

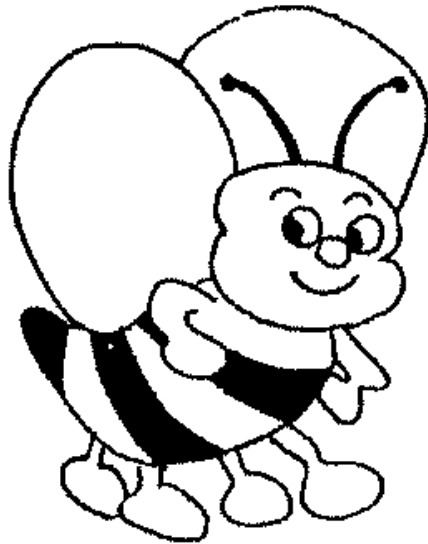
SCHOOL IMPROVEMENT PLAN

FOR

MACNAUGHTON ELEMENTARY

(SCHOOLWIDE TITLE I)

2009-2012



**BEE YOUR BEST!!**

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## A. Mission Statement

### TRI COUNTY AREA SCHOOLS MISSION STATEMENT

We will educate ALL students and share with the community the responsibility to assure an environment that inspires life long learning.

### MACNAUGHTON ELEMENTARY MISSION STATEMENT

To better educate all children academically and socially.

## B. SCHOOL IMPROVEMENT TEAM STAKEHOLDERS

NAME	POSITION	CONTACT INFORMATION
Allen Cumings	Principal	acumings@tricountyschools.com
Vida Andres	Teacher	<a href="mailto:vandres@tricountyschools.com">vandres@tricountyschools.com</a>
Sue Bogardus	Support Staff	<a href="mailto:sbogardus@tricountyschools.com">sbogardus@tricountyschools.com</a>
Rachel VanDyke	Teacher	ravandyke@tricountyschools.com
Jan Malmo	Teacher	<a href="mailto:malmo@tricountyschools.com">malmo@tricountyschools.com</a>
Michelle Payne	Title I Teacher	<a href="mailto:mpayne@tricountyschools.com">mpayne@tricountyschools.com</a>
Betsey Kettle	Teacher	<a href="mailto:bkettle@tricountyschools.com">bkettle@tricountyschools.com</a>
Kathy McGiveren	Parent	

## C. TEN COMPONENTS OF THE SCHOOL WIDE PLAN

### 1. Comprehensive Needs Assessment

In the winter of 2009, the MacNaughton Elementary School Improvement team went to the Putting All Together Conference at the Montcalm Intermediate School District to put together their comprehensive needs assessment. At the conference the school improvement team used the School Improvement Template for gathering data on a school profile, student achievement, student perception, staff perception, parent perception, enrollment and demographic data.

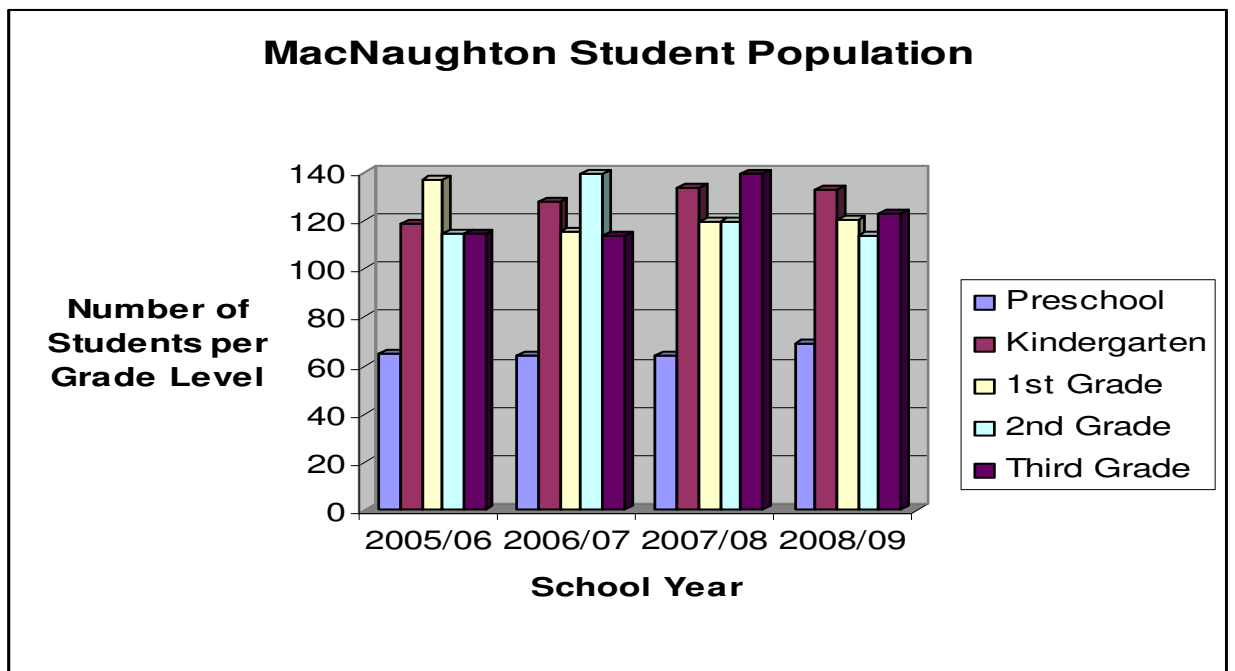
Based on the results MacNaughton staff found that students were low in the area of ELA Reading Fluency and Mathematics skills of numbers and operation skills. The MEAP, DIBELS, and MLPP results show that students with disabilities scored much lower in reading than the general population. It was also found through the student, staff and parent perception data that parents feel school is challenging enough, while students and teachers felt schools was not challenging enough. Further research found that a lack of communication and connection between the staff and parents has led to the large discrepancy in this area. In February of 2009 a

