified teacher, 90 minute literacy block, Intervention Block, SuccessMaker computer lab for all students, and use of iPads and technology in the classroom. Universal screeners and a multitude of assessments are used to identify students who are not meeting the grade level expectations. These students are provided with Tier II services through the Title I Reading and Math program in a manner which best meets their needs. Some students may only need targeted intervention with skill work in class, while others require intensive intervention in a pull-out environment. Our school uses Orton-Gillingham to provide additional phonics based instruction, and the Lexia Learning program as well. Read Naturally is used to increase student fluency, and the Fast ForWord program to target Memory, Attention, Processing, and Sequencing. Tier II students are progress monitored twice a month to assess growth, and programming is adjusted as necessary.

When Tier II students are not meeting expectations despite these interventions, the RtI team begins the additional assessment required for Tier III assistance.

Technology is an integral part of our programming. We have two computer labs, and have a minimum of 6 iPads per grade level. They are utilized in many different ways to enhance the curriculum. Students use web-based programs as well as produce written and graphic documents on a daily basis.

Another important factor within our elementary is a very supportive PTO and community. We have extremely high levels of attendance at Parent-Teacher conferences and all family activities and programs. Our community shows support by generous donations of time and money to meet student and family needs.

Despite financial constraints, we continue to offer experiences outside of our rural community. Our 4th graders visit the Michigan State Capitol and the Historical Museum each year to learn the functions of the government and their role as a citizen. Each grade plans an enriching experience that is appropriate to the students' age and development.

All of our efforts and activities reflect our motto; "Whatever it Takes, Manton Students are Worth it!"

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Every teacher has been involved in the development of Manton Elementary School's Improvement plan. All teachers meet in February to review and update goals, objectives and strategies. The district Success team reviews the school improvement plan and gives input on the plan. Annually the plan is monitored, reviewed and evaluated for success by the administration and teaching staff. It is then revised. The building level school improvement plan is created by teachers and staff using the school data profile. The elementary school improvement team reviews and revises the plan each year in the spring. Parents are offered opportunities for input at annual Title 1 meetings in the fall and spring. There are board of education members and parents on the School Success team. Members of the team are selected by the administrative team. Roles are assigned and described at annual meetings.

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

Classroom teachers and administrators set the goals, objectives and strategies in subject area teams. Building level school improvement teams reviews these plans and makes revisions. The school improvement teams enters the plan in the Assist website and completes all required narratives. The school success team reviews the plan and makes revisions as necessary after stakeholder input. The board of education reviews and approves the plan.

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

Charts will be made for all classrooms which will make it convenient for teachers to apply strategies. It will be on the school website for parents to review and offer input. A hard copy will be available for parents to access in the office.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

As student enrollment decreases, staffing decreases to meet the lower demand.

How do student enrollment trends affect staff recruitment?

At this time there is no recruitment of staff needed.

How do student enrollment trends affect budget?

As student enrollment decreases so does budget. As a district we have lost over one hundred students over the last five years.

How do student enrollment trends affect resource allocations?

Due to reduced funds, we have limited the number and distance traveled for class field trips. We have eliminated bus stops to save money. Teachers' pay has been reduced.

How do student enrollment trends affect facility planning and maintenance?

With declining revenue, we have stretched our budget by not replacing personnel and reassigning job responsibilities. We are limiting the replacement of equipment and furniture.

How do student enrollment trends affect parent/guardian involvement?

We do not see an affect in this area.

How do student enrollment trends affect professional learning and/or public relations?

Our ISD provides professional learning opportunities for staff. Student enrollment really hasn't affected us in this area.

What are the challenges you noticed based on the student enrollment data?

Due to the way we are funded, student enrollment affects what we can offer and provide as a school.

What action(s) will be taken to address these challenges?

To overcome this challenge we are trying to promote our school and district to increase enrollment. We have a new website that is updated regularly, we are using the local paper to promote student success stories, and we are in the process of making a video to promote Manton Schools. In addition to this, we continue to find ways to make the most of the money we receive from the state.

What are the challenges you noticed based on student attendance?

Currently, our student attendance is excellent. Our challenge is our Kindergarten students. Some parents feel that Kindergarten is not at an academic grade level.

What action(s) will be taken to address these challenges?

We use our Kindergarten round up to educate parents of the importance of Kindergarten attendance. We let them know that absences do have an impact on their child's achievement. For those students who have a chronic attendance issue, we utilize our school's truancy officer to assist getting those students to school more regularly.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Our reading and science scores are above the state at every grade level tested.

Which content area(s) show a positive trend in performance?

Positive trends show our fifth graders have doubled in proficiency in science in the last three years. Our 5th grade reading also has increased each of the last three years.

In which content area(s) is student achievement above the state targets of performance?

Manton's 3rd, 4th, and 5th grade reading scores are all above the state average. Our 4th grade math scores are above the state average. The 5th grade science scores are also above the state average.

What trends do you notice among the top 30% percent of students in each content area?

hfkadsjkljasdl

What factors or causes contributed to improved student achievement?

Our teachers' commitment to intentionally teaching the curriculum with integrity contributes to improved student achievement. There is a school wide initiative to promote learning, enthusiasm, effort, and pride in individual student results.

How do you know the factors made a positive impact on student achievement?

We are above the state average in five of eight state tests. We believe the efforts we have made to promote student achievement are apparent when looking at our test scores.

Which content area(s) indicate the lowest levels of student achievement?

In Science, only eight percent of our students are proficient. However, this percentage is five points over the state average. Our scores have increased in the area of science over the last three years.

Which content area(s) show a negative trend in achievement?

Our 4th grade MEAP writing scores in 2010 was 47% Proficient but decreased in 2012 to 39%. 3rd grade math has been consistent at 45% for the last two years but then decreased to 34% in 2012. Our Fall 2012 DIBELS scores show a significant loss from Spring 2012 scores, indicating that our gains are not being sustained over the summer.

In which content area(s) is student achievement below the state targets of performance?

The state proficiency target is 49% for writing while 39% of our students reached proficiency. In reading, we were 2% below the target of 71% with a score of 69% in 3rd and 4th grade. In 3rd grade we were 12% below the proficiency target of 46% for math, and 5% below in 5th grade.

What trends do you notice among the bottom 30% of students in each content area?

Manton Elementary has a small population of students, and 30% of our population is approximately 18 students at each grade level. Data shows the bottom 30% of our students in 4th grade showed no improvement or decrease from 2011 to 2012 in math. At 3rd grade, we have a one-year increase in students not-proficient in math. The previous trend has shown improving math scores, indicating that this is a one-year anomaly.

In 3rd and 4th grade reading, we've increased the proficiency rate for our lowest 30%. In 5th grade the proficiency rate decreased in 2012.

Our bottom 30% decreased in writing proficiency from 2010-2012.

Our bottom 30% decreased in science proficiency form 2010-2012.

What factors or causes contributed to the decline in student achievement?

Due to a small student population, a decline in proficiency described in percentage may be misleading. We have a very small number of students who are not proficient. Our small, rural community has a transient student population and a change of 2-3 students may impact percentages greatly.

Factors which may contribute to a decline in student achievement in math may be the use of a math curriculum which has not been updated in over 12 years and in which not all staff has been trained. We have implemented a new writing program 2 years ago which has not had a chance to show sustained writing growth.

How do you know the factors made a negative impact on student achievement?

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Our school improvement team has analyzed and disaggregated data to find trends and factors. Our discussions have lead us to make changes which we hope will support student achievement. It's important to note that an additional 4% of students qualified for special education services in 2012-2013 which certainly has a negative impact on student achievement trends.

What action(s) could be taken to address achievement challenges?

We will continue to implement the Write-Steps program with integrity. Our math curriculum will be updated in 2013 and all staff members will be fully trained. We will continue to use school-wide benchmark screeners to determine reading and math achievement and identify struggling students. These students will receive Title I intervention to support the Tier 1 curriculum in both reading and math. Our staff will work on reassessing the Tier 1 core instruction to determine if curriculum is being implemented with fidelity.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- English Language Learners (ELLs)

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged
- English Language Learners (ELLs)

In what content areas is the achievement gap closing for these subgroups?*

Over the last two years, we have lessened the gap for economically disadvantaged students and ELL students in both reading and math.

How do you know the achievement gap is closing?*

Per MEAP data.

What other data support the findings?

Schoolwide DIBELS data indicate that ELL students showed an increase, as well as STAR math and reading assessments.

What factors or causes contributed to the gap closing? (Internal and External)*

These students receive additional support both 1-1 and in small group to promote student growth. These students also work on computer based programs which differentiate instruction/practice for their specific needs.

How do you know the factors made a positive impact on student achievement?

Assessment data shows an increase in scores for both ELL and economically disadvantaged students.

What actions could be taken to continue this positive trend?

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Continued focus on the specific needs of these subgroups.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

In all areas, growth of other subgroups is inconsistent.

How do you know the achievement gap is becoming greater?*

In all areas, the growth and gap is inconsistent.

What other data support the findings?*

MEAP, DIBELS, Star Reading and Math

What factors or causes contributed to the gap increasing? (Internal and External)*

In all areas, the growth and gap is inconsistent and therefore it is hard to determine factors which influence these groups.

How do you know the factors lead to the gap increasing?*

In all areas, it is hard to determine accurately which factors may lead to the inconsistent growth and gap between groups.

What actions could be taken to close the achievement gap for these students?*

Additional training in math for all staff; continued implementation of a solid core curriculum and Tier 2 intervention program.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Our ELL learners are achieving at a greater rate than other demographics within our school.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We have a fully implemented Response to Intervention program which tracks all students through benchmarking assessments. At-Risk students are progress monitored 2x per month to assure growth and program adjustments as needed. We provide a Teacher Assistance Team to offer strategies and support for teachers of students with academic or social/emotional concerns. Tier 2 services are available for at-risk reading and math students, with programming specific to their needs such as Orton-Gillingham Multi-Sensory program, Read Naturally, Fast ForWord, Lexia, or Math-U-See.

To ensure that students are receiving the programming necessary to meet their needs, classroom data and progress monitoring are reviewed often and programming adjusted as data indicates.

How are students designated 'at risk of failing' identified for support services?

Schoolwide benchmark assessments (DIBELS, STAR Reading and Math) are given 3x per year to determine students who are At-Risk. This data is cross-referenced with classroom performance data and teacher input.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

An Extended Day program was made available beginning in February, 2013, when funds were released for this purpose. The program met 3 days per week for one hour after school with the purpose of providing additional reading support to specific students identified as the most at-risk.

A "JumpStart" summer school program is also provided for at-risk students for 4-weeks in the summer which provides math and reading interventions.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	13.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Parents of students who were identified as being eligible for these extended day programs were sent individual letters inviting them to participate. Follow up phone calls were also made to individuals.

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Label	Question	Value
	What is the total FTE count of teachers in your school?	21.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	5.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	3.0

Label	Question	Value
	How many teachers have been teaching >15 years?	9.0

What impact might this data have on student achievement?

Manton Elementary has an average teacher to student ratio of 1:22, which lends itself to more intervention and support for at-risk learners. We have a balance of both experienced and new teachers.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	98.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	84.0

What impact might this data have on student achievement?

