



School Improvement Plan

MacGowan School

Redford Union Schools, District No. 1

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted by analyzing data during the summer months with input from all stakeholders. Agenda, minutes and sign in sheets were obtained.

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

Students Achievement Data

Math: Our math scores as measured by the NWEA decreased by 9% with 64.2% of our first grade students meeting their projected growth as compared with 73% during the 2017-18 school year. Gaps in subgroup achievement were in special education, non English language learners and ethnicity (African American). No gaps were found between boys and girls and non economically disadvantaged and economically disadvantaged.

Conclusions: While we implemented the new math curriculum and pacing guide across kindergarten and first grade, providing small group instruction and E Spark we do not have an intervention plan set up for our students who need extra support in basic numeracy skills. An intervention plan for students lacking basic numeracy skills needs to be developed and implemented by our academic teaching assistants. In order to ensure fidelity of implementation of curriculum a schedule for professional learning community time needs to be developed.

ELA: Our reading scores as measured by the NWEA decreased by 14% this year with 44.9% of our students meeting their projected growth as compared to 59.2% in 2017-18. Our first grade reading scores as measured by the DRA decreased by 5.5% and writing scores decreased by 5% compared to 2017-18. Our kindergarten letter identification scores increased by 1%, letter sound identification decreased by 4% and writing decreased by 8% as measured by the MLPP. Gaps in subgroup achievement were in special education, African American and Hispanic populations. No gaps were found in the economically disadvantaged and English language learners population.

Conclusions: We did not have a computer teacher this year. Our kindergarten students did not get practice using a mouse for the lap tops they take the NWEA on. We feel this impacted our NWEA scores. Our reading and writing scores decreased this year. Problems of practice identified were language, foundational skills skills and writing. Attendance and behavior also impacted student achievement. Fidelity of usage of Daily Five also impacts student involvement in authentic literacy work.

Behavior Data:

Our number of office discipline referrals increase by 45 this year. We had 295 office discipline referrals for the 2018/19 school year. Out of these 295 referral 170 came from four teachers. One teacher had 75 ODRs. The highest number of referrals happen after lunch and are the result of physical aggression and classroom disruption. The months with the highest number of ODRs were November, December and May. The months with the highest number of suspension were January and May. Significantly more males than females and African American than Caucasian were referred to the office.

Conclusions:

We have too many office discipline referrals and suspensions. Student time being spent out of class affects student achievement. We are not meeting the needs of our males and African American students. Teachers need to learn more trauma informed strategies to support students in the classroom. A few teachers need some classroom management support.

Attendance Data:

Our attendance data improved in some months but not consistently throughout the year. Consistency in parent contacts and attendance incentives needs to be achieved. An attendance action team needs to be formed.

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Perception Data:

Parents:

93% of the parents rated the quality of instruction at MacGowan as very good or excellent.

95% of the parents rated the level of support their child receives at MacGowan as very good or excellent.

92% of the parents rated the climate/atmosphere at MacGowan as very good or excellent.

88% of the parent rated their relationships with staff as very good or excellent.

Comments on the survey were positive. All parents were also surveyed via a summer phone call.

It is felt that we need to improve relationships with the parents as that was our lowest area.

Students:

97% of the students felt that they were learning a lot at school.

86% of the students felt that they get help when they need it at school.

93% of the students felt that they are loved at school.

92% of the students like coming to school.

We need to work on improving the percentage of students who don't like to come to school(8%) and those who don't feel loved.

Staff

100% of the staff feel that the quality if instruction is very good or excellent.

88% of the staff feel that the level of support students receive is very good or excellent.

93% of the staff rated the climate/atmosphere at MacGowan as very good or excellent.

96% of the staff feel positive about the relationships they have formed.

We need to work on the quality of support that we feel students receive and improving climate and culture.

School Programs and Processes:

Our challenges in school processes were curriculum, assessment and professional learning culture. These areas will negatively affect student achievement. We have made great strides in the ELA and Math curriculum but are working on completing the science and social studies curriculum and assessments. More time for professional learning is needed.

Demographic Data:

Our enrollment decreased this year in kindergarten by about 30 students due to a charter school opening nearby. Attendance continues to be an significant problem. Our average daily attendance rate is 91%.

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

In math by reviewing our NWEA data we determined that students achievement data had declined and there were gaps in subgroups.

Reviewing the data revealed that many students lacked basic numeracy skills. The math goal is t continue to provide small group instruction and add an intervention component to ensure that all students learn basic numeracy skills identified by the Early Learning Foundation.

In ELA, NWEA , DRA and MLPP data determined that our scores had declined. We had too many students identified for intervention to be able to service. The focus of our ELA goal next year needs to be Tier 1 instruction. Professional learning, coaching, walk-through observations and teacher collaboration will focus on improving Tier 1 instruction.

Monthly office discipline referral and PBIS data revealed that we had a rise in student behavior issues. Analysis of the data revealed that we needed to focus on classroom management, self regulation, social emotional learning, MTSS and PBS and trauma informed instruction.

Attendance data on MISTAR was reviewed monthly and it was clear that a goal to improve attendance was necessary.

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

The math goal provides small group instruction so that instruction is differentiated to meet each student's needs. Math workshop provides activities that can be accessed by all levels. Intervention in basic numeracy skills will be provided to those students who are struggling.

In reading the focus of the goals, strategies and activities will be Tier 1 instruction which will address the needs of all students. For students who are struggling the oral language and small group reading intervention will meet their needs.

In behavior classroom management, social emotional learning, self regulation, MTSS and PBS meets the needs of all students. MTSS and trauma informed instruction meet the needs of the disadvantaged. The District attendance campaign and incentives meet the needs of all students. Parent contact meets the needs of the disadvantaged.