comprehensive survey on highly effective schools was given to the staff at MacNaughton elementary. As a result from this survey as a staff we could do better job on our commitment to meeting the school's goals of meeting the needs of all learners. Therefore, goals have been developed in the area of ELA Reading, Writing, Parent involvement, and staff teamwork as outlined below.

1. All students, especially the disadvantaged, will make progress in Oral Reading Fluency and Reading Comprehension based on Grade Level Benchmarks and/or individual aim lines.
2. All students, especially the disadvantaged, will make progress towards proficiency in writing based on state standards and Grade Level Expectations.
3. MacNaughton will offer a Parent Handbook outlining student expectations. Parents will also be able to participate in Parent University classes in which parents learn Grade Level Content Expectations, technology in the school, resources for students, and parenting classes.
4. MacNaughton Staff members will develop a cohesive community atmosphere where all staff are vital members of the learning environment.

## Demographic Data

MacNaughton Elementary is Pre-Kindergarten- Third grade building with approximately 560 students. Our student population has stayed consistent over the past four years, however the Free and Reduced Lunch population has increased from 41% in 2005/06 to 63% in the 2008/09 school year. The school has also seen an increase in the number of Students with Disabilities with 77 in 2005/06 to 90 in 2008/09. The students are led by a staff of 25 classroom teachers (which includes a resource room teacher, cognitively impaired and a Title I teacher), an Art, Physical Education, Computer and Library, and Music Teacher, a Social Worker, a Speech and Language Pathologist, 3 Title I Paraprofessionals, 6 Instructional paraprofessionals, a nurse, and 7 additional support staff. The teaching staff has been teaching an average of 16 years, and all teaching staff are Highly Qualified. The Pre-School staff consists of two classroom teachers, along with 4 instructional Para-professionals.



	2005/06	2006/07	2007/08	2008/09
PK	65	64	64	69
K	119	128	134	133
1	137	116	120	121
2	115	140	120	114
3	115	114	140	123
<b>Totals</b>	<b>549</b>	<b>562</b>	<b>514</b>	<b>560</b>

## **Parent and Community Demographic Data**

MacNaughton Elementary serves families in the Howard City and the surrounding area. MacNaughton is located on the US 131 corridor between Grand Rapids and Big Rapids. Our population's average household income includes 22% of families falling between \$30,000-\$50,000 and 28% of families falling between \$50,000-\$75,000. The education level of our community consists of 82% of adults having at least a High School Diploma in comparison to 88% for the State and 11.3% of adults having a Bachelor's Degree in comparison to 25.3% for the State. Our population consists of 28% of the community falling between birth and 19 years of age and 36% falling between 20 and 44 years of age. 10% of the population falls in the category of senior citizen.

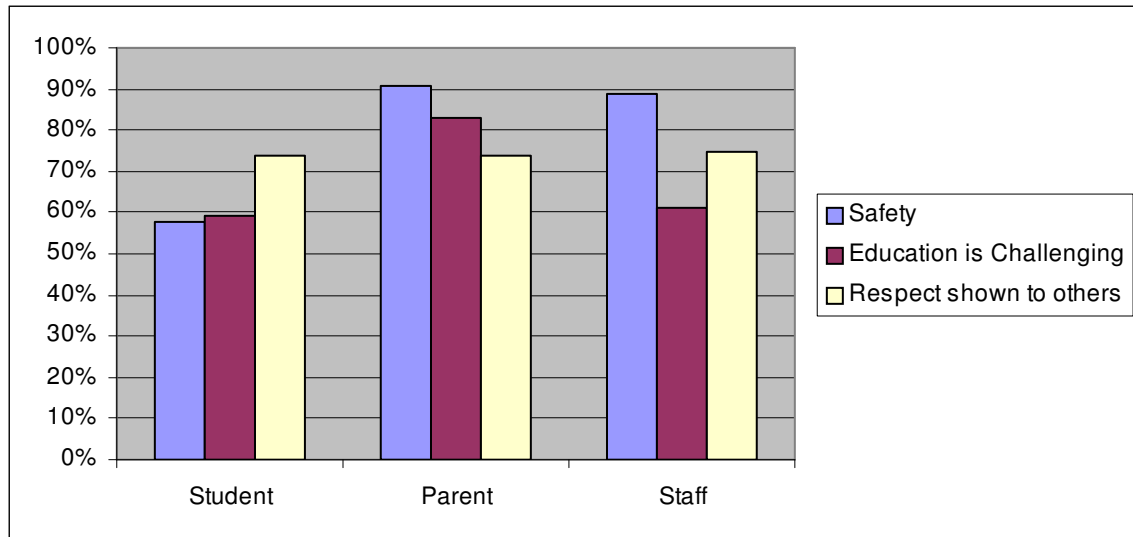
The MacNaughton Booster Club is a group of parents who work with the school in order to provide activities and make connections between the school and the community. The following is a list of some of these opportunities for our school community. Preschool Family Fun Nights, Field Trips, Grand Rapids Symphony Artist in Residency Program, Early American Luncheon, Skating Party, First Grade Spanish Club, Secret Santa Shop, Spring Carnival, Movie and Popcorn Night, Craft Night, Family Literacy Night, March is Reading Month, Learning After School Program, All School Breakfast Program, Foster Grandparent Summer Reading Program.