Higher teacher absences may negatively impact student achievement, HOWEVER, our teacher absences due to illness is low while our time spent on PD is felt to be productive and impacts student achievement in a positive way.

Perception Data - Students

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

We do not have student data which indicates an overall level of satisfaction for one area over another.

Which area(s) show a positive trend toward increasing student satisfaction?

We do not have data to show a trend in student satisfaction.

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

n/a

Which area(s) show a trend toward decreasing student satisfaction?

n/a

What are possible causes for the patterns you have identified in student perception data?

n/a

What actions will be taken to improve student satisfaction in the lowest areas?

n/a

Perception Data – Parents/Guardians

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

The areas that indicate the overall highest level of satisfaction among parents/guardians were purpose and direction and teaching and assessing of learning. However, parents/guardians were highly satisfied in all five categories on the survey.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

This is the first year using this survey so there is no trend data.

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

The area that indicated the lowest level of satisfaction among parents/guardians was governance and leadership. However, this category was still satisfactory overall.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

This is the first year that this survey was administered so there is no trend data.

What are possible causes for the patterns you have identified in parent/guardian perception data?

There are no patterns available to evaluate due to the lack of trend data.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

The areas that were identified as having the lowest satisfaction among parents/guardians were providing protected instructional time (65% satisfactory), providing a plan for acquisition and support of technology to support student learning (60% satisfactory), school leaders ensuring that all staff members use supervisory feedback to improve student learning (63% satisfactory), and a professional learning program that is designed to build capacity among all professional and support staff members (65% satisfactory).

To increase parent/guardian satisfaction in the lowest areas we will continue to work to create a schedule that provides the required protected instructional time. Technology is an ongoing process and we are continuously working to improve in this area. New technology is being implemented each year and is improved or implemented when funding and building restrictions allow. Supervisory feedback will continue to improve to enhance student learning. This will be done through the teacher evaluation process. We will work to include all staff members in professional development that would benefit everyone involved. These changes will help to improve the overall satisfaction of parents/guardians in the lowest areas.

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Perception Data – Teachers/Staff

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

Survey data shows the staff is highly satisfied (99% or above) with our school's focus on student success. They are also satisfied with the school's continuous improvement process based on data, goals, action, and measures for growth. Our school uses multiple measures to determine student learning and school performance. Our staff is highly satisfied with our core instruction, and the system in place to assess growth and student performance, as well as the support they receive from both administration and peers.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

There is no trend due to lack of data over time.

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

11% (2 out of 21) of teachers were not satisfied that our school does not provide protected instructional time. 10% (2 out of 21) of teachers were not satisfied regarding the evaluation of staff on criteria designed to improve teaching and learning.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

There is no trend due to lack of data over time.

What are possible causes for the patterns you have identified in staff perception data?

There are no patterns identified due to lack of data over time.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Stakeholders for these decisions include staff, ISD personnel, parents, administration, and school board. Leadership teams from local school districts work together to evaluate and align subject area curriculum. These teams use comprehensive rubrics to determine which curriculum best meets the criteria. Individual classroom teachers use specific data to determine growth and what changes in instruction need to be made for students to meet grade level objectives.

What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?

The principal is provided with unit and lesson plans weekly, and also looks for CCSS during walk-throughs and observations. PLC notes are collected regarding implementation of CCSS. Report cards are in the process of being aligned with the CCSS.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes		

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		Annual Report

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mark Parsons Superintendent 105 Fifth Street Manton, Michigan 49663 231-824-6411	

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Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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

How was the comprehensive needs assessment conducted?

All elementary teachers meet in February to review and analyze the data in the School Data Profile. The elementary school improvement team reviewed and analyzed the data provided in the Profile that was compiled by the curriculum office. The analysis from the two meetings are combined to complete the comprehensive needs assessment. Teachers also collect data on a classroom data chart on the assessment results of each student. Additional data was collected as was necessary. This is an annual process.

What were the results of the comprehensive needs assessment?

We have a committed, dedicated and highly qualified staff that continuously strives toward improvement using a clearly defined curriculum, professional learning communities, and data driven decision making. At this time we show strengths in the core areas of reading and math. Our third grade math score is below the trend line. The entire staff is passionately involved in living the vision of "Whatever It Takes, Manton Students Are Worth It". Our K-4 staff has high expectations, and we hold each other and our students to high expectations. We have strong leadership from our administration and our teacher leaders. Our journey to become a Professional Learning Community has led us to use data to make decisions in every aspect of district, school, and student success. We work hard to create personal relationships with students and parents through open and consistent communication. We have a very supportive and close knit community. We have faced financial difficulties in the last six years. We are facing decreasing enrollment and revenues. We are experiencing an increase in economically disadvantaged students. We continue to see a gap in the progress of these students. We will need to continue to pursue professional development on the best practice strategies to meet the needs of this population. We have a deficit in the area of writing. We are challenged to continue to provide an excellent learning environment on a limited school budget. Everyone has done a great job of using our existing resources to provide as many opportunities as we can under these circumstances. We have been challenged to enrich the curriculum for our highest achieving students. Although we have offered opportunities for parent and community involvement we have not had the participation that we would like to have at all levels. We hosted a family reading night in spring 2013 that was very well received and attended. Our parents report on surveys that they are satisfied with our title I services and the commitment of all of our teachers. They report that they are getting enough information from the school on their children's progress and on our newsletters. We continue to try new ideas to increase this involvement.

What conclusions were drawn from the results?

We are puzzled by the results of the data. Our staff is more intentional and more focused on meeting students' needs than ever. We need to reevaluate existing programs to see how we can strengthen and build upon what we know works.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

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need to re-evaluate programs and strategies that are in place. Our commitment is to continue to be consistent and intentional in teaching our core curriculum with fidelity and integrity.

How are the school goals connected to priority needs and the needs assessment?

All school goals are set based on the information gathered through assessments and data. Decisions are made through close analysis of this data and monitoring results.

How do the goals portray a clear and detailed analysis of multiple types of data?

All goals are set based on multiple sources of assessment (DRA, MLPP, DIBELS, MEAP, STAR Reading and Math.) The School Improvement team reviews data and looks for trends within and across grade levels to determine where the priority needs are, and how they can best be met.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Manton Elementary has a high population of economically disadvantaged students, making us a "Schoolwide" Title I program. While our goals are carried out within the whole school, additional monitoring is conducted for those students identified as most at-risk. Accommodations are made and prescriptive programming in conjunction with the ISD is made for individual students.

Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State's standards?

Strategies in place for all students include high quality classroom instruction, 60-90 minute literacy block, 30 minute Intervention-Block, SuccessMaker computer-based program for all students, Houghton-Mifflin Reading Series, small and whole group lessons, grade-level Professional Learning communities, Accelerated Reader, and Everyday Math.

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

SuccessMaker computer based program and our 30-minute intervention block increase the quantity of specific instruction at students' individual level. The use of building an academic vocabulary, increased text complexity, increased phonics and phonemic awareness instruction, integrated technology, and fluency practice through repeated readings increase the quality of instruction for our students. Strategies to increase quality of math instruction include integrated technology, 1-1 small group assistance, building academic vocabulary, written response and verbalization of thought process, the Everyday Learning math program, and visual and graphic depictions of problems.

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

All strategies are based on the findings of the needs assessments.

The schoolwide reform strategies are the core of our school improvement. This component is broken down into several pieces; standards and implementation, focus on core academic areas, increased amount and quality of learning time, and a rich and excellerated curriculum to meet the needs of all students including those at-risk.

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

Strategies which enrich and accelerate student growth are use of SuccessMaker computer-based program, Accelerated Reader, Reading A-Z and Raz-Kids, and Rocket-Math. Classroom teachers use differentiated instruction within the room to meet the varied needs of all students.

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

All Tier 1 interventions and strategies are provided for at risk students. Tier 2 interventions include use of the Orton-Gillingham multi-sensory program, Phonics First, Lindamood-Bell strategies, Math-U-See, Read Naturally, Fast ForWord, small group instruction 1:5 ratio or less, progress monitoring 2x per month, paraprofessional assistance, Social Work services, Lexia phonics based computer program, Summer School, support through the Teacher-Assistance Team, accomodations, as well as ISD Response to Intervention evaluation and monitoring.

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Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All of the instructional paraprofessionals meet the NCLB requirements for highly qualified.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All Manton Elementary Teachers meet the definition of Highly Qualified with educational degrees and certification.

Component 4: Strategies to Attract Highly Qualified Teachers

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

There is little or no turnover at Manton Elementary. No teachers left at the end of 2011-12. The Elementary Principal retired at the end of 2011-12. The position was filled from inside the district. At the end of the 2012-13 school year two teachers retired.

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

All twenty teachers meet the definition of Highly Qualified with educational degrees and certification. The district reading teacher has reading certification and a Master's Degree. She has been teaching twenty three years in Title I programs. All teachers have graduate hours beyond their bachelor's degree and fifty (50%) percent of the teaching staff have master's degrees. Nine teachers have above 15 years of teaching. Eight of our teachers have at least 5 years teaching elementary students. Eighty five percent have spent their entire career at Manton Schools.

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Manton Consolidated Schools does not have a problem with teacher turnover or retention. Most of our teachers have spent their entire career at Manton. We post new positions early to make sure that the highest quality teachers are available. In addition to local advertisements, we post positions at all Michigan colleges and universities. We use a seven point hiring rubric to rate prospective teachers after meeting with an interview team. New teachers receive a mentor teacher to guide them through their first five years of teaching.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Manton Consolidated Schools does not have a problem with teacher turnover or retention. Most of our teachers have spent their entire career at Manton. We post new positions early to make sure that the highest quality teachers are available. In addition to local advertisements, we post positions at all Michigan colleges and universities. We use a seven point hiring rubric to rate prospective teachers after meeting with an interview team. New teachers receive a mentor teacher to guide them through their first five years of teaching.

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

Not Applicable

Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

In the area of reading, teachers received professional development in effectively using informational text, use of multi-sensory phonics based instruction, localized reading strategies and interventions used throughout the ISD, and effective use of literacy block through observation.

In the area of writing, teachers received professional development in the writing workshop.

In the area of social studies, teachers received professional development in smarter balance assessments in social studies.

In the area of math, teachers received professional development in math workstations, Math-U-See, and math interventions.

In the area of science, teachers received professional development in elementary problem based learning with NASA and attended the Michigan State Science Conference.

Teachers also received training in School Crisis Intervention and Training, Conscious Discipline, and CPI training.

Describe how this professional development is “sustained and ongoing.”

Teachers who receive professional development return and train their colleagues in what they have learned. Recent professional development is often built on what has taken place in the past, and enhances our core instruction. We have recently completed a 3-year cycle on differentiated instruction in the regular education classroom.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

Parents are given the opportunity to give written and verbal input on our school and programs each semester and at conferences on parent surveys. Each fall parents are given an overview of the programs and are able to ask questions and give input on the programs. Parents on the Schoolwide Success team have input at meetings on the program for Title I.

How were parents involved in the implementation of the schoolwide plan?

Parents are asked to be actively involved in program implementation. The district will provide parents with the strategies and tools that are necessary to assist in home-reading and math activities with their at risk children. We have parents who volunteer to help students on computer programs and other intervention activities at school.

How were parents involved in the evaluation of the schoolwide plan?