Component 2: Schoolwide Reform Strategies

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

In reading and math small group instruction will be provided at each student's level. Comprehension, Writing, Social Studies, and STEM instruction is offered to meet the needs of all students.

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

Several strategies in our plan will increase the quality and quantity of instruction.

Effective classroom management, self regulation, social emotional learning, MTSS and trauma informed instruction gives teachers methods, structures and organization to improve instruction. The professional learning is designed to improve instruction, behavior management, and organization. Improving these areas will allow teachers to spend more time on instruction and less time on behavior and organization. Our Response to Intervention plan for Tier 2 and 3 students will assist behaviorally challenged students to be more successful in the classroom and thus allow

teacher more time for quality instruction. Strategies to increase attendance will create an improved climate for learning.

Small group instruction in ELA and math allows teachers to differentiate instruction to meet students' individual needs.

Providing response to intervention in six week intervals will allow struggling students to get intensive support in addition to their classroom ELA and Math instruction.

Professional learning in trauma informed instruction, restorative practices, instructional best practices, the math series, balanced literacy, strategy grouping, collaborative planning will increase the quality of instruction.

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

Small group guided reading instruction, small group literacy interventions, guided reading support and reading and writing instruction align with the need to continue to increase the number of students meeting grade level expectations in literacy. Professional learning in guided reading, foundational skills, word word, trauma informed instruction and a collaborative process for inquiry based learning will help teachers improve reading achievement.

Designing effective classroom management, response to intervention, cultural proficiency and restorative practice professional learning, improving school culture and student attendance all contribute to the need to keep students in the classroom and improving instruction.

The professional learning in the math workshop ,math interventions and differentiated math instruction all assist in keep high levels of achievement in math.

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

Small group literacy intervention, oral language intervention, differentiated math instruction, math intervention, and MTSS for behavior all provide support for those students in all major subgroups participating in the school wide program in addition to classroom instruction.

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

By reviewing DRA, MLPP and NWEA data quarterly and ongoing

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Two teachers were laid off due to declining enrollment.

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

3 teachers have been teaching 3-9 years.

15 teachers have been teaching 10-20 years.

9 teachers have been teaching 21 or more years.

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

Attending job fairs, increasing salaries, providing high quality professional development, positive public relations, lowering class sizes, providing academic teaching assistants and additional technology are all initiatives to attract and retain quality teachers.

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

The Human Resource Director has attended job fairs, worked with the teachers' Union to provide competitive salaries and a fair teacher evaluation system.

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

There is not a high teacher turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Staff will receive professional learning in trauma informed instruction, ELA-MC3, Daily Five, Foundational Skills

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

All professional learning will be part of the district strategic plan and ongoing.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		MacGowan Professional Development 2019-20

Component 6: Strategies to Increase Parental Involvement

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

Parent are invited to a meeting in September to give give input to the design of the school-wide plan. At the annual Title 1 parent meeting in September the plan will be reviewed and input will be received.

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

Parent are able to be involved in the implementation of the school wide plan through the monthly advisory meeting and volunteer and observation opportunities.

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

Parents will be involved in the evaluation of the school wide plan at the May parent advisory meeting. Data will be presented and input will be recorded.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		MacGowan Parent/Family Engagement Plan

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

See Parent and Family Engagement Plan.

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

At the May parent advisory meeting, annual Title 1 meeting and summer phone survey input will be obtained about the parent involvement component.

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

Results will be reviewed at school improvement meetings. Data and input will be presented analyzed and improvements will be made.

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

The MacGowan School Improvement Team developed the Home-School Compact to meet the specific needs of the parents, students and staff at our PreK-1 building. It describes a true partnership between home and school for student learning. This compact will be reviewed and signed each year at the fall parent/teacher conference. All stakeholders (parents, teachers and students) will sign the compact. Each year the compact will be reviewed and revised by the School Improvement and Parent Advisory Team.

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

The compact is reviewed and discussed at the fall parent/teacher conferences.

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

NA

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

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

All information relating to individual student assessment is conveyed in a format and language that can be easily understood by parents. Use of education jargon is avoided. For parents with limited English language proficiency an interpreter is provided or written material is provided in their native language.

Component 7: Preschool Transition Strategies

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

The Great Start Readiness, Early Childhood Special Education and Hearing Impaired preschool programs are all located on site at MacGowan School to allow us to connect daily with preschool age children. Preschool children participate in all MacGowan school age appropriate activities. Attending MacGowan School as a preschooler makes the transition to kindergarten easier as the children become familiar with the school and staff. GSRP families receive a home visit at the end of the year to give parents information about kindergarten. All incoming kindergarten students are invited to kindergarten round up, popsicles on the playground and orientation day before school starts. Local Head Start preschoolers, staff and parents visit MacGowan school in the spring. The principal visits Head Start to meet parents and incoming kindergarten students.

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

Two home visits and two parent training opportunities are provided per year for parents on the skills their students need when they enter kindergarten.

Preschool teachers attend a variety of training at WCRESA(including a series training on the Essential Instructional Early Literacy Practices) and the annual High Scope conference. Early childhood educators at MacGowan meet during PD time on the skills preschoolers need to be successful in kindergarten.

Component 8: Teacher Participation in Making Assessment Decisions

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

The teachers provide a representative to curriculum meetings where decisions about district wide assessments are made. For school based assessments the teachers make these decisions at weekly collegial planning meetings.

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

Teachers analyze data at weekly collegial planning meetings in order to plan for instruction to improve student achievement.

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

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

We identify those students who have difficulty mastering the State standards by reviewing DRA and MLPP and NWEA data in September, January, March and May.

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

Students who have difficulty mastering the State's academic assessment standards receive interventions based on their need as determined through assessments. Research based Literacy and Math interventions are provided by the Literacy Specialist, Resource Room Teacher, Interventionist and trained Academic Teaching Assistants. Interventions are provided in addition to each child's daily small group literacy and math instruction.