## **Process Data; Resource Integration**

MacNaughton Elementary receives federal funding from Title IA, Schoolwide Planning Grant, Title IIA, Title IID, Safe and Drug Free Schools. We also receive a state grant for At-Risk school through 31A. The funds are used to provide instructional materials and a variety of educational opportunities for our disadvantaged and at-risk student population. The programs include, but are not limited to; Accelerated Reader books, STAR, Lexia and Earobics, Title I paraprofessionals, After School Programs, Professional Development, and Technology.

## **Perception Data**

In the winter of 2009 the MacNaughton Elementary Parents, Students and Staff were involved in taking a perception survey taken from the *Nine Characteristics of Highly Effective Schools*. The chart below shows the results of the data based on common topics.



The results of the survey showed that while teachers and parents felt their students were safe at school, the students did not feel safe on the playground. The education at the school was viewed by both students and staff as not being challenging enough. The parents viewed the education as being challenging for the students. Respect shown to others by the students was rated equally by each cohort. While these are similar at around 75% it was also felt that this is an area that needs to be improved.

## Programs/Process Data

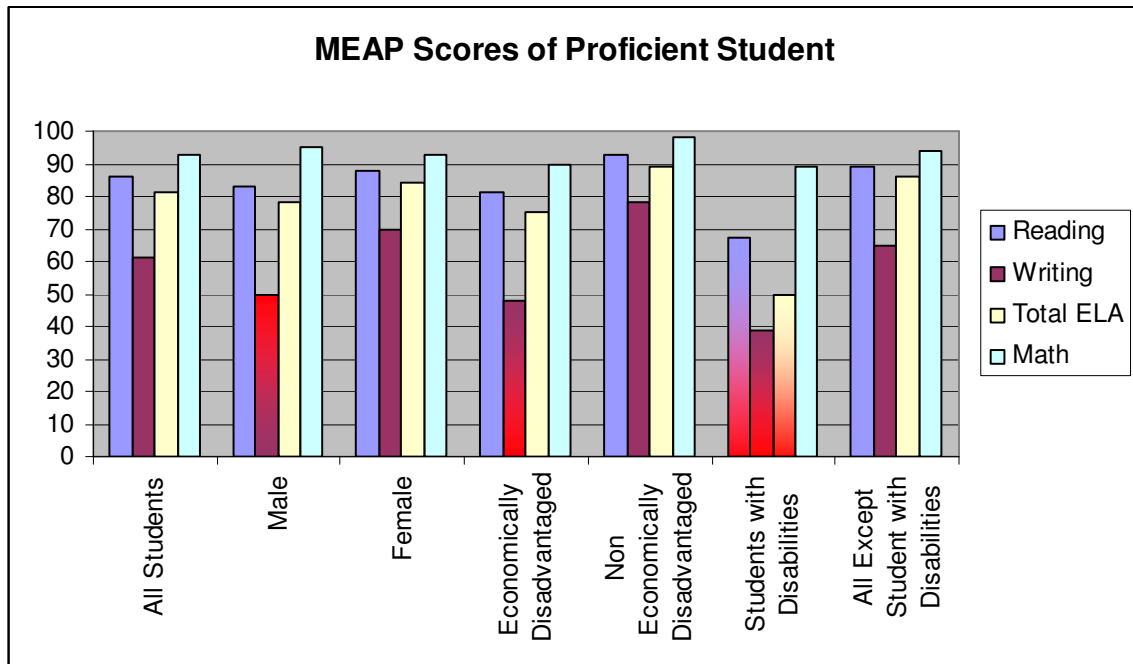
MacNaughton uses multiple committees with a variety of staff members and parents to drive the decision of what processes need to be improved and what programs need to be implemented. The School Improvement Team works in making decisions that will improve the academic setting at MacNaughton. The team uses achievement data, perception surveys, and the Ed Yes Indicators to drive improvement for the school. The MiBLSi team works with our reading programs and works with how to improve behavior in the school. At the classroom level, both the Teacher Assistant Team and Collaborative Grade Level Meetings allow teachers the opportunity to create interventions for students. The interventions are created, based on student achievement data from both formative and summative assessments.

## Student Achievement

The students at MacNaughton are involved in taking both local and state assessments. Based on the MEAP scores the general education population is meeting the requirements for the State AYP in ELA with 81% of our student's proficient. However, Students with disabilities are not meeting the goals. Only 33% of students with disabilities were proficient in ELA in 2008, compared to 55% in 2007 and 53% in 2006. Another area we are striving to improve in is writing. The schools writing scores have improved from 39% proficient in 2006 to 61% proficient in 2008. Within these scores we have found that there are two sub groups struggling with writing. The first group we have identified

is our economically disadvantage students, in which only 48% of these students were considered proficient in writing. The other group is our male students in which only 50% of those students were proficient.