The School Success team has two parents that work with Title One staff to review and evaluate our programs. The School Success team evaluates our parent involvement components by counting the number of parents that are actively involved in our program. We collect information on the number of parents who attend conferences, the number of parents who return surveys, the number of parent volunteers, the number parent/teacher phone calls, the number of parents that attend student programs and the number of parents that attend parent meetings. We are conducting a survey to determine the number of families that have access to the internet. This will help us to determine if this will be an effective way to increase communication with parents and to seek increased input on our programs.

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.

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

We encourage all of our parents to be involved in school activities and events. Parents are encouraged to attend parent meetings, parent education presentations, and curriculum fairs. Each year at open house parents are given booklets with the state grade level expectations. Each year we also send home publications from the National Institute for Literacy. Parent/Teacher conferences are scheduled twice a year. Conferences are held in the afternoons and evenings to accommodate parents' schedules. Parent/teacher/student compacts and a copy of the parent involvement policy are given to parents and reviewed at the fall conference. Teachers also review and interpret assessment (DIBELS, MEAP, MIAccess) results with parents at the conferences. Throughout the school year teachers initiate contact with the parent to share strengths and concerns and to offer specific advice or activities, which can be used at home to strengthen the student's performance.

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We keep track of teacher and parent initiated phone calls on a monthly phone log. Teachers are available to meet with parents who have concerns during preparation times, before school and after school. Teachers e-mail addresses and phone numbers are given to parents so that they can contact teachers any time. Parents and students can communicate after hours if they have questions about school work and other school events. This creates open communication between the school and home and often eliminates misunderstandings. In addition folders are sent home weekly with space for parent and teacher comments. Student assignment sheets and behavior plan sheets are sent home daily with students when necessary. Parents will be informed of their student's progress at least quarterly. We have adopted an objective based report card in order to give parents specific information on their child's strengths and weaknesses. Parents will be notified in writing if their child is receiving instruction in addition to the instruction conducted in the child's classroom. The district will provide parents with the strategies and tools that are necessary to assist in home-reading and math activities with their at-risk children. Manton Consolidated Schools and Manton Elementary School have parent involvement policies. These policies are located on the school web-site and in our school handbook. The policy assures that all parents have an equal opportunity to participate in the design, implementation and evaluation of the Title I program. Parents are given the opportunity to give written and verbal input on our school and programs each semester and at conferences on parent surveys. Each spring the parent involvement policy is distributed in a newsletter to parents and community members for review and input. Parents are invited and encouraged to attend the annual spring Title I review with the Schoolwide Success Team. At this review, parents participate in reviewing and revising the Parent Involvement Policy, the Parent- Student-Teacher Compact and the School-wide School Improvement Plan. Elementary School Improvement Team and Schoolwide Success team has two parents that work with Title One staff to review and evaluate our programs. We send home Title I surveys twice a year to families who are receiving services. The Success and Improvement teams evaluate our parent involvement components by counting the number of parents that are actively involved in our program. We collect information on the number of parents who attend conferences, the number of parents who return surveys, the number of parent volunteers, the number parent/teacher phone calls, the number of parents that attend student programs and the number of parents that attend parent meetings. We are conducting a survey to determine the number of families that have access to the internet. This will help us to determine if this will be an effective way to increase communication with parents and to seek increased input on our programs.

How will the parent involvement component of the schoolwide plan be evaluated?

Parents will be surveyed during the school year on their satisfaction with our programs and services. We will also evaluate the number of parents who participate in parent activities and on committees. We will also evaluate the number of parents who respond to surveys. We will evaluate the number of parents who volunteer in the building.

How will the results of the evaluation be used to improve the schoolwide program?

Parent surveys at parent/teacher conferences elicit the most responses and the most information. Parents overall report satisfaction with our programs, teachers, and services. Parents participate in programs that involve student participation more often than events that are just for parents. We continue to work on getting parent involvement at the District School Improvement level. Our parents have struggled to attend these meetings even after making a commitment to the team. We use the parent responses to evaluate our parent communication efforts and to address the parent concerns about pull out programs. We have had increased participation at family nights in 2012. Parents and students participated in the math and reading activities at these events. We have found that by offering a meal we have more participation.

How was the school-parent compact developed?

Parent/teacher/student compacts and a copy of the parent involvement policy are given to parents and reviewed at the fall conference. Parents on the Schoolwide Success Team (spring 2013) and at the fall Title I meeting (fall 2012) review the content of the School-Parent Compact and Parent Involvement policy and make revisions if necessary. Both documents were last revised in the spring of 2013. The Schoolwide Success Team parents have asked that the School-Parent Compact be displayed at the annual open house in the fall in addition to conferences.

How is the parent compact used at elementary-level parent teacher conferences?

Manton Elementary Teachers review the compact at parent teacher conferences. The teachers offer parents suggestions and ideas for how the parents can help their children at home and listen to their concerns.

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

There are no middle or high school students in this school.

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

Teachers review and interpret assessment (DIBELS, MEAP, MI-Access, DRA, Accelerated Reading, STAR Reading and Math) results with parents at the conferences. We provide interpreters for our hearing impaired parents for conferences and other meetings at school. Throughout the school year teachers initiate contact with the parent to share strengths and concerns and to offer specific advice or activities, which can be used at home to strengthen the student's performance. We keep track of teacher and parent initiated phone calls on a monthly phone log. Teachers are available to meet with parents who have concerns during preparation times, before school and after school. Teachers e-mail addresses and phone numbers are given to parents so that they can contact teachers any time. Parents and students can communicate after hours if they have questions about school work and other school events. This creates open communication between the school and home and often eliminates misunderstandings. In addition folders are sent home weekly with space for parent and teacher comments. Student assignment sheets and behavior plan sheets are sent home daily with students when necessary. Parents will be informed of their student's progress at least quarterly. We have adopted an objective based report card in order to give parents specific information on their child's strengths and weaknesses. Parents will be notified in writing if their child is receiving instruction in addition to the instruction conducted in the child's classroom.

Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

The GSRP and WMISD Early Childhood Developmentally Delayed programs are located in the Elementary Building. Students use the Elementary facilities on a daily basis. Preschool students attend assemblies and other programs in the building. If a need is established some students have spent time in Kindergarten classes with a paraprofessional in order to make the transition easier. Each year the pre-school students are invited to take a tour of the kindergarten rooms, eat at the school and play on the playground.

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?

To prepare parents and preschool children for the kindergarten transition the district works with the WMISD Pre-Primary Impaired program, Head Start, the Manton GSRP pre-school program and our Parent Involvement Educator to plan transition activities. Each spring a parent information dinner that includes the parents of all eligible students, regardless of what preschool program they participate in, is hosted by the Head Start program. The district kindergarten teachers and principal lead a presentation on the kindergarten program for the parents and answer all questions. Parents are given materials to use with their children during the summer to help prepare them for school. In the spring representatives from all preschool programs and the kindergarten teachers meet to discuss programs, curriculum, assessments, and transitions. Parents in the Head Start, ECDD and GSRP programs are encouraged to attend district PTO and parent education programs. Specific, individual meetings are held between pre-school staff, elementary staff, and parents when there are students with special needs entering kindergarten.

Component 8: Teacher Participation in Making Assessment Decisions

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

Grade level teams meet to decide on common grade level outcomes and assessments. Each grade level team creates an Assessment Growth Spreadsheet with the state, district and grade level assessments listed. Student progress on assessments is recorded on the spreadsheet throughout the year. The school improvement team discusses the selection and type of building level assessments. Teachers review the school building assessment plan each year at staff meetings. Individual MLPP records will be updated by teachers each year in grades K-4.

Student progress will be monitored and reported to parents quarterly by classroom teachers. Standards based report cards are used in grades Kindergarten through Four. A copy of *A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring* (Newmann, Secada, Wehlage 1995) is available to all teachers. The teachers understand the teaching and learning standards and are able to apply them as they plan for instruction and assessment.

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

Test scores from multiple sources will be collected analyzed by the teaching staff to determine student needs. (MEAP, DIBELS, STAR Reading and Math, SuccessMaker, Houghton Mifflin Theme tests, the Developmental Reading Assessment) Teacher teams meet weekly to review the assessment data and to determine the pyramid of interventions strategies used to improve the achievement of individual students. Assessment data is analyzed annually by subject area and grade level teams to determine any curriculum or instruction gaps that may exist. Student writing portfolios are monitored by teachers in every grade and subject area.

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

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students are identified by reviewing their scores on state and district assessments. Grade level teachers in professional learning communities review summative and formative assessment data (DIBELS, MEAP, DRA, District Common Assessments, MLPP, STAR Reading and Math) on each child to determine their progress toward mastering the state grade level expectations. Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with research based intervention strategies. Our intervention plan is a three tier process. We work together with a team from Wexford Missaukee ISD to provide our three tier process. (Child Study Investigations - CSI). The progress of tier two at-risk students is monitored on curriculum based measures (AIMSWEB) and the DIBELS assessment every two weeks to ensure that they receive timely and effective intervention.

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?

Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with research based intervention strategies. Our intervention plan is a three tier process. Tier One is the instruction that all students receive in the classroom. All students have access to the aligned general education curriculum. All students participate in the Accelerated Reading program and in the Successmaker program. Manton has modified curriculum checklists that list accommodations and differentiated instruction strategies for students who need additional support and for students who are advanced and accelerated. Teachers use the checklist to plan instruction for these students in all areas. The checklist is attached to the objective based report card so that parents are aware of the strategies and/or accommodations used with their child. Tier Two intervention is for the students who have not met school and state expectations for learning in the core curriculum. These students receive additional assistance through Title One and At-Risk programs. Tier Three is for the students who have not responded to the interventions that we have put into place. These students will go to the TAT/CSI team for a child study meeting to determine additional intervention strategies or a referral to special education services.

We work together with a team from Wexford Missaukee ISD to provide our three tier process. (Child Study Investigations - CSI). The progress of tier two at-risk students is monitored on curriculum based measures (AIMSWEB) and the DIBELS assessment every two weeks to ensure that they receive timely and effective intervention. The CSI team provides the progress monitoring and a web based program at home program (RAZZ-Kids) for our most needy students. The team works with the staff to determine differentiated instruction strategies for at-risk students. We have implemented the Lindamood-Bell Learning Processes reading program with students who struggle with reading. Students that need help with phonics are given daily instruction using the Ortin-Gillingham Reading model. Read Naturally Software is used for students who struggle with reading fluency. Struggling students also receive instruction using the Lexia computer program and FastForWord programs. We have implemented the Math-U-See program for our students who struggle with math. Highly qualified paraprofessionals provide tutoring to students in the classroom, pull out and in the computer lab. Our three foster grandparents provide one-on-one assistance to students in the classrooms in the areas of reading, math, science and social studies. The Teachers Assistance Team (TAT) meets with teachers to discuss intervention strategies for students who are struggling with the core subject areas and with appropriate

behavior. The teachers on the team are master teachers who give teachers strategies to use in their classrooms on a daily basis. A school social worker meets with teachers to discuss intervention strategies for students who are struggling with the core subject areas and with appropriate behavior. The teachers on the team are master teachers who give teachers strategies to use in their classrooms on a daily basis. A school social worker is available to work with our students and their families when needed. A child study team (TAT and CSI) creates positive behavior plans for students when needed. Teachers have been trained in planning for instruction for diverse student populations focusing on gender differences and economic diversity (Aha Process, Ruby Payne). We have additional follow-up training planned on these topics.