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

MacGowan staff is dedicated to teaching using differentiated instruction based on the individual needs of their students including learning styles and developmental level. Teachers teach literacy and math in small groups. Instruction is based on each child's level.

E-Spark is an iPad program that is differentiated so that each child is working at their level of instruction in math and literacy. Academic teaching assistants, Speech and Language Therapists, Literacy Specialist, Interventionist all provide additional support to struggling learners.

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

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

We begin by looking at the data to see where the gaps are. All programs are then targeted to address the needs identified by the data. There is articulation between staff members and central office administration for a continuum of services and resources. MacGowan will use Title 1a services for Academic Teaching assistants and a Literacy Specialist to provide research based interventions. Title 2a funds will be used for Literacy Specialist coaching for all staff. Section 31a funds are used for the Behavior Intervention Coordinator which provides support and interventions for students struggling with behavior issues. A State funded GSRP program provides a preschool experience for at risk four year old students. Local funds support all curriculum, PD and staff needs.

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

Support Programs: Title 1a, Title 2 a, IDEA, Special Education, PBS and GSRP

After reviewing data and developing goals and strategies decisions about funding sources for each strategy are made.

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

CEP: Breakfast and lunch are provided for all students.

Fruit and Vegetable Grants program; fresh fruit or vegetable snack is provided for all students twice a week.

Head Start: Redford Union Schools GSRP and Wayne Metro Head start coordinate to ensure all preschool children in the community have access to free preschool.

Evaluation:

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

The school improvement team evaluates the implementation of the results of the school-wide plan in January and May. Parents and other stakeholder input is received through staff and parent advisory meetings in January and May.

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

MacGowan School is a preK-1st grade building so students do not participate in the state assessment. MacGowan staff will review DRA, MLPP and NWEA data in November, January, April and June during professional learning communities and school improvement team meetings to monitor progress towards our school improvement goals.

Throughout the school year student achievement data will be monitored and the Instructional Support Team will develop intervention plans for those students who are not meeting grade level expectations. The intervention plans will utilize the options described in the at-risk student support section of the comprehensive reform strategies.

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

By reviewing data from DRA, MLPP and NWEA the school improvement team can determine the effectiveness of the school-wide plan in increasing student achievement of those students farthest away from meeting the standards.

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

The school-wide plan is reviewed by administrators, staff, parents and the school improvement team. Changes are made based on a review of data by these stakeholders. Data is continually monitored to determine the effectiveness of progress towards meeting the school improvement goals.

MacGowan School Goals for School Improvement 2019-2020

Overview

Plan Name

MacGowan School Goals for School Improvement 2019-2020

Plan Description

MacGowan SIP Goals 2019-20

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 first grade students will achieve grade level benchmarks in reading.	Objectives: 1 Strategies: 6 Activities: 11	Academic	\$437355
2	Improve school and classroom climate and culture for all students.	Objectives: 2 Strategies: 6 Activities: 13	Organizational	\$61550
3	All students at MacGowan will be proficient in the the grade level benchmarks in Math.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$85000
4	All students at MacGowan will become proficient in STEM.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All first grade students will achieve grade level benchmarks in reading.

Measurable Objective 1:

60% of First grade students will demonstrate a proficiency in reaching grade level benchmarks in English Language Arts by 06/01/2020 as measured by DRA scores.

Strategy 1:

Small Group Literacy and Intervention - The Literacy Specialist, Response to Interventionist and Academic Teaching assistants will work with struggling students in reading and writing in small groups and individually. They will provide targeted instruction to tier 1 and 2 to meet the specific needs of the students based on researched based models. These interventions will be in addition to daily small group instruction at their level in the classroom. Students who receive literacy intervention will be those functioning below the expected level for their grade as identified by the DRA, NWEA and teacher observation. These interventions will be scheduled in 6-8 week intervals.

Category: Learning Support Systems

Research Cited: Allington, R. (2013) "What Really Matters for Struggling Readers", designing researched based programs by Addison Wesley Publishers Inc.

Tier: Tier 2

Activity - Small Group Literacy and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Specialist, Response to Interventionist and trained academic teaching assistants will work with struggling readers and writers in small groups and individually for targeted instruction using research based models of intervention. Information about the child's instruction will be shared between teachers and interventionists to ensure consistency.	Academic Support Program	Tier 2	Monitor	11/11/2019	06/03/2020	\$194600	Section 31a, Title I Part A	Literacy Specialist, Response to Interventionist, Assistants, Principal

Activity - Professional Learning in Literacy Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued training will be offered to Academic Teaching Assistants by the Literacy Specialist.	Professional Learning	Tier 2	Monitor	10/01/2019	06/01/2020	\$0	No Funding Required	Literacy Specialist

Strategy 2:

Small Group Guided Reading Instruction - All kindergarten and first grade teachers will utilize Literacy Footprints for guided reading instruction based on the work of Jan Richardson. Teachers will meet with small group guided reading groups utilizing leveled readers at each student's level while other students are involved in independent literacy activities using the Daily Five model for first grade and workshop model for kindergarten.