In math 93% of the students were proficient on the state test (this is up from 87% in 2007). 90% of economically disadvantaged students were proficient, and 83% of our students with disabilities were proficient.



	Reading	Writing	Total ELA	Math
All Students	86	61	81	93
Male	83	50	78	95
Female	88	70	84	93
Economically Disadvantaged	81	48	75	90
Non Economically Disadvantaged	93	78	89	98
Students with Disabilities	67	39	50	89
All Except Student with Disabilities	89	65	86	94

\*Areas with two colors are identified as areas of targeted improvements.

## 2. SCHOOLWIDE REFORM STRATEGIES

<b>Goal Area</b>	<b>Reading Fluency</b>
<b>Rational</b>	<b>Local DIBEL data shows that we still have more than 5% of our students in the At-Risk area.</b>
<b>Broad Goal</b>	<b>Increase oral reading fluency.</b>
<b>Objective</b>	<b>By June 2011 we will increase the percentage of students at the benchmark level in DIBELS oral reading fluency by 10%.</b>
<b>Instructional Strategy #1</b>	<b>In grades 2-3 All classrooms will have a 90 minutes literacy block</b>
<b>Research</b>	<b>Reading workshop with Debbie Miller</b>
<b>Professional Development</b>	<b>A Literacy Coach will meet with grade levels to develop best practice for teaching reading and assessing reading workshop.</b>
<b>Parent Involvement</b>	<b>During the MacNaughton Family Partnership (MFP) classes parents will learn what reading workshop is, and how to implement teaching reading at home.</b>
<b>At Risk Student Support</b>	<b>Will receive initial instruction, Title 1 Reading, Progress Monitoring, Peer Mentoring, LAFS (Learning After School Program), Great Leaps, Read Naturally</b>
<b>Evaluation</b>	<b>DIBELS, Survey of PD and Mac Family Partnership.</b>
<b>Evidence</b>	<b>Interpret the results of Dibels, survey of PD and MFP. by SIT</b>
<b>Instructional Strategy</b>	<b>In grade K-1 all classrooms will have a 90 minute literacy block</b>
<b>Research</b>	<b>Guided Reading with Fountas and Pinell, Reading Workshop with Debbie Miller</b>
<b>Professional Development</b>	<b>Literacy Coach will meet with grade level to develop best practice for teaching reading and assessing reading workshop. Additional training in Guided Reading practices will be offered.</b>
<b>Parent</b>	<b>During the MacNaughton Family Partnership (MFP) classes parents</b>

<b>Involvement</b>	<b>will learn what reading workshop is, and how to implement teaching early childhood reading strategies at home.</b>
<b>At Risk Student Support</b>	<b>Initial instruction, Title 1 Readign, Progress Monitoring, Peer Mentoring, LAFS, Great Leaps, Read Naturally, K-PALS, 1<sup>st</sup> grade PALS</b>
<b>Evaluation</b>	<b>DIBELs, Survey of PD and MFP.</b>

<b>Goal Area</b>	<b>Writing</b>
<b>Rational</b>	<b>MEAP and ELA-Writing results show that we still have more then 10% of students who are not proficient in writing.</b>
<b>Broad Goal</b>	<b>Increase writing proficiency</b>
<b>Objective</b>	<b>We will increase the percentage of students at the proficient level especially those male and/or economically disadvantaged students.</b>
<b>Instructional Strategy #1</b>	<b>In grades K-3, in all classrooms will have a Writing Workshop block.</b>
<b>Research</b>	<b>Lucy Caulkins</b>
<b>Professional Development</b>	<b>Literacy Coach will continue to assist the staff in the area of Writing workshop.</b>
<b>Parent Involvement</b>	<b>At our Big Mac Night parents will learn what writing workshop is, and how to implement teaching writing at home.</b>
<b>At Risk Student Support</b>	<b>Initial instruction, LAFS, Peer Tutors, Title 1, Parent and Community Volunteers working with students.</b>
<b>Evaluation</b>	<b>MLPP Writing Summative Assessment up to 3 times a year. Daily formative writing assessments. Survey of PD and from Big Mac Night.</b>
<b>Evidence</b>	<b>Interpret the results of MLPP Writing, and Survey Data.</b>

<b>Goal Area</b>	<b>Parent information and communication</b>
<b>Rational</b>	<b>The 2008/09 Teacher, Student and Staff survey shows the need for better communication between the school and the parents</b>
<b>Broad Goal</b>	<b>The school will offer classes to parents up to 4 nights a year.</b>
<b>Objective</b>	<b>To increase our parent knowledge of; school activities, curriculum and opportunities of how we can improve student learning.</b>
<b>Instructional Strategy</b>	<b>Classes will be offered at Big Mac Night that will allow parents to gain understanding of the educational process, their roll and student expectations.</b>
<b>Research</b>	<b>Has shown that parent involvement in children's learning is positively correlated to achievement. (Cotton and Wikelund 2000)</b>
<b>Professional Development</b>	<b>Read research articles, Visit schools who have implemented positive programs.</b>
<b>Parent Involvement</b>	<b>Have parents involved in the process of what classes could be taught at Big Mac Night. Parent input from SIT team.</b>
<b>At Risk Student Support</b>	<b>Flyers will be sent to all students of the effectiveness of parent involvement. Food may be offered at each parent night.</b>
<b>Evaluation</b>	<b>Survey of effectiveness of the classes</b>
<b>Evidence</b>	<b>Increase in parent involvement and student achievement.</b>