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

Differentiation is based on data collected through multiple sources of assessment. Leveled, guided-reading instruction is used by classroom teachers, with differentiated levels of support dependent upon student needs. Different levels of text are also used to teach the same skill. Questions are scaffolded to meet the needs of individual students. Modifications and accommodations are made as needed and are reported to parents on a Modification Checklist. Manipulatives and visual representations are used in most math lessons.

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

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

Manton Consolidated Schools coordinates the use of all funding resources to meet our school-wide goals, strategies and objectives. Funds from Title I and Section 31a grants are used to provide teachers and paraprofessionals who are instrumental in the accomplishment of the school-wide plan. Title I, Title IIa, Title VI, and GSRP are used to provide professional development, materials and technology to support the goals in our plan. Wexford-Missaukee ISD provides many services to our district. The programs they provide support all subject area goals and our parent involvement component. The general fund of Manton Consolidated Schools provides highly qualified teachers, foster grandparents, and the supplies and materials necessary for the implementation of the plan. We work closely with Northern Michigan Human Services-Head Start to recruit preschool students and families for our GSRP preschool program. We cohost our parent transition dinner with them. We share professional development programs with their staff and teachers. Section 31a is used to support the social emotional goals in our plan for our struggling students.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Manton Consolidated Schools coordinates programs with the Wexford Missaukee ISD. Federal programs that impact our programs are Title Ia, Title IIa and Title VI. We work with Catholic Human Services to provide grandparent volunteers for our classrooms. State programs that impact our school are the GSRP preschool program and a Section 31a At Risk program. We work with Head Start to provide preschool. CareNet works with the school to provide reproductive health.

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

Manton Consolidated Schools will use all available funding sources to ensure that the required Schoolwide plan components are met. Each year the schoolwide school improvement team will meet to review and approve the schoolwide plan. The program and allocations will be reviewed and funding decisions will be made. All funds from Title I, Part A will be used to support the plan without supplanting existing programs. Additional funds needed to support the plan will be allocated from all other available sources.

How does the school coordinate and integrate the following Federal, State and local 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.

Manton Consolidated Schools coordinates the use of all Federal, State and local programs and services. Title I funds are used to provide services for goals in Language Arts, Math, Science and Social Studies. The services provided with the funds are a teacher, paraprofessionals, professional development, materials, technology and assessments. Title I is funded as a schoolwide program in grades K-SY 2013-2014

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4. Title II, Part A funds are used to provide services for all four core subject area goals. The funds are used for professional development for teachers in grades K-12 and class size reduction. Title VI funds are used to support the use of technology to provide services to meet goals in the four core areas. It provides professional development, technology and materials for grades K-12. Section 31A funds are used in grades K-12 to support our goals in the four core subject areas and our mission to support the whole child. This program provides class size reduction, paraprofessionals, a social worker and a school liaison officer to support identified at-risk students and to enhance their ability to be successful. The GSRP grant provides services to four year old student in all four goal areas. The services provided include a teacher, paraprofessionals, materials, professional development, and a transition to Kindergarten programs. Wexford Missaukee ISD provides support for all of our goals for grades K-12. The ISD provides common grade level assessments in the four core subject areas. They provide us with Child Study team members (CSI), materials for parent involvement programs, professional development, curriculum consultants and support. We collaborate with Head Start to support early childhood education in all goal areas. They provide us with preschool recruitment and transition plans, joint parent meetings and professional development. We partner with the MSU extension program to provide nutrition and wellness education to our K-8 students. The WMISD Career Technical Center provides materials, tours and programs for student in grades K-4. We use local funds to provide our Olweus bullying prevention program. This provides professional development, materials, and surveys for staff and students.

Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

The team meets three times a year to review data and to discuss needed changes to programs. The grade level professional learning committees meet each week and evaluate the progress of grade level and individual students. We progress monitor student progress biweekly to make sure that individual students are making progress and to design programs if they are not. We use MEAP, DIBELS and STAR reading and math data to evaluate the effectiveness of our program. We will be using the new state program evaluation model in the 2012-13 school year to evaluate our program.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Each year in February the teachers and administration reviews the results of state assessments and reviews the school improvement plan. Teachers review our progress toward our goals, rewrite gap statements and decide on strategies for the next year. The school improvement team takes the information from that meeting and additional data and completes the school data profile and finalizes school improvement plan in the spring. The school improvement team will be using the new state evaluation system to evaluate the reading strategies this year. They will be starting with the Successmaker integrated technology program. The team will work through each section to determine if the reading strategies have been effective.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The team meets three times a year to review data and to discuss needed changes to programs. The grade level professional learning committees meet each week and evaluate the progress of grade level and individual students. We progress monitor student progress biweekly to make sure that individual students are making progress and to design programs if they are not. We use MEAP, DIBELS, and STAR reading and math data to evaluate the effectiveness of our program. We will be using the new state program evaluation model in the 2012-13 school year to evaluate our program.

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?

When the data indicates that we are not meeting the improvement goals, we evaluate whether we are implementing our strategies with fidelity and equity. Each grade level team must review their implementation of the best practices. When we are assured that we are implementing the strategies and we are still not making the progress that we would like to see, we investigate best practice strategies and with teacher and team input seek additional professional development in new strategies.

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Elementary 2013 Goals

Overview

Plan Name

Elementary 2013 Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve in Reading	Objectives: 1 Strategies: 6 Activities: 18	Academic	\$0
2	All students will improve in math.	Objectives: 1 Strategies: 6 Activities: 14	Academic	\$0
3	All students will improve proficiency in writing.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
4	43% of Manton Elementary students will be proficient in Social Studies by June 30,2015.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
5	All students will improve proficiency in Science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0

Goal 1: All students will improve in Reading

Measurable Objective 1:

76% of All Students will demonstrate a proficiency in Reading in English Language Arts by 06/30/2015 as measured by the state and local assessments and progress monitoring.

Strategy 1:

Text Complexity - In order to prepare students for the complexity of college and career ready text each grade level requires a “step” of growth on the literacy “staircase”. Students will read the central, grade appropriate text around which instruction is centered. Teachers will create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

Research Cited: One of the biggest changes that the Common Core standards call for is an increased emphasis on challenging text. The idea that matching students’ reading levels to relatively easy text will improve their learning was never validated by research (Shanahan, 1983); some studies even challenge this idea (Morgan, Wilcox, & Eldredge, 2000). Studies have shown that the challenge level of US textbooks has declined in grades 3-12 and the descent of the textbook levels has been associated with declines and student achievements (Hayes, Wolfer, and Wolfe, 1996). Most importantly, the reading demands of the workplace and college are strikingly higher than those confronted in typical high school classes (Mikulecky and Drew, 1991).

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in text complexity including how to determine the complexity of text, how to choose grade appropriate text and how to differentiate for readers who read below grade level. The professional development will be provided at the ISD and the State Reading Conference. Teachers will receive professional development in how to create aligned reading formative and interim assessments in Data Director.	Professional Learning	05/06/2013	06/30/2015	\$0	Title II Part A	Teachers will attend professional development. The Curriculum Director and Principals will plan the professional development activities.

Activity - Text Talk/Mark It Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Using the Text Talk/Mark It Up process students will develop critical thinking skills by analyzing, responding, and questioning text. Teachers will receive professional development from WMISD consultants on this method of instruction.	Professional Learning	05/06/2013	06/30/2015	\$0	Other	Teachers will use the Text Talk/Mark It Up process with text in all core areas. The principal will monitor the use of the process in lesson plans and in walkthroughs.
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Activity - Read Aloud Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a read aloud library. Teachers will create a reading buddy program with a list of intentional practices to evaluate the program. Teachers will begin a weekly reading log to monitor reading at home.	Implementation	05/06/2013	06/30/2015	\$0	Title I Part A	Teachers on the Read Aloud Task Force will be responsible to develop the Read Aloud Program. Cross grade level teams will identify and purchase expository and narrative books that fit requirements of the Read Aloud Program.

Strategy 2:

Integrated Technology in Reading - Teachers will research best practices around reading instruction that focuses on integrated technology instruction for targeted groups, especially economically disadvantaged students including collaboration among grade level teachers, sharing strategies and results and the use of technologies. Students will use a variety of software programs in order to meet their academic needs.

Research Cited: NICHCY: Effects of Technology Based Interventions, 2006, Dugan, Cobb, Alwel

What Works Clearinghouse.

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will independently read leveled books and will take tests to evaluate comprehension. Their reading levels and progress will be monitored using the Star Reading program.	Academic Support Program	05/06/2013	06/30/2015	\$0	Title I Part A	All general education teachers will be responsible for this program. A paraprofessional under the direction of a Title I teacher will work with students in this program.
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Activity - Fast ForWord	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fast ForWord works on the areas of memory, attention, processing, and sequencing. Students in the Title I and Special Education programs who have been identified as needing support in these areas will work on this program.	Academic Support Program	09/04/2012	06/30/2015	\$0	Title I Part A	The Title I and Special Education teacher are responsible for identifying and implementing this program, under the supervision of the elementary principal.

Activity - Lexia Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten students will work on the Lexia software 45 minutes per week in the computer lab. Title I students will use Lexia Early and Primary Reading as an additional intervention when identified as necessary.	Academic Support Program	05/06/2013	06/30/2015	\$0	Title I Part A	The Title I teacher and paraprofessionals will implement this program.

Activity - SuccessMaker Integrated Learning System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will work on reading skills at their specific instructional level in the SuccessMaker program for a minimum of 50 minutes per week.	Academic Support Program	05/06/2013	06/30/2015	\$0	Title I Part A	This program is implemented in the elementary computer lab under the direction of the Title I Teacher with the help of a paraprofessional.
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Activity - Read Naturally fluency program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Read Naturally program to increase fluency on text at their instructional reading level.	Academic Support Program	05/06/2013	06/30/2015	\$0	Title I Part A	The Title I teacher will be responsible for identifying students and implementing this program.

Activity - iPad Applications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive appropriate one on one interventions and assistance from paraprofessionals, community volunteers, and parent volunteers under the direction of a highly qualified teacher.	Technology	06/30/2013	06/30/2015	\$0	Title I Schoolwide	The Title I teachers and the Classroom Teachers will collaborate to choose and purchase appropriate iPad applications for the literacy workstations. This will be monitored by the technology director and the elementary principal.

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Strategy 3:

Phonics and Phonemic Awareness - Teachers will research best practices around reading instruction that focuses on phonics and phonemic awareness for targeted groups, especially disadvantaged students including collaboration among grade level teachers, sharing strategies and results and the use of technologies.

Research Cited: What Works Clearinghouse: Differentiated Instruction Learning Styles

Activity - Lindamood-Bell Reading Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in the Lindamood Phonetic Sequencing program, Lindamood-Bell Seeing Stars program, or Visualizing and Verbalizing in the Title I classroom as prescribed by the Title I teacher. Teachers will need additional professional development in these activities.	Academic Support Program	05/06/2013	06/30/2015	\$0	Title I Schoolwide	Title I teacher under the supervision of the elementary principal. 2 teachers will attend Lindamood-Bell professional development.