Category: English/Language Arts

Research Cited: <http://www.janrichardsonguidedreading.com/research>

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"What Really Matter for Struggling Readers" by Richard Allington pgs. 38 & 39

Tier: Tier 1

Activity - Guided Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and first grade teachers will deliver literacy instruction in small guided reading groups utilizing leveled reader lessons from Literacy Footprints while other students are engaged in independent literacy activities.	Direct Instruction	Tier 1	Monitor	10/14/2019	06/05/2020	\$0	No Funding Required	Literacy Specialist, Classroom teachers, principal
Activity - Daily Five Professional Learning and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MacGowan teachers use the Daily Five model for literacy rotation while the teacher is meeting with small groups for guided reading. Professional learning will be delivered during weekly grade level meetings and coaching sessions to review the Daily Five model and make improvements in the use of the Daily Five to ensure all students are engaged in meaningful literacy activities.	Teacher Collaboration, Professional Learning, Walkthrough	Tier 1	Monitor	09/12/2019	06/05/2020	\$0	No Funding Required	Kathy Robbins, Principal Laura Dorais, Literacy Specialist teachers
Activity - Foundational Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be receive professional learning and materials in teaching foundational skills.	Professional Learning	Tier 1	Getting Ready	08/20/2019	11/05/2019	\$3000	Title II Part A, Title II Part A	Curriculum Director, Principal, Literacy Specialist, Teachers
Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will meet with the coach and principal at the beginning of the year to determine an area of need in literacy to improve upon for coaching during the literacy block. A survey will be completed by the teacher about their strengths and weaknesses in literacy instruction. The survey and student achievement data will be used to determine the area of need. A schedule for classroom coaching time and feedback will be developed.	Professional Learning	Tier 1	Implement	09/09/2019	05/28/2020	\$72000	Section 31a	Principal, Literacy Coach and teachers

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Strategy 3:

GSRP Preschool - A high quality preschool program (following MDE's standards for early childhood education) will be provided to at risk students to provide rich literacy experiences that build a foundation for school success. The High Scope curriculum is utilized.

Category: Early Learning

Research Cited: Sulzby, E.& Teale, W. H. (1991). Emergent Literacy. In R. Barr, M.L. Kamil, P. Mosenthal, and P.D. Pearson(Eds.) Handbook of Reading Research; Vol. 2(pp.727-757) New York:Longman. This research explains the importance of early childhood education to literacy development.

Tier: Tier 1

Activity - Great Start Readiness Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Great Start Readiness Program is provided to at risk four year olds four half days a week. One day a week is allocated for parent involvement.	Direct Instruction	Tier 1	Monitor	09/16/2019	06/01/2020	\$166000	Other, General Fund	GSRP teacher and assistant, Early Childhood Specialist

Strategy 4:

Oral Language Intervention - All kindergarten and first grade students will be given an oral language screening. Those at risk will receive an intervention during the first eight weeks of school.

Category: Learning Support Systems

Research Cited: Endangered Minds by Jane Healy: Kamhi & Laing 2001

The effects of poverty on oral language development and the acquisition of literacy skills are discussed. Students with delayed oral language skills struggle in literacy.

Tier: Tier 2

Activity - Oral Language Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified with oral language deficiencies will receive small group interventions using the Mondo oral language intervention program.	Direct Instruction	Tier 2	Implement	09/16/2019	11/22/2019	\$1755	General Fund	principal, Speech and Language Therapists, Literacy Specialists, Response to Interventionist, Resource Room Teacher

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Strategy 5:

Comprehension and Writing Instruction - MacGowan teachers will continue to utilize the Making Meaning series including the vocabulary component to improve students' reading comprehension. Teacher will provide comprehension lessons three days a week. Teachers will also incorporate teaching comprehension strategies during guided reading and workshop activities. Students will learn strategies to comprehend non fiction. The Becoming a Writer Program will be also continue to be used to teach writing. A balanced literacy approach will be utilized. A pacing guide for both programs was developed to be implemented in the fall

Category: English/Language Arts

Research Cited: Seven Strategies to Teach Students Text Comprehension by: C.R. Adler

Tier: Tier 1

Activity - Comprehesion and Writing Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught comprehension strategies three days a week using Making Meaning. They will receive writing instruction using Becoming a Writer four days a week. Teachers will collaborate to plan instruction during weekly grade level meetings. The principal will monitor fidelity of instruction. Teachers will utilize a balanced literacy approach. A pacing guide for both programs will be implemented in the fall of 2018.	Teacher Collaboration, Direct Instruction, Walkthrough	Tier 1	Monitor	09/16/2019	06/05/2020	\$0	No Funding Required	Administrators and teachers
Activity - Social Studies Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will receive professional development in how to use Social Studies Mentor texts and leveled readers during the literacy block to teach social studies standards.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	09/16/2019	06/05/2020	\$0	No Funding Required	Principal, Kindergarten and First Grade Teachers

Strategy 6:

Access to Books - MacGowan students will be given opportunities during the school year and before summer break to take books home. They will also be given more opportunities to read independently at school.

Category: English/Language Arts

Research Cited: " Books at home propel a child further in education." "Why books?" Book Harvest Resources-bookharvestnc.org/why-books/statistics/

Access to Books :Family and Community Engagement Research Compendium teacher.scholastic.com/products/face/pdf/research-compendium/access-to-books.pdf
Books in the Home are Strongly Linked to Academic Achievement- Pacific Standard <https://psmag.com/social.../books-home-strongly-linked-academic-achievement-8214...>

School Improvement Plan

MacGowan School

Tier: Tier 1

Activity - Access to Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MacGowan students will be given opportunities during the school year and before summer break to take books home. They will also be given many opportunities to read books at their independent and instructional level throughout the school day.	Academic Support Program	Tier 1	Implement	09/30/2019	06/05/2020	\$0	No Funding Required	Literacy Specialist, Principal, Staff

Goal 2: Improve school and classroom climate and culture for all students.

Measurable Objective 1:

increase student growth by decreasing the number of office discipline referrals by 06/08/2018 as measured by 10% each year for three years.

Strategy 1:

Designing Effective Classroom Management - Teachers at MacGowan will continue to utilize the Responsive School Discipline Program to engage learners, improve classroom culture, reduce discipline problems and increase students achievement.

Category: Learning Support Systems

Research Cited: Rimm-Kaufman, Sara. Responsive Classroom Efficacy Study. (2008-2011) Use of the Responsive classroom program strategies result in improved student achievement in reading and math. The effects were greater on low achieving and were equally strong for children eligible for free and reduced price lunch and those not eligible.