<b>Goal Area</b>	<b>Staff will be a cohesive community and build positive relationships with all students</b>
<b>Rational</b>	<b>We want all staff members to know they are an integral part of the learning community.</b>
<b>Broad Goal</b>	<b>To have staff learn that every role at MacNaughton is vital to the learning community and that building positive relationships with students will increase academic achievement.</b>
<b>Objective</b>	<b>To have staff respect each other and build quality relationships with the children.</b>
<b>Intructional Strategy</b>	<b>Capturing Kids Hearts.</b>
<b>Research</b>	<b>Show that building positive relationships with other staff members and students will improve student achievement and discipline (Yeager Jr. 2004)</b>
<b>Professional Development</b>	<b>Capturing Kids Hearts training for all staff member</b>
<b>Parent Involvement</b>	<b>Parents will be offered training and information on Capturing Kids Hearts and how to effectively use this at home. This will be done as part of the Big Mac Night classes.</b>

<b>At Risk Student Support</b>	<b>We will begin a 131 program. Where 1 adult will be connected to 3 At Risk students for the 1 purpose of helping them know they are care for and that their learning at MacNaughton is important</b>
<b>Evaluation</b>	<b>Parents, Student and Staff will take the 9 quality's of Highly effective schools.</b>
<b>Evidence</b>	<b>Increase in student achievement, and reviewing survey data to see if we see an attitudinal improvement in caring, respect and teamwork.</b>

### **3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF (TEACHERS AND INSTRUCTIONAL PARAPROFESSIONALS)**

One hundred percent of the twenty-nine teachers at MacNaughton Elementary are highly qualified. They all possess a Bachelor’s degree and state certification and show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification (M.T.T.C.), or a graduate degree or coursework that is equivalent to an undergraduate major in any subject area directly related to the area in which they instruct, or credentialing in any subject(s) or developmental level, or the high objective uniform state standard of evaluation (H.O.U.S.S.E.).

One hundred percent of the nine instructional paraprofessionals are highly qualified as documented by the attainment of an Associate’s Degree or a proficient score on the WorkKeys Assessment in Reading, Writing, and Math.

### **4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools**

The staff at MacNaughton Elementary consists of twenty- nine certified teachers with an average number of 16 years in the teaching profession. The staff at MacNaughton Elementary is not only highly qualified, they are also highly dedicated to the students, families, and community they serve. The caring, close-knit family atmosphere combined with competitive salary and benefits provided by Tri County Schools make our school an attractive choice for those seeking a position. Substitute teachers often comment that the friendly, welcoming staff at MacNaughton Elementary makes this school one of their favorite places to work.

In order to attract highly qualified candidates all open positions are posted on the Tri County Schools website and College and University websites. A variety of programs and resources are in place to support our teaching staff as we all encourage students to achieve the goal of our motto to “Bee Your Best”. Lesson plans have been developed to

teach what it means for a student to ▪ Bee Respectful ▪ Bee Responsible ▪ Bee Ready ▪ Bee Safe. Visually, we use the emblem of a honeybee to make the four BEES more memorable for the students. MacNaughton Elementary has a low teacher turnover rate and is able to retain our highly qualified teaching staff by providing the following:

<p>Daily prep time  Teacher Orientation Program  Art, Music, PE, Library and Media Classes offered to all students  School Nurse  Mentor Program  RTI Model</p>	<p>Title 1 Services  After School Tutoring Program  Looping Program  Parent Volunteer Program  Professional Development Opportunities  Competitive Salary and Benefits  Active Participating Principal  MiBlisi-“Bee Your Best!”  We made Adequate Yearly Progress for 5 years</p>
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**5. High-Quality and Ongoing Professional Development INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF (TEACHERS AND INSTRUCTIONAL PARAPROFESSIONALS)**

MacNaughton Elementary staff will receive professional development prior to the start of the 2009-2010 school year to implement the philosophy of Capturing Kids Hearts. MacNaughton teachers will also continue to receive ongoing professional development in the area of DIBELS and MLPP writing as well as additional support from our Literacy Coach to achieve our goals and objectives.

**6. Strategies to Increase Parental Involvement**

Parent members are involved on the School Improvement Team (SIT) and were involved in the development, implementation, and evaluation of the schoolwide plan.

A copy of the parent involvement policy that meets the NCLB requirements is attached to this plan.

Activities are as follows:

- (1) Strategies to assist parents in understanding the State’s content standards and assessments and how to monitor their child’s progress.**

- Distribute copies of Grade Level Content Expectations to parents at Open House.
- Distribute calendar of assessments given and explanation of what is assessed. Assessments include TC Math, Sitton spelling, MLPP, DIBELS, MEAP, and formative and summative classroom assessments.
- Continue to distribute assessment results charts with explanation page to parents.
- Monitor progress through Parent/Teacher conferences, progress reports, and report cards.