Activity - Literacy Workstations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet together in professional learning committees to create Literacy Workstations that meet the needs of individual students and use technology including iPads and projectors. Teachers will receive ongoing professional development on Literacy Workstations.	Professional Learning	05/06/2013	06/30/2015	\$0	Title I Schoolwide	Classroom teachers, Title I teacher and paraprofessional will work with Literacy Workstations. The principals and curriculum director will provide time and materials for the workstations and professional development.

Activity - Orton-Gillingham Multisensory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in instruction using the Orton-Gillingham method to increase knowledge of phonics and phonemic awareness as measured on the DIBELS and MLPP assessments.	Academic Support Program	05/06/2013	06/30/2015	\$0	Title I Schoolwide	The Title I teacher will be responsible for this program with the help of a paraprofessional.
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Activity - Extended Day Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I students will participate in an extended day reading program for 1 hour with the Title I teacher with the specific purpose of increasing phonics, phonemic awareness, and fluency.	Academic Support Program	05/06/2013	06/30/2015	\$0	Title I Schoolwide	The Title I teacher will be responsible for identifying students and implementing the program under the direction of the Title I Director and elementary principal.

Strategy 4:

Reading Fluency- Repeated Readings - Teachers will research best practices around reading instruction that focuses on improving reading fluency for targeted groups, particularly economically disadvantaged students including collaboration among grade level teachers, sharing strategies and results and the use of technology.

Research Cited: NICHCY: Fluency and Comprehension Gains as a Result of Repeated Reading, 2004, Therrien.

Activity - Read Naturally Fluency Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in the Read Naturally computer-based fluency program to increase fluency as measured on the DIBELS assessment.	Technology	05/06/2013	06/30/2015	\$0	Title I Schoolwide	The Title I teacher will identify and implement this program with specific students with the assistance of other highly qualified teachers, paraprofessionals, and parent/community volunteers.
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Activity - Reading A-Z program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the Reading A-Z program to increase reading fluency as measured on the DIBELS assessment.	Technology	05/06/2013	06/30/2015	\$0	Title I Schoolwide	These activities will take place in the general education classrooms by classroom teachers with the help of parent and community volunteers.

Strategy 5:

Building an Academic Vocabulary Development - Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words and less on esoteric literary terms, teachers constantly build students' ability to access more complex texts across all content areas. The strategy will address the "tiers" of vocabulary and the choices teachers need to make regarding the explicit teaching of "academic" vocabulary. Research Cited: The relationship between vocabulary knowledge and academic achievement is well established (Marzano, 2004). Researchers have estimated that for students in grades 4 through 12, a 6,000 word gap separated students at the 25th and 50th percentiles on standardized tests. Using a more advanced method of calculating vocabulary size, Nagy and Herman (1981) estimated the difference to be anywhere from 4500 to 5400 words for low versus high students. Researchers have also shown that vocabulary and intelligence are highly correlated. Anderson and Freebody (1981) note: "The strong relationship between vocabulary and general intelligence is one of the most robust findings in the history of intelligence testing." Jenkins, Stein and Wysocki (1984) explain that "vocabulary knowledge is one of the best predictors of overall verbal intelligence." Vocabulary knowledge has a strong, documented relationship with a variety of factors that have been shown to be related to background knowledge- family income or socioeconomic status, academic achievement, and intelligence (Marzano, 2004)

The Art and Science of Teaching, 2007, Marzano

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Building Background Knowledge for Academic Achievement, 2004, Marzano

Activity - Professional Development in Building an Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in Building an Academic Vocabulary including best practice instructional strategies, how to choose grade appropriate vocabulary, formative assessment of vocabulary and how to differentiate for students who read and write below grade level. The professional development will be provided by district, professional and ISD consultants.	Professional Learning	05/06/2013	06/30/2015	\$0	Title II Part A	These strategies will be used in the general education classroom by classroom teachers.

Activity - Assessing Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create formative assessments and a plan for progress monitoring student progress in building an academic vocabulary.	Direct Instruction	05/06/2013	06/30/2015	\$0	Other	General education staff will implement this in the general education classrooms.

Strategy 6:

One-on-One and Small Group Assistance - Students will receive appropriate one on one interventions and assistance from paraprofessionals, community volunteers, and parent volunteers under the direction of a highly qualified teacher. The Title I teacher will also meet with students in small groups and one-on-one.

Research Cited: Foorman, Barbara R.,(2001). Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children. Learning Disabilities Research & Practice, 16 (4), 203-212 . Findings from evidence-based research show dramatic reductions in the incidence in learning failure when explicit instruction is provided by the classroom teacher. To address the needs of children most at risk for failure, the same instructional components need to be made more explicit and comprehensive, more intensive and more supportive in small-group or one-on-one formats. The argument is made that by coordinating research evidence from effective classroom instruction with effective small-group and one-on-one instruction we can meet the needs of all children.

Activity - One-on-One and Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Title I teacher, paraprofessionals, and volunteers will meet with students in small groups and one-on-one to provide interventions and instruction in reading.	Direct Instruction	06/30/2013	06/30/2015	\$0	Title I Schoolwide	The Title I teacher will be responsible for setting up the groups of students to receive instruction. The groups will be monitored by the teacher and principal. Paraprofessionals will meet with groups and individual students as assigned.
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Goal 2: All students will improve in math.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency In Math in Mathematics by 06/30/2015 as measured by state and local math assessments.

Strategy 1:

Written Response and Verbalization of Thought Process - In order to prepare students for the Common Core, intentional planning of highly effective questions must be done by teachers. As a result, students will be able to articulate their understanding of math concepts, as well as evaluate others. This will allow the teacher to identify misconceptions and adjust lessons accordingly. Teachers will model think-alouds during math instruction to promote their critical thinking skills. Students will then actively engage in substantive conversation.

Research Cited: In order to prepare our students for the SBAC, students need to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Activity - Intentional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During intentional planning the teacher will plan a sequence of questions, which follow Bloom's Taxonomy. These questions will lead the students to mastering the objectives of each unit.	Direct Instruction	09/01/2012	06/30/2015	\$0	General Fund	All staff members teaching math. Principals will monitor this activity through Walk throughs and teacher lesson plans.
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development to enhance students ability to have substantive conversations. Professional development will be provided within our district or at the ISD.	Professional Learning	09/01/2012	06/30/2015	\$0	Title II Part A	All staff members teaching math.

Strategy 2:

Building an Academic Vocabulary - Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words and less on esoteric literary terms, teachers constantly build students' ability to access more complex texts across all content areas. The strategy will address the "tiers" of vocabulary and the choices teachers need to make regarding the explicit teaching of "academic" vocabulary. Research Cited: The relationship between vocabulary knowledge and academic achievement is well established (Marzano, 2004). Researchers have estimated that for students in grades 4 through 12, a 6,000 word gap separated students at the 25th and 50th percentiles on standardized tests. Using a more advanced method of calculating vocabulary size, Nagy and Herman (1981) estimated the difference to be anywhere from 4,500 to 5,400 words for low versus high students. Researchers have also shown that vocabulary and intelligence are highly correlated. Anderson and Freebody (1981) note: "The strong relationship between vocabulary and general intelligence is one of the most robust findings in the history of intelligence testing." Jenkins, Stein, and Wysocki (1984) explain that "vocabulary knowledge is one of the best predictors of overall verbal intelligence." Vocabulary knowledge has a strong, documented relationships with a variety of factors that have been shown to be related to background knowledge-family income or socioeconomic status, academic achievement, and intelligence (Marzano, 2004).

Marzano, Robert (2004) Building Background Knowledge for Academic Achievement.

Nagy, WE & Herman, PA, (1981) Breadth and depth of knowledge: Implications for acquisitions and instruction.

Anderson, RC & Freebody, P. (1981). Vocabulary knowledge.

Jenkins, J.R., Stein, M.L. & Wysocki, K. (1984). Learning vocabulary through reading.

Activity - Professional Development in Building an Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive professional development in Building an Academic Vocabulary including best practice instructional strategies, how to choose grade appropriate vocabulary, formative assessment of vocabulary and how to differentiate for students who read and write below grade level. The professional development will be provided by district, professional and ISD consultants.	Professional Learning	09/01/2012	06/30/2015	\$0	Title II Part A	All staff members teaching math.
Activity - Assessing Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create formative assessments and a plan for progress monitoring student progress in building an academic vocabulary.	Direct Instruction	09/01/2012	06/30/2015	\$0	General Fund	All staff members teaching math. Principal will review all formative assessments and monitor them.

Strategy 3:

Visual and Graphic Depictions of Problems - In order to prepare students for the Common Core, teachers will provide opportunities for students to work with visual representations of mathematical ideas.

Research Cited: According to IES Practice Guide, intervention should include opportunities for students to work with visual representations of mathematical ideas.

Activity - Professional Development in Everyday Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in Everyday Math. Professional development will be provided within our district or at the ISD.	Professional Learning	09/01/2012	06/30/2015	\$0	Title II Part A	All staff members teaching math.
Activity - Professional Development-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in how to understand math concepts. Professional development will be provided within our district or at the ISD.	Professional Learning	09/01/2012	06/30/2015	\$0	Title II Part A	All staff members teaching math.

Strategy 4:

Everyday Learning Mathematics Program - Teachers will work together in professional learning communities to develop best practice math instruction that is consistent and of high quality and includes extended learning opportunities and differentiated instruction for all students.

Research Cited: What Works Clearinghouse

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Activity - Professional Development in Everyday Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in how to implement the Everyday Math program.	Professional Learning	05/06/2013	06/30/2015	\$0	Title II Part A	Curriculum Director will plan the professional development with the book publisher from Everyday Math.

Activity - Use of the Everyday Learning Mathematics Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use the Everyday Learning Mathematics Program to ensure that the tier 1 instruction for math is consistent and of high quality.	Other	05/06/2013	06/30/2015	\$0	General Fund	Classroom teachers will implement this activity in a general education classrooms with the help of paraprofessionals and community volunteers.

Strategy 5:

Integrated Technology in Math - Teachers will work together in professional learning communities to develop best practice math instruction that uses integrated technology (Successmaker software and IPAD apps) for extended learning opportunities and differentiated instruction for target groups.

Research Cited: NICHCY: Effects of Technology Based Interventions, 2006, Dugan, Cobb and Alwel. What Works Clearinghouse

Activity - Purchase IPAD Applications for Math Work Stations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will purchase age and grade level appropriate applications for IPAD workstations.	Technology	05/06/2013	06/30/2015	\$0	Title I Part A	Teachers will work with the Technology Director to purchase applications.

Activity - Successmaker integrated learning system	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in the Successmaker program for 45 minutes per week in the area of math.	Technology	05/06/2013	06/30/2015	\$0	Title I Schoolwide	These activities will take place in the computer lab under the direction of the Title I teacher with the help of a paraprofessional.
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Activity - Accelerated Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Accelerated Math Program in the Title I Math Classroom	Technology	06/30/2013	06/30/2015	\$0	Title I Schoolwide	The Title I Math teacher will implement the Accelerated Math Program in the classroom. The principal will monitor the use of the program.

Strategy 6:

One on One and Small Group Assistance - Students will be provided with one on one and small group assistance by paraprofessional, community volunteers, and parent volunteers under the direction of a highly qualified teacher. A part time math teacher will work with students on numeracy concepts and automaticity of basic skills.