Tier: Tier 1

Activity - Professional Learning/Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Responsive School Discipline strategies will be reviewed during the professional development day before school starts and at staff meetings throughout the year,	Professional Learning	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	No Funding Required	Principal, Social Worker, BIC, All staff

Activity - Effective Classroom Management Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

MacGowan School

All teachers will utilize Responsive School Discipline. All teachers will hold morning meetings and closing circles. Follow up training, support and discussion will occur at monthly staff meetings to assist teachers with implementation and follow through. The principal will do walk-through observations to ensure fidelity of implementation.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	No Funding Required	Principal and all staff
Activity - Monitoring Responsive Classroom Implementation Results	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be gathered monthly regarding the number of office discipline referrals. Classroom observations will be conducted to ensure all staff are utilizing Responsive School Discipline and teaching social skills. Morning meeting and closing circle will be the focus of the first observation by the principal. Use of the Responsive classroom walk through observation form will be utilized.	Walkthrough	Tier 2	Monitor	09/09/2019	06/05/2020	\$0	No Funding Required	principal, PBS team members, Behavior Intervention Coordinator

Strategy 2:

Self Regulation - Self regulation techniques such as yoga and breathing will be taught during morning and end of the day announcements and for transitions in the classroom.

Category: School Culture

Research Cited: The Breath Rudiment Research Project: January 2008 directed by Jennifer L. Wilke-Deaton

Tier: Tier 1

Activity - Yoga and Breathing To Self Regulate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Yoga, breathing and other calming techniques will be taught and utilized during morning and end of the day announcements and during classroom transitions	Behavioral Support Program	Tier 1	Monitor	09/04/2019	06/11/2020	\$450	General Fund	Principal, all staff
Activity - Safe Place	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will design a safe place in their room for students to go to calm themselves. Teacher will teach students the procedures for the use of the safe place and how to use it to take a break. Students will be able to use the safe place to calm themselves and take a break throughout the school year.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2019	06/11/2020	\$600	Other	Teachers, ATAs, Principal, Social Worker, Behavior Intervention Coordinator

School Improvement Plan

MacGowan School

Strategy 3:

Social Emotional Learning - Social skill education will be implemented as an all school initiative using the Second Step Program. Monthly topics will be selected to teach in all classrooms.

Category: School Culture

Research Cited: Efficacy trial of the Second Step Early Learning (SSEL) curriculum-Journal of Applied Developmental Psychology (2017) pgs. 15-25

Tier: Tier 1

Activity - Social Emotional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second Step Social Emotional Learning Program will be adopted school-wide. Monthly themes will be established.	Behavioral Support Program	Tier 1	Monitor	09/09/2019	06/01/2020	\$0	No Funding Required	Principal, Social Worker, BIC, all staff

Strategy 4:

Positive Behavior Support and Trauma Informed Care - Teachers will use positive behavior support and trauma informed strategies to manage classroom behavior.

Category: School Culture

Research Cited: Response to Intervention and School Wide Positive Behavior Support: Integration of Multi-Tiered System Approaches by George Sugai and Robert Horner, Exceptionality 2009.

Integrating Trauma-Informed Approaches With PBIS Within an MTSS Framework, Lynne DeSousa, M.S.

Colorado Department of Education, 2018

Tier: Tier 1

Activity - Professional Learning in PBIS and Trauma Informed Care	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MacGowan staff will receive professional learning in positive strategies to work with students from trauma and how to utilize the PBIS world website to explore strategies to support students having behavior problems.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/12/2019	03/20/2020	\$0	No Funding Required	Principal, Social Worker, Behavior Intervention Coordinator

Strategy 5:

Multi-Tiered Systems of Support-Behavior - A Multi-Tiered system of support will be set up at MacGowan based on PBIS and Trauma Informed Care strategies and restorative practices.

Category: Learning Support Systems

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School Improvement Plan

MacGowan School

Research Cited: Responsiveness-to-Intervention and School Wide Positive Behavior Supports: Integration of Multi-Tiered System Approaches by George Sugai and Robert Horner, Exceptionality 17:223-237 2009

Tier: Tier 1

Activity - Tier 1 Support for Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Teaching Assistants will use strategies from the professional learning on trauma informed care and the PBIS world website to handle all minor infractions in the classroom.	Behavioral Support Program	Tier 1	Implement	09/09/2019	06/11/2020	\$0	No Funding Required	Teachers, Academic Teaching Assistants

Activity - Tier 2 Support for Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When a classroom intervention is not successful the student advocate can be called to provide support in or out of the classroom in the form of a break.	Behavioral Support Program	Tier 2	Implement	09/09/2019	06/11/2020	\$15000	Title I Part A	Academic Teaching Assistant

Activity - Tier 3 Support for Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When Tier 1 and 2 strategies have not been successful or the behavior is a major infraction the Behavior Intervention Coordinator will be notified. If classroom and student advocate strategies to support the student continue to be unsuccessful a behavior intervention plan or home school plan will be developed by the Instruction Support Team. The PBIS world website will be used to choose strategies to help the student. The Behavior Intervention Coordinator and School Social Worker will be responsible to ensure the plan is implemented.	Behavioral Support Program	Tier 3	Monitor	09/09/2019	06/11/2020	\$45000	Section 31a	Behavior Intervention Coordinator, School Social Worker, Principal

Measurable Objective 2:

collaborate to increase student attendance by 06/03/2020 as measured by a 10% reduction in the number of students missing 20 or more days of school.