**(2) Provide materials and training to help parents work with their children.**

- Conduct Big Mac Night classes three times during the school calendar that include sessions on:
  1. Grade level breakout sessions on various curricular topics
  2. Whole group sessions on various services available
  3. Sessions with principal, social workers, and speech therapist
  4. Training to differentiate parent role vs. teacher role
  5. Make and Take Workshops for learning tools at home

**(3) Train staff to build effective parent involvement.**

- *Capturing Kids Hearts* training for teaching staff in August 2009.
- Training of volunteers by teachers for classroom helpers within the first month of school.
- Training of staff to realize parents are students' first teachers during first two staff meetings of the year.
- Use of research articles during staff meetings bimonthly.

**(4) Collaborate with other programs to coordinate parent involvement.**

- Eight Cap
- Montcalm Family Network
- Preschool
- Great Start
- MacNaughton Boosters

**(5) Provide information in a format and language that parents can understand.**

- Provide GLCE Parent Companion Guide from MDE.

- Explain assessments, criteria, and scores to parents at Open House night and Parent/Teacher Conferences.

**(14) Provide other reasonable support for parent involvement as parents may request.**

- Tell parents how and where to get resources.
- Include leveled books in book fair.
- Provide reading and math resources when requested.
- Be open to requests from parents and comply when reasonable.

**(f) Provide full opportunities for participation of parents with LEP or with disabilities and for parents of migratory children.**

MacNaughton Elementary will make Accommodations for parents with LEP, disabilities, and/or migratory status to participate fully in their learning. Accommodations may include but not limited to:

- Providing translators at Open House and Parent/Teacher Conferences.
- Provide alternate schedules for Parent/Teacher Conferences.
- Provide resources necessary for parents with disabilities.

MacNaughton School Improvement Plan includes a school level parent involvement policy which was developed by the staff with input from parents. The policy can be found in appendix \_\_\_\_\_

Evaluation of the Schoolwide Parent Involvement program at MacNaughton will include:

- Parent survey annually to include program strengths and weaknesses in the spring.
- Participation of Big Mac Night and follow-up survey in the fall.

Results from the two surveys will be used to monitor and adjust parent involvement needs annually.

MacNaughton School Improvement Team, including parent input, developed the Title 1 school/parent compact which will be explained to all parents annually at Parent/Teacher conferences or earlier in the school year. The compact includes parent, teacher, and student expectations to accelerate student learning. The compact can be found in Appendix \_\_\_\_\_.

MacNaughton staff will provide individual student academic achievement to parents in a language they can understand and interpret MEAP results for parents at Parent/Teacher Conferences, Big Mac Night, or as requested, using MEAP Parent Reports.

## 7. Preschool Transition Strategies

- MacNaughton Elementary holds a Kindergarten Round Up each spring. It begins with information regarding Kindergarten sign up being sent to the local paper, daycare, preschools, and to our in house preschool and newsletter.
- Parents are invited to come in during a specific week to register and sign their child up for hearing and vision screenings as well an Observation time. They are given our Kindergarten Handbook that addresses all aspects of the Kindergarten program.
- Kindergarten staff holds a parent information meeting to discuss our curriculum, give tips for success, introduce staff, and answer questions. There is also a time for a classroom visit.
- Kindergarten Observations are held so the Kindergarten staff can meet each child and assess them in the areas of social/emotional, fine/gross motor, and basic academic knowledge (alphabet, counting, colors, shapes).
- A school wide Open House is scheduled in the fall where children are allowed and encouraged to come meet their teacher and see their classroom.

## 8. **Teacher Participation in Making Assessment Decisions/Authentic or Alternative Assessment.**

Formative/Authentic assessments are decided by classroom/grade level teachers based on classroom instruction. Summative assessments of units of instruction are decided by the classroom teacher also. Summative tests required by the district have been chosen with a team of teachers and are required by the district up to four times per year. Grade level teachers had input as to the timing of these assessments.

## 9. **Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

MacNaughton Elementary uses a Response to Intervention model to help students having difficulty. The process is designed through a Teacher Assistant Team that guides teachers and parents on ways they are able to help students who are struggling. When a teacher or parent sees their

student having problems they are able fill out paperwork and the teacher meet with TAT. At the meeting the Team will find out background information about the child, what interventions have been offered, and then problem solve to help the teachers find ways to guide the child in the learning process. Students are then given interventions based on their needs, these include; classroom interventions, participating in the Learning After School Program (Math or ELA), Book partners, and Title I. Each student will have a follow up meeting to find out if the new intervention or programs are working to help the child. If the interventions are working the teacher and parents continue with the interventions, and if they are not new interventions will be put into place. In the instance when multiple interventions are not working and/or the student is falling further behind, screening may be done for the child.