Research Cited: Foorman, Barbara R.,(2001). Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children. Learning Disabilities Research& Practice,16 (4), 203-212 . Findings from evidence-based research show dramatic reductions in the incidence in learning failure when explicit instruction is provided by the classroom teacher. To address the needs of children most at risk for failure, the same instructional components need to be made more explicit and comprehensive, more intensive and more supportive in small-group or one-on-one formats. The argument is made that by coordinating research evidence from effective classroom instruction with effective small-group and one-on-one instruction we can meet the needs of all children.

Activity - One on One Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will receive appropriate one on one interventions and assistance from paraprofessionals, community volunteers, and parent volunteers under the direction of a highly qualified teacher.	Other	05/06/2013	06/30/2015	\$0	Title I Schoolwide	Teachers will direct paraprofessionals and volunteers to provide appropriate interventions and assistance to students in the general education classrooms.
Activity - One on One and Small Group Assistance from a Highly Qualified Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive appropriate one on one and small group interventions and assistance from a part-time math teacher on numeracy and automaticity of basic skills.	Other	05/06/2013	06/30/2015	\$0	Title I Schoolwide	Part-time highly qualified math teacher
Activity - Extended Day Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I students will participate in an extended day math program for 1 hour with the Title I teacher with the specific purpose of increasing math fluency and understanding.	Direct Instruction	06/30/2013	06/30/2015	\$0	Title I Schoolwide	The Title I Math teacher will provide the instruction. The program will be monitored by the Elementary Principals through lesson plans and walkthrough observations.

Goal 3: All students will improve proficiency in writing.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/30/2015 as measured by state assessments..

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Strategy 1:

Guided Writing - By following the Write Steps program, teachers will allow adequate time for students to implement the strategies taught into their writing. By using it in grades K-4, students will build on skills acquired the previous years. Using Write Steps teachers will use guided writing activities such as graphic organizers and modeling to enhance writing instructions following the Write Steps program with fidelity.

Research Cited: According to Marzano's original meta-analysis (1998), using graphic representations had one of the highest impacts on student achievement, with an average effect size of 1.24.

Write Steps is a complete K-5 writing program with a focus on every element of the Writing and Language Common Core Standards. Write Steps includes day-by day lesson plans with explicit instructions, embedding the educational best practices and strategies of: 6 Traits of Quality Writing, Writer's Workshop, Madeline Hunter's Lesson Plan Format, Multiple Intelligences, and Bloom's Taxonomy.

Activity - WriteSteps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Write Steps is a complete K-5 writing program with a focus on every element of the Writing and Language Common Core Standards. Write Steps includes day-by day lesson plans with explicit instructions, embedding the educational best practices and strategies of: 6 Traits of Quality Writing, Writer's Workshop, Madeline Hunter's Lesson Plan Format, Multiple Intelligences, and Bloom's Taxonomy.	Direct Instruction	09/01/2012	06/30/2015	\$0	Title I Part A	Teachers will be responsible for creating lesson plans that reflect the activity and using the WriteSteps website to clarify the steps of teaching. Principals will monitor the use of the activity by conducting walkthroughs and evaluating lesson plans.
Activity - Professional Development in WriteSteps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers will receive professional development on WriteSteps specifically on the areas of using the graphic organizers and teacher modeling. The professional development will be provided by district and company consultants. This could also include classroom observations of other classrooms.</p>	<p>Professional Learning</p>	<p>09/01/2012</p>	<p>06/30/2015</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>The professional development will be provided by district, professional, or ISD consultants. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs and student writing samples</p>
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Activity - Formative & Interim Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will create periodic formative and interim assessments to monitor student growth in writing. Grade level teams will meet in professional learning communities (PLC's) to evaluate samples of student writing. Teachers will compare and score writings together to work toward equity in the evaluation process. Student writing will be evaluated to determine strengths and weaknesses.</p>	<p>Monitor</p>	<p>09/01/2012</p>	<p>06/30/2015</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>Teachers will be responsible for assessing students using formative and interim assessments and work toward equity in assessing student writing. Principals will monitor the use of the activity by conducting walk throughs and collecting sample writing.</p>

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Strategy 2:

Building Academic Vocabulary - Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words and less on esoteric literary terms. Teachers constantly build students' ability to access more complex texts across content areas. The strategy will address "tiers" of vocabulary and the choices teachers need to make regarding the explicit teaching of "academic" vocabulary.

Research Cited: The relationship between vocabulary knowledge and academic achievement is well established (Marzano, 2004). Researchers have estimated that for students in grades 4 through 12, a 6,000 word gap separated students at the 25th and 50th percentiles on standardized tests. Using a more advanced method of calculating vocabulary size, Nagy and Herman (1981) estimated the difference to be anywhere from 4,500 to 5,400 words for low versus high students. Researchers have also shown that vocabulary and intelligence are highly correlated. Anderson and Freebody (1981) note: "The strong relationship between vocabulary and general intelligence is one of the most robust findings in the history of intelligence testing." Jenkins, Stein, and Wysocki (1984) explain that "vocabulary knowledge is one of the best predictors of overall verbal intelligence." Vocabulary knowledge has a strong, documented relationships with a variety of factors that have been shown to be related to background knowledge-family income or socioeconomic status, academic achievement, and intelligence (Marzono, 2004).

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Nagy, WE & Herman, PA, (1981) Breadth and depth of knowledge: Implications for acquisitions and instruction.

Anderson, RC & Freebody, P. (1981). Vocabulary knowledge.

Jenkins, J.R., Stein, M.L. & Wysocki, K. (1984). Learning vocabulary through reading.

Activity - Assessing Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create formative assessments and a plan for progress monitoring student progress in building an academic vocabulary.	Direct Instruction	09/01/2012	06/30/2015	\$0	Title II Part A	Teachers are responsible to develop the assessments. Principals will work with teachers to develop a plan for progress monitoring student progress.

Activity - Professional Development in Building An Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will receive professional development in Building an Academic Vocabulary including best practice instructional strategies, how to choose grade appropriate vocabulary, formative assessment of vocabulary and how to differentiate for students who read and write below grade level. The professional development will be provided by district, professional and ISD consultants.</p>	<p>Professional Learning</p>	<p>09/01/2012</p>	<p>06/30/2015</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>The professional development will be provided by district, professional, or ISD consultants. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs.</p>
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Strategy 3:

Written Response to Informational Text - Students will respond to informational text. In order to prepare our students for career and college readiness, and preparation for the SBAC, being able to respond to informational text and back up a claim are essential to building foundational writing skills in all subjects. By focusing on this skill, writing scores will increase as students practice this in science, social studies, and language arts and connect this essential skill in informational and argumentative writing.

Research Cited: Students communicating about text leads to understanding and construction of meaning. Increasing students' ability to comprehend complex text allows them to make deeper interpretations, generalizations and conclusions (Institute of Education Science, 2008). ". . . NAEP indicates that 8th graders who read at the proficient level should be able to summarize major ideas, provide evidence in support of an argument, and analyze and interpret implicit causal relations" (National Assessment Governing Board, 2007, p. 46). In order to achieve the goal of writing a response to information text students need to be able to apply comprehension strategies for information text. Across all subject areas, an essential skill is citing textual evidence. Whether you are teaching students to back up a claim, to provide evidence for their answers or to find evidence from the text, being able to master this skill will increase writing scores. "Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate other's use of evidence." (Marzano Research Laboratory)

Activity - Professional Development in Written Response to Informational Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will receive professional development in written response to informational text as provided by ISD consultants and through classroom observations. Professional development will also be provided at the Reading Conference and Annual School Improvement Conferences.</p>	<p>Professional Learning</p>	<p>09/01/2012</p>	<p>06/30/2014</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>The professional development will be provided by district, professional, or ISD consultants. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs.</p>
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Activity - Marking up the Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All subject area teachers will use "marking up the text" in a consistent format to increase student use of textual evidence. By "marking up the text" students highlight main points and include their thoughts in the margins, thus making a written response more effective and clear.</p>	<p>Direct Instruction</p>	<p>09/01/2012</p>	<p>06/30/2015</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>Teachers will be responsible for creating lesson plans that reflect the activity. Principals will monitor the use of the activity by conducting walkthroughs and evaluating lesson plans.</p>

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will observe other classrooms where strategies are being used for writing responses to informational text.	Professional Learning	09/01/2012	06/30/2015	\$0	Title II Part A	Teachers will be responsible for implementing strategies that they observe during these classroom observations. Principals will monitor the use of the strategies through the use of walk throughs and lesson plan evaluation.
Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will periodically use formative assessments to monitor student growth in writing.	Monitor	09/01/2012	06/30/2015	\$0	General Fund	Teachers will be responsible for creating assessments that reflect the activity. Principals will monitor the use of the activity by conducting walk throughs and evaluating lesson plans.

Goal 4: 43% of Manton Elementary students will be proficient in Social Studies by June 30,2015.

Measurable Objective 1:

43% of All Students will demonstrate a proficiency on state assessments in Social Studies by 06/30/2015 as measured by state assessments.

Strategy 1:

Building Academic Vocabulary - Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension

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of pivotal and commonly found words and less on esoteric literary terms, teachers constantly build students' ability to access more complex texts across all content areas. The strategy will address the "tiers" of vocabulary and the choices teachers need to make regarding the explicit teaching of "academic" vocabulary.

Research Cited: The relationship between vocabulary knowledge and academic achievement is well established (Marzano, 2004). Researchers have estimated that for students in grades 4 through 12, a 6,000 word gap separated students at the 25th and 50th percentiles on standardized tests. Using a more advanced method of calculating vocabulary size, Nagy and Herman (1981) estimated the difference to be anywhere from 4500 to 5400 words for low versus high students. Researchers have also shown that vocabulary and intelligence are highly correlated. Anderson and Freebody (1981) note: "The strong relationship between vocabulary and general intelligence is one of the most robust findings in the history of intelligence testing." Jenkins, Stein and Wysocki (1984) explain that "vocabulary knowledge is one of the best predictors of overall verbal intelligence." Vocabulary knowledge has a strong, documented relationship with a variety of factors that have been shown to be related to background knowledge- family income or socioeconomic status, academic achievement, and intelligence (Marzano, 2004)

Activity - Professional Development in Building an Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in Building an Academic Vocabulary including best practice instructional strategies, how to choose grade appropriate vocabulary, formative assessment of vocabulary and how to differentiate for students who read and write below grade level. The professional development will be provided by district, professional and ISD consultants.	Professional Learning	05/06/2013	06/30/2015	\$0	Title II Part A	The professional development will be provided by district, professional, or ISD consultants. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs.
Activity - Assessing Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will create formative assessments and a plan for progress monitoring student progress in building an academic vocabulary.	Direct Instruction	05/06/2013	06/30/2015	\$0	General Fund	All staff members teaching social studies will be responsible; while Principals will monitor the use of these activities through walk throughs and teacher lesson plans.
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Strategy 2:

Text Complexity - In order to prepare students for the complexity of college and career ready text each grade level requires a “step” of growth on the literacy “staircase”. Students will read the central, grade appropriate text around which instruction is centered. Teachers will create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

Research Cited: One of the biggest changes that the Common Core standards call for is an increased emphasis on challenging text. The idea that matching students’ reading levels to relatively easy text will improve their learning was never validated by research (Shanahan, 1983); some studies even challenge this idea (Morgan, Wilcox,& Eldredge, 2000). Studies have shown that the challenge level of US textbooks has declined in grades 3-12 and the descent of the textbook levels has been associated with declines and student achievements (Hayes, Wolfer, and Wolfe, 1996). Most importantly, the reading demands of the workplace and college are strikingly higher than those confronted in typical high school classes (Mikulecky and Drew, 1991).