Strategy 1:

Student Attendance - An attendance campaign will be implemented based on strategies from "A School Leader's Guide to Tackling Attendance Challenges" by Jessica Sprick and Randy Sprick including contacting parents of students who are chronically absent utilizing the district protocol, attendance Incentives and forming an attendance action team

Category: School Culture

Research Cited: Present and Accounted for: Improving Student Attendance Through Family and Community Involvement By Joyce Epstein and Steven Sheldon:

Journal of Education Research 2002 - This article sites research that suggests several family-school-community involvement activities increase students attendance. A School Leader's Guide to Tackling Attendance Challenges 2019

Tier: Tier 1

School Improvement Plan

MacGowan School

Activity - Parent Contact Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will complete attendance challenge cards. Phone calls will be made by teachers and assistants when they have missed 5 days days of school. When students have missed 10 days a letter will be sent and a phone call will be made by the Behavior Intervention Coordinator. When students have missed 15 days or more the Attendance Liaison will contact the parent and a meeting will be held.An attendance plan will be developed. If students continue to be chronically absent further consequences will be implemented.	Community Engagement, Parent Involvement, Teacher Collaboration, Policy and Process	Tier 2	Implement	09/10/2019	06/01/2020	\$0	No Funding Required	Principal, teachers, assistants, Behavior Intervention Coordinator , Social Worker, secretary
Activity - Attendance Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who miss zero to one day per month will be recognized during morning announcements and with a certificate. Classes who achieve 100% attendance on a day will be acknowledged over the PA. Classes with the best attendance each month will receive a treat. Students who improve attendance will receive an certificate.	Academic Support Program	Tier 1	Implement	10/07/2019	06/11/2020	\$500	Other	Principal, Teachers, ATAs, Attendance Action Team Members.
Activity - Attendance Action Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An attendance action team will be formed. They will meet each month during the staff meeting. An agenda and sign in sheet will be kept. The Attendance Liaison will bring data to study each month. The team will present information to the entire staff. The team will work on the school incentive program.	Other, Academic Support Program	Tier 1		09/12/2019	05/29/2020	\$0	No Funding Required	Attendance Action Team, Principal

Goal 3: All students at MacGowan will be proficient in the the grade level benchmarks in Math.

Measurable Objective 1:

70% of First grade students will demonstrate a proficiency of one years growth in Mathematics by 06/01/2020 as measured by by the NWEA.

Strategy 1:

Differentiated Math Instruction - Teachers and academic teaching assistants will provide small group math instruction at students' level while other students are engaged in developmentally appropriate math activities including E Spark.

Category: Mathematics

Research Cited: Developing Number Concepts by Kathy Richardson pgs. xi and xii indicate the importance of providing small group math instruction.

Tier: Tier 2

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Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will work together to prepare math workshop activities to utilize while they are providing small group math instruction. They will review and analyze data to drive instruction and discuss essential questions for a professional learning community. Teachers will collaborate about progress with the pacing guide during grade level meetings. They will meet during weekly grade level meetings and professional development days. A schedule for these math discussions will be developed.	Professional Learning	Tier 1	Monitor	07/01/2019	06/01/2020	\$0	No Funding Required	teachers, ATAs, principal

Activity - Differentiated Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive small group instruction while other students are engaged in independent math activities utilizing assistants and parent volunteers to monitor students' progress.	Direct Instruction	Tier 2	Monitor	09/16/2019	06/01/2020	\$85000	Title I Part A	Teachers, Assistants, Principal

Strategy 2:

Number Talks - All kindergarten and first grade teachers will spend 10-15 minutes daily for "Math Talks" when teachers pose a problem, students mentally solve the problem, share their answers and strategies while the teacher records it. The students come to an agreement on the correct answer.

Category: Mathematics

Research Cited: Number Talks by Sherry Parrish

Tier: Tier 1

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten and first grade teachers will conduct daily number talks with their students and calendar math to enhance proficiency of math grade level benchmarks.	Direct Instruction	Tier 1	Monitor	09/18/2018	06/01/2020	\$0	No Funding Required	Principal, Kindergarten and First Grade Teachers

Activity - Number Talk Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MacGowan principal will conduct observations to ensure Number Talks are being implemented with fidelity.	Walkthrough	Tier 1	Monitor	09/30/2019	06/01/2020	\$0	No Funding Required	principal, teachers

School Improvement Plan

MacGowan School

Strategy 3:

Math Intervention - All students will be assessed in September for the grade essential skills in math identified by Bob Sornson, founder of The Early Learning Success Foundation. Students with the greatest need will be provided with daily individual support using kinesthetic and manipulative activities that support the development of basic numeracy skills. Students will be assessed every 6 weeks to assess their progress.

Category: Mathematics

Research Cited: Bob Sornson, Early Learning Foundation, 2012, Pre-K to Grade 3 essential math skills inventory, Brighton, MI

Tier: Tier 3

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified in September as struggling in basic numeracy skills will be provided with daily individual support using manipulative and kinesthetic and manipulative practices.	Academic Support Program	Tier 3	Implement	10/07/2019	05/29/2020	\$0	Title I Part A	Academic Teaching Assistant, Teachers, Principal

Goal 4: All students at MacGowan will become proficient in STEM.

Measurable Objective 1:

90% of Kindergarten and First grade students will demonstrate a proficiency in STEAM learning learning in Science by 06/05/2020 as measured by classroom assessments.