## 10. Coordination of Integration of Federal, State and Local Programs and Resources.

Schoolwide Components	Fund Sources	Programs
1 Comprehensive Needs Assessment	<ul style="list-style-type: none"> <li>▪ General Fund</li> <li>▪ Schoolwide Planning Grant</li> </ul>	<ul style="list-style-type: none"> <li>▪ MacNaughton Elementary Schoolwide Transition Process</li> </ul>
2. Schoolwide Reform Strategies	<ul style="list-style-type: none"> <li>▪ General Fund</li> <li>▪ Schoolwide Planning Grant</li> </ul>	<ul style="list-style-type: none"> <li>▪ MacNaughton Elementary School Improvement/ Schoolwide Plan</li> </ul>
3. Instruction by Highly	<ul style="list-style-type: none"> <li>▪ Title II A first then General Fund</li> </ul>	<ul style="list-style-type: none"> <li>▪ All Staff (Teachers and Paraprofessionals) are currently highly qualified.</li> </ul>
4. Strategies to Attract Highly-Qualified Teachers to High Needs Schools	<ul style="list-style-type: none"> <li>▪ General Fund</li> <li>▪ Title II A</li> </ul>	<ul style="list-style-type: none"> <li>▪ New Teacher Orientation Program</li> <li>▪ Mentoring and Training</li> <li>▪ District Professional Development</li> <li>▪ Conferences to support continual learning</li> <li>▪ New Teacher Training @ Local and ISD level</li> </ul>
5. High-Quality and Ongoing Professional Development	<ul style="list-style-type: none"> <li>▪ Title II A</li> <li>▪ Title II D</li> <li>▪ Title IV</li> <li>▪ General Fund</li> </ul>	<ul style="list-style-type: none"> <li>▪ Literacy Coach</li> <li>▪ Grade Level Meetings</li> <li>▪ Reading First</li> <li>▪ Capturing Kid's Hearts</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Putting Reading First</li> <li>▪ Teacher Academies</li> <li>▪ Literacy Instruction</li> <li>▪ Battle Creek Science Training</li> <li>▪ Handwriting w/out Tears</li> <li>▪ RTI</li> <li>▪ Co-teaching Training</li> </ul>
6. Strategies to Increase Parental Involvement	<ul style="list-style-type: none"> <li>▪ Title I</li> <li>▪ Great Start Readiness Program</li> <li>▪ Title IV</li> <li>▪ Great Parents Great Start</li> <li>▪ General Fund</li> </ul>	<ul style="list-style-type: none"> <li>▪ Curriculum Nights</li> <li>▪ Open Houses</li> <li>▪ Parent/Teacher Conferences</li> <li>▪ Parent Involvement Evening Education Programs</li> <li>▪ On-Line Parent Portal</li> </ul>
7. Preschool Transition Strategies	<ul style="list-style-type: none"> <li>▪ General Fund</li> <li>▪ Great Start Readiness Program</li> <li>▪ Great Parents Great Start</li> </ul>	<ul style="list-style-type: none"> <li>▪ Kindergarten Round-up</li> <li>▪ Open Houses</li> <li>▪ Pre-Kindergarten Summer Camps</li> <li>▪ Great Start Readiness Program for 4 year olds</li> </ul>
8. Teacher Participation in Making Assessment Decisions	<ul style="list-style-type: none"> <li>▪ General Fund</li> <li>▪ Title II A</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment FOR learning Trainings</li> <li>▪ Curriculum Meetings</li> <li>▪ Grade Level Meetings</li> <li>▪ Data Warehouse training for IGOR</li> </ul>
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<ul style="list-style-type: none"> <li>▪ Title I A</li> <li>▪ Title II A</li> <li>▪ 31a At-Risk</li> <li>▪ Title IV</li> <li>▪ MIBLSi</li> <li>▪ General Fund</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extended Day</li> <li>▪ Paraprofessionals</li> <li>▪ Structured Language materials</li> <li>▪ Social Work</li> <li>▪ Conflict Management</li> </ul>
10. Coordination and Integration of Federal, State, and Local Programs and Resources	<ul style="list-style-type: none"> <li>▪ General Fund</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and administrative offices staff.</li> </ul>

## **Evaluation of Schoolwide Plan**

MacNaughton Elementary will review 2008/2009 MEAP and Local District Testing data in August of 2009. Local District Assessment data will be re-evaluated in November of 2009 after initial assessments are given for the 2009/2010 school year. During November of 2009 Parents, Teachers and Students will take a comprehensive survey of the 9 qualities of highly effective schools. The data from the survey will be reviewed in December of 2009. In February of 2010, the School Improvement Team will review both survey data and assessment data to check for progress on our current goals for the Ed Yes report required by the State of Michigan. In March of 2010, current MEAP data, local district data, and survey data will be reviewed to better evaluate progress, and to make adjustments of current goals for the 2010/2011 school year.

Based on the interpretation of the data gathered we will determine if the schoolwide program has been effective in increasing the achievement of students who have been furthest from achieving the standards.

The plan will be revised as necessary based on the results of the evaluation, to ensure continuous improvement of students in the school wide program.

## **MDE Required Elements of School Improvement Plan**

### **1. Mission Statement-**

To better educate all children academically and socially.

### **2. Goals based on student academic objectives for all students-**

All students at MacNaughton Elementary, including male and economically disadvantaged, will be proficient writers according to state standards and grade level content expectations. All classroom teachers will schedule a block of time designated for writing workshop each day as noted in their daily schedule.

All students, including male and economically disadvantaged, will make progress in oral reading fluency based on grade level benchmarks and/or individual aim lines. All classroom teachers will schedule a 90-minute block of time designated for reading workshop each day as noted in their daily schedule.