Activity - Professional Development in Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in text complexity including how to determine the complexity of text, how to choose grade appropriate text and how to differentiate for readers who read below grade level. The professional development will be provided at the ISD and the State Reading Conference.	Professional Learning	05/06/2013	06/30/2015	\$0	Title II Part A	All staff members teaching social studies will be responsible; while Principals will monitor the use of these activities with walk throughs and lesson plans.

Activity - Students read complex texts independently.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will create more time and space in the curriculum for close and careful reading of the text by students. Teachers will emphasize literacy experiences in their planning and instruction. Students are expected to learn from what they read. Students read a true balance of informational and literary text.	Direct Instruction	05/06/2013	06/30/2015	\$0	No Funding Required	All staff members teaching social studies will be responsible; while principals will monitor the use of these activities with walk throughs and lesson plans.
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Goal 5: All students will improve proficiency in Science.

Measurable Objective 1:

40% of All Students will demonstrate a proficiency on the Science state assessment in Science by 06/30/2015 as measured by proficiency on the state assessment.

Strategy 1:

Building an academic vocabulary - Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words and less on esoteric literary terms, teachers constantly build students' ability to access more complex texts across all content areas. The strategy will address the "tiers" of vocabulary and the choices teachers need to make regarding the explicit teaching of "academic" vocabulary. Research Cited: The relationship between vocabulary knowledge and academic achievement is well established (Marzano, 2004). Researchers have estimated that for students in grades 4 through 12, a 6,000 word gap separated students at the 25th and 50th percentiles on standardized tests. Using a more advanced method of calculating vocabulary size, Nagy and Herman (1981) estimated the difference to be anywhere from 4500 to 5400 words for low versus high students. Researchers have also shown that vocabulary and intelligence are highly correlated. Anderson and Freebody (1981) note: "The strong relationship between vocabulary and general intelligence is one of the most robust findings in the history of intelligence testing." Jenkins, Stein and Wysocki (1984) explain that "vocabulary knowledge is one of the best predictors of overall verbal intelligence." Vocabulary knowledge has a strong, documented relationship with a variety of factors that have been shown to be related to background knowledge- family income or socioeconomic status, academic achievement, and intelligence (Marzano, 2004)

Activity - Professional Development in Building an Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive professional development in Building an Academic Vocabulary including best practice instructional strategies, how to choose grade appropriate vocabulary, formative assessment of vocabulary and how to differentiate for students who read and write below grade level. The professional development will be provided by district, professional and ISD consultants.	Professional Learning	05/06/2013	06/30/2015	\$0	Title II Part A	The professional development will be provided by district professional or ISD consultations. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs.
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Activity - Assessing Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create formative assessments and a plan for progress monitoring student progress in building an academic vocabulary.	Direct Instruction	05/06/2013	06/30/2015	\$0	General Fund	Teachers are responsible to develop the assessments. Principals will work with teachers to develop a plan for progress monitoring student progress.

Strategy 2:

Text complexity - In order to prepare students for the complexity of college and career ready text each grade level requires a “step” of growth on the literacy “staircase”. Students will read the central, grade appropriate text around which instruction is centered. Teachers will create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

Research Cited: One of the biggest changes that the Common Core standards call for is an increased emphasis on challenging text. The idea that matching students’ reading levels to relatively easy text will improve their learning was never validated by research (Shanahan, 1983); some studies even challenge this idea (Morgan, Wilcox,& Eldredge, 2000). Studies have shown that the challenge level of US textbooks has declined in grades 3-12 and the descent of the textbook levels has been associated with declines and student achievements (Hayes, Wolfer, and Wolfe, 1996). Most importantly, the reading demands of the workplace and college are strikingly higher than those confronted in typical high school classes (Mikulecky and Drew, 1991).

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Activity - Professional Development in Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will receive professional development in text complexity including how to determine the complexity of text, how to choose grade appropriate text and how to differentiate for readers who read below grade level. The professional development will be provided at the ISD and the State Reading and Science Conference. Teachers will participate in the Best Practices in Science at the WMISD.</p>	Professional Learning	05/06/2013	06/30/2015	\$0	Title II Part A	<p>The professional development will be provided by district professional or ISD, consultants, or Data Director. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs.</p>
Activity - Students read complex texts independently.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will create more time and space in the curriculum for close and careful reading of the text by students. Teachers will emphasize literacy experiences in their planning and instruction. Students are expected to learn from what they read. Students read a true balance of informational and literary text.</p>	Direct Instruction	05/06/2013	06/30/2015	\$0	Title II Part A	<p>Teachers will be responsible for creating lesson plans that reflect the activity. Principals will monitor the use of the activity by conducting walkthroughs and evaluating lesson plans.</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative & Interim Assessments	All teachers will create periodic formative and interim assessments to monitor student growth in writing. Grade level teams will meet in professional learning communities (PLC's) to evaluate samples of student writing. Teachers will compare and score writings together to work toward equity in the evaluation process. Student writing will be evaluated to determine strengths and weaknesses.	Monitor	09/01/2012	06/30/2015	\$0	Teachers will be responsible for assessing students using formative and interim assessments and work toward equity in assessing student writing. Principals will monitor the use of the activity by conducting walk throughs and collecting sample writing.
Professional Development in Everyday Math	Teachers will receive professional development in Everyday Math. Professional development will be provided within our district or at the ISD.	Professional Learning	09/01/2012	06/30/2015	\$0	All staff members teaching math.

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Professional Development in WriteSteps	Teachers will receive professional development on WriteSteps specifically on the areas of using the graphic organizers and teacher modeling. The professional development will be provided by district and company consultants. This could also include classroom observations of other classrooms.	Professional Learning	09/01/2012	06/30/2015	\$0	The professional development will be provided by district, professional, or ISD consultants. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs and student writing samples
Professional Development in Building an Academic Vocabulary	Teachers will receive professional development in Building an Academic Vocabulary including best practice instructional strategies, how to choose grade appropriate vocabulary, formative assessment of vocabulary and how to differentiate for students who read and write below grade level. The professional development will be provided by district, professional and ISD consultants.	Professional Learning	09/01/2012	06/30/2015	\$0	All staff members teaching math.
Professional Development	Teachers will receive professional development to enhance students ability to have substantive conversations. Professional development will be provided within our district or at the ISD.	Professional Learning	09/01/2012	06/30/2015	\$0	All staff members teaching math.
Professional Development-Math	Teachers will receive professional development in how to understand math concepts. Professional development will be provided within our district or at the ISD.	Professional Learning	09/01/2012	06/30/2015	\$0	All staff members teaching math.

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Professional Development in Building an Academic Vocabulary	Teachers will receive professional development in Building an Academic Vocabulary including best practice instructional strategies, how to choose grade appropriate vocabulary, formative assessment of vocabulary and how to differentiate for students who read and write below grade level. The professional development will be provided by district, professional and ISD consultants.	Professional Learning	05/06/2013	06/30/2015	\$0	The professional development will be provided by district, professional, or ISD consultants. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs.
Professional Development	Teachers will receive professional development in text complexity including how to determine the complexity of text, how to choose grade appropriate text and how to differentiate for readers who read below grade level. The professional development will be provided at the ISD and the State Reading Conference. Teachers will receive professional development in how to create aligned reading formative and interim assessments in Data Director.	Professional Learning	05/06/2013	06/30/2015	\$0	Teachers will attend professional development. The Curriculum Director and Principals will plan the professional development activities.
Professional Development in Everyday Math Program	Teachers will receive training in how to implement the Everyday Math program.	Professional Learning	05/06/2013	06/30/2015	\$0	Curriculum Director will plan the professional development with the book publisher from Everyday Math.

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<p>Marking up the Text</p>	<p>All subject area teachers will use "marking up the text" in a consistent format to increase student use of textual evidence. By "marking up the text" students highlight main points and include their thoughts in the margins, thus making a written response more effective and clear.</p>	<p>Direct Instruction</p>	<p>09/01/2012</p>	<p>06/30/2015</p>	<p>\$0</p>	<p>Teachers will be responsible for creating lesson plans that reflect the activity. Principals will monitor the use of the activity by conducting walkthroughs and evaluating lesson plans.</p>
<p>Professional Development in Building an Academic Vocabulary</p>	<p>Teachers will receive professional development in Building an Academic Vocabulary including best practice instructional strategies, how to choose grade appropriate vocabulary, formative assessment of vocabulary and how to differentiate for students who read and write below grade level. The professional development will be provided by district, professional and ISD consultants.</p>	<p>Professional Learning</p>	<p>05/06/2013</p>	<p>06/30/2015</p>	<p>\$0</p>	<p>The professional development will be provided by district professional or ISD consultations. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs.</p>
<p>Students read complex texts independently.</p>	<p>Teachers will create more time and space in the curriculum for close and careful reading of the text by students. Teachers will emphasize literacy experiences in their planning and instruction. Students are expected to learn from what they read. Students read a true balance of informational and literary text.</p>	<p>Direct Instruction</p>	<p>05/06/2013</p>	<p>06/30/2015</p>	<p>\$0</p>	<p>Teachers will be responsible for creating lesson plans that reflect the activity. Principals will monitor the use of the activity by conducting walkthroughs and evaluating lesson plans.</p>

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Professional Development in Text Complexity	Teachers will receive professional development in text complexity including how to determine the complexity of text, how to choose grade appropriate text and how to differentiate for readers who read below grade level. The professional development will be provided at the ISD and the State Reading Conference.	Professional Learning	05/06/2013	06/30/2015	\$0	All staff members teaching social studies will be responsible; while Principals will monitor the use of these activities with walk throughs and lesson plans.
Classroom Observations	Teachers will observe other classrooms where strategies are being used for writing responses to informational text.	Professional Learning	09/01/2012	06/30/2015	\$0	Teachers will be responsible for implementing strategies that they observe during these classroom observations. Principals will monitor the use of the strategies through the use of walk throughs and lesson plan evaluation.
Professional Development in Building an Academic Vocabulary	Teachers will receive professional development in Building an Academic Vocabulary including best practice instructional strategies, how to choose grade appropriate vocabulary, formative assessment of vocabulary and how to differentiate for students who read and write below grade level. The professional development will be provided by district, professional and ISD consultants.	Professional Learning	05/06/2013	06/30/2015	\$0	These strategies will be used in the general education classroom by classroom teachers.