Strategy 1:

NGSS Instruction - MacGowan teachers will implement NGSS into classroom instruction through STEAM based learning

Category: Science

Research Cited: Translating the NGSS for classroom instruction, The NSTA's Reader's guide to the next generation Science Standards The NSTA Readers Guide to a Framework for K-12 science Education, Second Edition: Practices, Crosscutting Concepts and Core Ideas

Tier: Tier 1

Activity - NGSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to develop units of study in science during PLC time. Special STEAM activities will be planned school wide on half days and throughout the school year using best practices. A committee will be formed to integrate STEAM based learning throughout the school.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	10/01/2019	06/05/2020	\$0	No Funding Required	principal, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Math Instruction	Students will receive small group instruction while other students are engaged in independent math activities utilizing assistants and parent volunteers to monitor students' progress.	Direct Instruction	Tier 2	Monitor	09/16/2019	06/01/2020	\$85000	Teachers, Assistants, Principal
Tier 2 Support for Behavior	When a classroom intervention is not successful the student advocate can be called to provide support in or out of the classroom in the form of a break.	Behavioral Support Program	Tier 2	Implement	09/09/2019	06/11/2020	\$15000	Academic Teaching Assistant
Small Group Literacy and Intervention	The Literacy Specialist, Response to Interventionist and trained academic teaching assistants will work with struggling readers and writers in small groups and individually for targeted instruction using research based models of intervention. Information about the child's instruction will be shared between teachers and interventionists to ensure consistency.	Academic Support Program	Tier 2	Monitor	11/11/2019	06/03/2020	\$123600	Literacy Specialist, Response to Interventionist, Assistants, Principal
Math Intervention	Students identified in September as struggling in basic numeracy skills will be provided with daily individual support using manipulative and kinesthetic and manipulative practices.	Academic Support Program	Tier 3	Implement	10/07/2019	05/29/2020	\$0	Academic Teaching Assistant, Teachers, Principal

General Fund

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

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Oral Language Intervention	Students identified with oral language deficiencies will receive small group interventions using the Mondo oral language intervention program.	Direct Instruction	Tier 2	Implement	09/16/2019	11/22/2019	\$1755	principal, Speech and Language Therapists, Literacy Specialists, Response to Interventionist, Resource Room Teacher
Yoga and Breathing To Self Regulate	Yoga, breathing and other calming techniques will be taught and utilized during morning and end of the day announcements and during classroom transitions	Behavioral Support Program	Tier 1	Monitor	09/04/2019	06/11/2020	\$450	Principal, all staff
Great Start Readiness Program	The Great Start Readiness Program is provided to at risk four year olds four half days a week. One day a week is allocated for parent involvement.	Direct Instruction	Tier 1	Monitor	09/16/2019	06/01/2020	\$50000	GSRP teacher and assistant, Early Childhood Specialist

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Foundational Skills	Teachers will be receive professional learning and materials in teaching foundational skills.	Professional Learning	Tier 1	Getting Ready	08/20/2019	11/05/2019	\$0	Curriculum Director, Principal, Literacy Specialist, Teachers
Foundational Skills	Teachers will be receive professional learning and materials in teaching foundational skills.	Professional Learning	Tier 1	Getting Ready	08/20/2019	11/05/2019	\$3000	Curriculum Director, Principal, Literacy Specialist, Teachers

No Funding Required

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

MacGowan School

NGSS	Teachers will work to develop units of study in science during PLC time. Special STEAM activities will be planned school wide on half days and throughout the school year using best practices. A committee will be formed to integrate STEAM based learning throughout the school.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	10/01/2019	06/05/2020	\$0	principal, teachers
Guided Reading Instruction	Kindergarten and first grade teachers will deliver literacy instruction in small guided reading groups utilizing leveled reader lessons from Literacy Footprints while other students are engaged in independent literacy activities.	Direct Instruction	Tier 1	Monitor	10/14/2019	06/05/2020	\$0	Literacy Specialist, Classroom teachers, principal
Number Talks	All kindergarten and first grade teachers will conduct daily number talks with their students and calendar math to enhance proficiency of math grade level benchmarks.	Direct Instruction	Tier 1	Monitor	09/18/2018	06/01/2020	\$0	Principal, Kindergarten and First Grade Teachers
Effective Classroom Management Implementation	All teachers will utilize Responsive School Discipline. All teachers will hold morning meetings and closing circles. Follow up training, support and discussion will occur at monthly staff meetings to assist teachers with implementation and follow through. The principal will do walk-through observations to ensure fidelity of implementation.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Principal and all staff
Daily Five Professional Learning and Coaching	MacGowan teachers use the Daily Five model for literacy rotation while the teacher is meeting with small groups for guided reading. Professional learning will be delivered during weekly grade level meetings and coaching sessions to review the Daily Five model and make improvements in the use of the Daily Five to ensure all students are engaged in meaningful literacy activities.	Teacher Collaboration, Professional Learning, Walkthrough	Tier 1	Monitor	09/12/2019	06/05/2020	\$0	Kathy Robbins, Principal Laura Dorais, Literacy Specialist teachers
Teacher Collaboration	Grade level teachers will work together to prepare math workshop activities to utilize while they are providing small group math instruction. They will review and analyze data to drive instruction and discuss essential questions for a professional learning community. Teachers will collaborate about progress with the pacing guide during grade level meetings. They will meet during weekly grade level meetings and professional development days. A schedule for these math discussions will be developed.	Professional Learning	Tier 1	Monitor	07/01/2019	06/01/2020	\$0	teachers, ATAs, principal
Professional Learning in PBIS and Trauma Informed Care	MacGowan staff will receive professional learning in positive strategies to work with students from trauma and how to utilize the PBIS world website to explore strategies to support students having behavior problems.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/12/2019	03/20/2020	\$0	Principal, Social Worker, Behavior Intervention Coordinator