Basic parent involvement in their child's learning is positively correlated to student achievement. MacNaughton Elementary staff will host Big Mac night, a parent volunteer

training, and parent teacher conferences to help facilitate parental involvement in their child's learning.

### **3. Strategies to accomplish the goals-**

Teachers will present a mini lesson to students which they will then use during writers workshop time following the research based practices of Lucy Calkins. Teachers will confer with students individually in order to help them gain proficiency in writing.

Teachers will present a mini lesson to students which they will then use during their reading workshop time following the research based practices of Fontas and Pinell and/or Debbie Miller. Teachers will pull guided reading groups and/or confer with students individually in order to increase oral reading fluency.

MacNaughton Elementary staff will host events during 2009-2010 school year such as Big Mac night, Parent Volunteer training, and Parent/Teacher Conferences as measured by parent survey and parent attendance.

### **4. Curriculum Aligned Corresponding to Goals**

The district wide curriculum council reviews and revises curriculum up to four times a year. Building staff members will be a member of district wide content area committee's, which meet annually to review curriculum. Each member will report back to the staff as to what changes are being made to curriculum.

### **5. Evaluation Processes/Evaluation of the Plan**

MacNaughton Elementary will review 2008/2009 MEAP and Local District Testing data in August of 2009. Local District Assessment data will be re-evaluated in November of 2009 after initial assessments are given for the 2009/2010 school year. During November of 2009 Parents, Teachers and Students will take a comprehensive survey of the 9 qualities of highly effective schools. The data from the survey will be reviewed in December of 2009. In February of 2010, the School Improvement Team will review both survey data and assessment data to check for progress on our current goals for the Ed Yes report required by the State of Michigan. In March of 2010, current MEAP data, local district data, and survey data will be reviewed to better evaluate progress, and to make adjustments of current goals for the 2010/2011 school year.

### **6. Staff Development**

MacNaughton Elementary staff will receive professional development prior to the start of the 2009-2010 school year to implement the philosophy of Capturing Kids Hearts. MacNaughton teachers will also continue to receive ongoing professional development in the area of DIBELS and MLPP writing as well as additional support from our Literacy Coach to achieve our goals and objectives.

### **7. Development Utilization of Community Resources and Volunteers**

MacNaughton Elementary staff contacts various local business' to develop and utilize their resources and gain volunteers in order to enhance student achievement.

Leppinks donates items to various school functions  
Wolverine Worldwide donations  
Skate Estate provides skating passes for incentives  
Montcalm Community College- Nursing program  
The Village of Howard City- provides Fire Safety training  
Reynolds Township Library  
Foster Grandparents

### **8. Role of Adult and Community Education, Libraries and Community Colleges in the learning community.**

Foster Grandparents program-School year classroom participant and summer reading program  
Reynolds Township Library-Summer reading program presentation, classroom visits  
Montcalm Community College- Nursing program visits to classrooms

### **9. METHODS OF EFFECTIVE USE OF TECHNOLOGY**

Tri County Area Schools has an approved District Technology plan on file and posted on the district website ([www.tricountyschools.com](http://www.tricountyschools.com)). The district plan was approved on July 5, 2006 and expires June 30, 2009.

### **10. Building Level Decision Making**

MacNaughton uses multiple committees with a variety of staff members and parents to drive the decision of what processes need to be improved and what programs need to be implemented. The School Improvement Team works in making decisions that will improve the academic setting at MacNaughton. The team uses achievement data, perception surveys, and the Ed Yes Indicators to drive improvement for the school. The MiBLSi team works with our reading programs and works with how to improve behavior in the school. At the classroom level, both the Teacher Assistant Team and Collaborative Grade Level Meetings allow teachers the opportunity to create interventions for students. The interventions are created, based on student achievement data from both formative and summative assessments.

### **11. Development of Alternative Measures of Assessment of Pupils' Achievements, Skills and Competencies.**

Formative/Authentic assessments are decided by classroom/grade level teachers based on classroom instruction. Summative assessments of units of instruction are decided by the classroom teacher also. Summative tests required by the district have been chosen with a

team of teachers and are required by the district up to four times per year. Grade level teachers had input as to the timing of these assessments.

**12. On the Job Training**

MacNaughton Elementary is a Pre-K –3 building and therefore is not age appropriate for on the job training. Contact Tri County High School for more information at 231-937-4338.

**13. Required Stakeholders invited and allowed to voluntarily participate in the development, review and evaluation of the district school improvement plan.**

NAME	POSITION	CONTACT INFORMATION
Allen Cumings	Principal	acumings@tricountyschools.com
Vida Andres	Teacher	<a href="mailto:vandres@tricountyschools.com">vandres@tricountyschools.com</a>
Sue Bogardus	Support Staff	<a href="mailto:sbogardus@tricountyschools.com">sbogardus@tricountyschools.com</a>
Rachel VanDyke	Teacher	ravandyke@tricountyschools.com
Jan Malmo	Teacher	<a href="mailto:malmo@tricountyschools.com">malmo@tricountyschools.com</a>
Michelle Payne	Title I Teacher	<a href="mailto:mpayne@tricountyschools.com">mpayne@tricountyschools.com</a>
Betsey Kettle	Teacher	<a href="mailto:bkettle@tricountyschools.com">bkettle@tricountyschools.com</a>
Kathy McGiveren	Parent	