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<p>Professional Development in Building An Academic Vocabulary</p>	<p>Teachers will receive professional development in Building an Academic Vocabulary including best practice instructional strategies, how to choose grade appropriate vocabulary, formative assessment of vocabulary and how to differentiate for students who read and write below grade level. The professional development will be provided by district, professional and ISD consultants.</p>	<p>Professional Learning</p>	<p>09/01/2012</p>	<p>06/30/2015</p>	<p>\$0</p>	<p>The professional development will be provided by district, professional, or ISD consultants. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs.</p>
<p>Professional Development in Written Response to Informational Text</p>	<p>Teachers will receive professional development in written response to informational text as provided by ISD consultants and through classroom observations. Professional development will also be provided at the Reading Conference and Annual School Improvement Conferences.</p>	<p>Professional Learning</p>	<p>09/01/2012</p>	<p>06/30/2014</p>	<p>\$0</p>	<p>The professional development will be provided by district, professional, or ISD consultants. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs.</p>

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Assessing Academic Vocabulary	Teachers will create formative assessments and a plan for progress monitoring student progress in building an academic vocabulary.	Direct Instruction	09/01/2012	06/30/2015	\$0	Teachers are responsible to develop the assessments. Principals will work with teachers to develop a plan for progress monitoring student progress.
Professional Development in Text Complexity	Teachers will receive professional development in text complexity including how to determine the complexity of text, how to choose grade appropriate text and how to differentiate for readers who read below grade level. The professional development will be provided at the ISD and the State Reading and Science Conference. Teachers will participate in the Best Practices in Science at the WMISD.	Professional Learning	05/06/2013	06/30/2015	\$0	The professional development will be provided by district professional or ISD, consultants, or Data Director. Teachers will use the skills in their classrooms. Principals will monitor the use of the strategies through the use of walk throughs.
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Text Talk/Mark It Up	Using the Text Talk/Mark It Up process students will develop critical thinking skills by analyzing, responding, and questioning text. Teachers will receive professional development from WMISD consultants on this method of instruction.	Professional Learning	05/06/2013	06/30/2015	\$0	Teachers will use the Text Talk/Mark It Up process with text in all core areas. The principal will monitor the use of the process in lesson plans and in walkthroughs.
Assessing Academic Vocabulary	Teachers will create formative assessments and a plan for progress monitoring student progress in building an academic vocabulary.	Direct Instruction	05/06/2013	06/30/2015	\$0	General education staff will implement this in the general education classrooms.
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read Aloud Program	Teachers will develop a read aloud library. Teachers will create a reading buddy program with a list of intentional practices to evaluate the program. Teachers will begin a weekly reading log to monitor reading at home.	Implementation	05/06/2013	06/30/2015	\$0	Teachers on the Read Aloud Task Force will be responsible to develop the Read Aloud Program. Cross grade level teams will identify and purchase expository and narrative books that fit requirements of the Read Aloud Program.

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SuccessMaker Integrated Learning System	Students will work on reading skills at their specific instructional level in the SuccessMaker program for a minimum of 50 minutes per week.	Academic Support Program	05/06/2013	06/30/2015	\$0	This program is implemented in the elementary computer lab under the direction of the Title I Teacher with the help of a paraprofessional.
Fast ForWord	Fast ForWord works on the areas of memory, attention, processing, and sequencing. Students in the Title I and Special Education programs who have been identified as needing support in these areas will work on this program.	Academic Support Program	09/04/2012	06/30/2015	\$0	The Title I and Special Education teacher are responsible for identifying and implementing this program, under the supervision of the elementary principal.
Lexia Reading Program	Kindergarten students will work on the Lexia software 45 minutes per week in the computer lab. Title I students will use Lexia Early and Primary Reading as an additional intervention when identified as necessary.	Academic Support Program	05/06/2013	06/30/2015	\$0	The Title I teacher and paraprofessionals will implement this program.

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WriteSteps	Write Steps is a complete K-5 writing program with a focus on every element of the Writing and Language Common Core Standards. Write Steps includes day-by day lesson plans with explicit instructions, embedding the educational best practices and strategies of: 6 Traits of Quality Writing, Writer's Workshop, Madeline Hunter's Lesson Plan Format, Multiple Intelligences, and Bloom's Taxonomy.	Direct Instruction	09/01/2012	06/30/2015	\$0	Teachers will be responsible for creating lesson plans that reflect the activity and using the WriteSteps website to clarify the steps of teaching. Principals will monitor the use of the activity by conducting walkthroughs and evaluating lesson plans.
Read Naturally fluency program	Students will use the Read Naturally program to increase fluency on text at their instructional reading level.	Academic Support Program	05/06/2013	06/30/2015	\$0	The Title I teacher will be responsible for identifying students and implementing this program.
Purchase IPAD Applications for Math Work Stations	Teachers will purchase age and grade level appropriate applications for IPAD workstations.	Technology	05/06/2013	06/30/2015	\$0	Teachers will work with the Technology Director to purchase applications.
Accelerated Reader	Students will independently read leveled books and will take tests to evaluate comprehension. Their reading levels and progress will be monitored using the Star Reading program.	Academic Support Program	05/06/2013	06/30/2015	\$0	All general education teachers will be responsible for this program. A paraprofessional under the direction of a Title I teacher will work with students in this program.
Total					\$0	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Students read complex texts independently.	Teachers will create more time and space in the curriculum for close and careful reading of the text by students. Teachers will emphasize literacy experiences in their planning and instruction. Students are expected to learn from what they read. Students read a true balance of informational and literary text.	Direct Instruction	05/06/2013	06/30/2015	\$0	All staff members teaching social studies will be responsible; while principals will monitor the use of these activities with walk throughs and lesson plans.
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment	Teachers will periodically use formative assessments to monitor student growth in writing.	Monitor	09/01/2012	06/30/2015	\$0	Teachers will be responsible for creating assessments that reflect the activity. Principals will monitor the use of the activity by conducting walk throughs and evaluating lesson plans.

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Intentional Planning	During intentional planning the teacher will plan a sequence of questions, which follow Bloom's Taxonomy. These questions will lead the students to mastering the objectives of each unit.	Direct Instruction	09/01/2012	06/30/2015	\$0	All staff members teaching math. Principals will monitor this activity through Walk throughs and teacher lesson plans.
Assessing Academic Vocabulary	Teachers will create formative assessments and a plan for progress monitoring student progress in building an academic vocabulary.	Direct Instruction	05/06/2013	06/30/2015	\$0	Teachers are responsible to develop the assessments. Principals will work with teachers to develop a plan for progress monitoring student progress.
Assessing Academic Vocabulary	Teachers will create formative assessments and a plan for progress monitoring student progress in building an academic vocabulary.	Direct Instruction	05/06/2013	06/30/2015	\$0	All staff members teaching social studies will be responsible; while Principals will monitor the use of these activities through walk throughs and teacher lesson plans.
Assessing Academic Vocabulary	Teachers will create formative assessments and a plan for progress monitoring student progress in building an academic vocabulary.	Direct Instruction	09/01/2012	06/30/2015	\$0	All staff members teaching math. Principal will review all formative assessments and monitor them.

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Use of the Everyday Learning Mathematics Program	Teachers will continue to use the Everyday Learning Mathematics Program to ensure that the tier 1 instruction for math is consistent and of high quality.	Other	05/06/2013	06/30/2015	\$0	Classroom teachers will implement this activity in a general education classrooms with the help of paraprofessionals and community volunteers.
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
One on One Assistance	Students will receive appropriate one on one interventions and assistance from paraprofessionals, community volunteers, and parent volunteers under the direction of a highly qualified teacher.	Other	05/06/2013	06/30/2015	\$0	Teachers will direct paraprofessionals and volunteers to provide appropriate interventions and assistance to students in the general education classrooms.
Extended Day Program	Title I students will participate in an extended day reading program for 1 hour with the Title I teacher with the specific purpose of increasing phonics, phonemic awareness, and fluency.	Academic Support Program	05/06/2013	06/30/2015	\$0	The Title I teacher will be responsible for identifying students and implementing the program under the direction of the Title I Director and elementary principal.

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One on One and Small Group Assistance from a Highly Qualified Teacher	Students will receive appropriate one on one and small group interventions and assistance from a part-time math teacher on numeracy and automaticity of basic skills.	Other	05/06/2013	06/30/2015	\$0	Part-time highly qualified math teacher
Read Naturally Fluency Program	Students will participate in the Read Naturally computer-based fluency program to increase fluency as measured on the DIBELS assessment.	Technology	05/06/2013	06/30/2015	\$0	The Title I teacher will identify and implement this program with specific students with the assistance of other highly qualified teachers, paraprofessionals, and parent/community volunteers.
Orton-Gillingham Multisensory Program	Students will participate in instruction using the Orton-Gillingham method to increase knowledge of phonics and phonemic awareness as measured on the DIBELS and MLPP assessments.	Academic Support Program	05/06/2013	06/30/2015	\$0	The Title I teacher will be responsible for this program with the help of a paraprofessional.
Accelerated Math Program	Students will use the Accelerated Math Program in the Title I Math Classroom	Technology	06/30/2013	06/30/2015	\$0	The Title I Math teacher will implement the Accelerated Math Program in the classroom. The principal will monitor the use of the program.

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Extended Day Program	Title I students will participate in an extended day math program for 1 hour with the Title I teacher with the specific purpose of increasing math fluency and understanding.	Direct Instruction	06/30/2013	06/30/2015	\$0	The Title I Math teacher will provide the instruction. The program will be monitored by the Elementary Principals through lesson plans and walkthrough observations.
One-on-One and Small Group Instruction	The Title I teacher, paraprofessionals, and volunteers will meet with students in small groups and one-on-one to provide interventions and instruction in reading.	Direct Instruction	06/30/2013	06/30/2015	\$0	The Title I teacher will be responsible for setting up the groups of students to receive instruction. The groups will be monitored by the teacher and principal. Paraprofessionals will meet with groups and individual students as assigned.
Successmaker integrated learning system	Students will participate in the Successmaker program for 45 minutes per week in the area of math.	Technology	05/06/2013	06/30/2015	\$0	These activities will take place in the computer lab under the direction of the Title I teacher with the help of a paraprofessional.

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iPad Applications	Students will receive appropriate one on one interventions and assistance from paraprofessionals, community volunteers, and parent volunteers under the direction of a highly qualified teacher.	Technology	06/30/2013	06/30/2015	\$0	The Title I teachers and the Classroom Teachers will collaborate to choose and purchase appropriate iPad applications for the literacy workstations. This will be monitored by the technology director and the elementary principal.
Lindamood-Bell Reading Programs	Identified students will participate in the Lindamood Phonetic Sequencing program, Lindamood-Bell Seeing Stars program, or Visualizing and Verbalizing in the Title I classroom as prescribed by the Title I teacher. Teachers will need additional professional development in these activities.	Academic Support Program	05/06/2013	06/30/2015	\$0	Title I teacher under the supervision of the elementary principal. 2 teachers will attend Lindamood-Bell professional development.
Reading A-Z program	Students will participate in the Reading A-Z program to increase reading fluency as measured on the DIBELS assessment.	Technology	05/06/2013	06/30/2015	\$0	These activities will take place in the general education classrooms by classroom teachers with the help of parent and community volunteers.

School Improvement Plan

Manton Consolidated Elem. School

Literacy Workstations	Teachers will meet together in professional learning committees to create Literacy Workstations that meet the needs of individual students and use technology including iPads and projectors. Teachers will receive ongoing professional development on Literacy Workstations.	Professional Learning	05/06/2013	06/30/2015	\$0	Classroom teachers, Title I teacher and paraprofessional will work with Literacy Workstations. The principals and curriculum director will provide time and materials for the workstations and professional development.
Total					\$0	