School Improvement Plan

MacGowan School

Social Studies Integration	Teacher will receive professional development in how to use Social Studies Mentor texts and leveled readers during the literacy block to teach social studies standards.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	09/16/2019	06/05/2020	\$0	Principal, Kindergarten and First Grade Teachers
Tier 1 Support for Behavior	Teachers and Teaching Assistants will use strategies from the professional learning on trauma informed care and the PBIS world website to handle all minor infractions in the classroom.	Behavioral Support Program	Tier 1	Implement	09/09/2019	06/11/2020	\$0	Teachers, Academic Teaching Assistants
Access to Books	MacGowan students will be given opportunities during the school year and before summer break to take books home. They will also be given many opportunities to read books at their independent and instructional level throughout the school day.	Academic Support Program	Tier 1	Implement	09/30/2019	06/05/2020	\$0	Literacy Specialist, Principal, Staff
Attendance Action Team	An attendance action team will be formed. They will meet each month during the staff meeting. An agenda and sign in sheet will be kept. The Attendance Liaison will bring data to study each month. The team will present information to the entire staff. The team will work on the school incentive program.	Other, Academic Support Program	Tier 1		09/12/2019	05/29/2020	\$0	Attendance Action Team, Principal
Number Talk Observations	MacGowan principal will conduct observations to ensure Number Talks are being implemented with fidelity.	Walkthrough	Tier 1	Monitor	09/30/2019	06/01/2020	\$0	principal, teachers
Comprehension and Writing Series	Students will be taught comprehension strategies three days a week using Making Meaning. They will receive writing instruction using Becoming a Writer four days a week. Teachers will collaborate to plan instruction during weekly grade level meetings. The principal will monitor fidelity of instruction. Teachers will utilize a balanced literacy approach. A pacing guide for both programs will be implemented in the fall of 2018.	Teacher Collaboration, Direct Instruction, Walkthrough	Tier 1	Monitor	09/16/2019	06/05/2020	\$0	Administrators and teachers
Social Emotional Learning	Second Step Social Emotional Learning Program will be adopted school-wide. Monthly themes will be established.	Behavioral Support Program	Tier 1	Monitor	09/09/2019	06/01/2020	\$0	Principal, Social Worker, BIC, all staff
Professional Learning/Classroom Management	Responsive School Discipline strategies will be reviewed during the professional development day before school starts and at staff meetings throughout the year,	Professional Learning	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Principal, Social Worker, BIC, All staff

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Parent Contact Protocol	All parents will complete attendance challenge cards. Phone calls will be made by teachers and assistants when they have missed 5 days of school. When students have missed 10 days a letter will be sent and a phone call will be made by the Behavior Intervention Coordinator. When students have missed 15 days or more the Attendance Liaison will contact the parent and a meeting will be held. An attendance plan will be developed. If students continue to be chronically absent further consequences will be implemented.	Community Engagement, Parent Involvement, Teacher Collaboration, Policy and Process	Tier 2	Implement	09/10/2019	06/01/2020	\$0	Principal, teachers, assistants, Behavior Intervention Coordinator, Social Worker, secretary
Monitoring Responsive Classroom Implementation Results	Data will be gathered monthly regarding the number of office discipline referrals. Classroom observations will be conducted to ensure all staff are utilizing Responsive School Discipline and teaching social skills. Morning meeting and closing circle will be the focus of the first observation by the principal. Use of the Responsive classroom walk through observation form will be utilized.	Walkthrough	Tier 2	Monitor	09/09/2019	06/05/2020	\$0	principal, PBS team members, Behavior Intervention Coordinator
Professional Learning in Literacy Interventions	Continued training will be offered to Academic Teaching Assistants by the Literacy Specialist.	Professional Learning	Tier 2	Monitor	10/01/2019	06/01/2020	\$0	Literacy Specialist

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Great Start Readiness Program	The Great Start Readiness Program is provided to at risk four year olds four half days a week. One day a week is allocated for parent involvement.	Direct Instruction	Tier 1	Monitor	09/16/2019	06/01/2020	\$116000	GSRP teacher and assistant, Early Childhood Specialist
Safe Place	All teachers will design a safe place in their room for students to go to calm themselves. Teacher will teach students the procedures for the use of the safe place and how to use it to take a break. Students will be able to use the safe place to calm themselves and take a break throughout the school year.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2019	06/11/2020	\$600	Teachers, ATAs, Principal, Social Worker, Behavior Intervention Coordinator
Attendance Incentives	Students who miss zero to one day per month will be recognized during morning announcements and with a certificate. Classes who achieve 100% attendance on a day will be acknowledged over the PA. Classes with the best attendance each month will receive a treat. Students who improve attendance will receive an certificate.	Academic Support Program	Tier 1	Implement	10/07/2019	06/11/2020	\$500	Principal, Teachers, ATAs, Attendance Action Team Members.

School Improvement Plan

MacGowan School

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 3 Support for Behavior	When Tier 1 and 2 strategies have not been successful or the behavior is a major infraction the Behavior Intervention Coordinator will be notified. If classroom and student advocate strategies to support the student continue to be unsuccessful a behavior intervention plan or home school plan will be developed by the Instruction Support Team. The PBIS world website will be used to choose strategies to help the student. The Behavior Intervention Coordinator and School Social Worker will be responsible to ensure the plan is implemented.	Behavioral Support Program	Tier 3	Monitor	09/09/2019	06/11/2020	\$45000	Behavior Intervention Coordinator, School Social Worker, Principal
Small Group Literacy and Intervention	The Literacy Specialist, Response to Interventionist and trained academic teaching assistants will work with struggling readers and writers in small groups and individually for targeted instruction using research based models of intervention. Information about the child's instruction will be shared between teachers and interventionists to ensure consistency.	Academic Support Program	Tier 2	Monitor	11/11/2019	06/03/2020	\$71000	Literacy Specialist, Response to Interventionist, Assistants, Principal
Coaching	Each teacher will meet with the coach and principal at the beginning of the year to determine an area of need in literacy to improve upon for coaching during the literacy block. A survey will be completed by the teacher about their strengths and weaknesses in literacy instruction. The survey and student achievement data will be used to determine the area of need. A schedule for classroom coaching time and feedback will be developed.	Professional Learning	Tier 1	Implement	09/09/2019	05/28/2020	\$72000	Principal, Literacy Coach and teachers