MICHIGAN Department of
Education

School Improvement Plan

Cass City Elementary

Cass City Public Schools

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Cass City Elementary School Improvement Plan 2014-2015

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Cass City Elementary serves grades PK-6. The building was erected in 1997 and has 27 classrooms, three of which are computer labs, a library with a computer lab also, a cafeteria, a gymnasium and various offices and work rooms.

Cass City Elementary provides a friendly, caring environment for its students. The staff encourages parent involvement and is continually striving to provide outstanding educational services for its students in order to prepare them for today's world.

We have been recognized by the state of Michigan the last two years as a Reward School.

School's Purpose

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

Vision Statement: All Schools personnel will accept the responsibility to provide the opportunity for all students to be productive in a global society.

Cass City Elementary School will continue to strive to provide the best educational setting for our students, staff and community. The use of many strategies validated by research studies will provide the force of our school improvement plan.

Mission Statement:

A team of teachers, administrators, and parents participated in selection, use and interpretation of school based assessments. These teams include: School Improvement Committee, Department and Grade Level meetings, MTSS all of which meet several times a year to continually modify and improve school based assessments. Each team works together to interpret data, develop goals, select strategies and align professional development as needed based on student performance. Students performance drives any modifications and improvements in the selection and use of school based assessment.

Our Beliefs Statement:

We, the staff of Cass City Elementary, will support our students' efforts to achieve behavioral and academic success. We will reinforce Character Education through our positive behavior support system. We will encourage life-long learners, and provide students with diverse opportunities to become their personal best.

Notable Achievements and Areas of Improvement

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

We continue to show growth in the area of reading and writing. Our MEAP scores in reading continue to climb towards the 80% proficient in all grade level. The area we continue work on is math. Math continues to be our focus at our professional development and we will continue to do that until we see the growth in our overall scores. Science and Social Studies continue to be an area that we are concerned with.

Additional Information

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

Not at this time.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process used to engage a variety of stakeholders was to encourage everyone to be a part of the School Improvement Plan and having the meetings during staff and professional development time, thus giving them all the opportunity to take part. By doing this we did not keep it to a certain group of staff that always puts their opinion on the way things should be done throughout the School. Several community members were asked to be on the SIP team as well, to get the community aspect. The stakeholders were selected through the process of; if a staff or community member wanted to be on the SIP team then they were allowed to do so. The roles of each of the stakeholders are the same, which was to help write the SIP as a whole, yet when writing goals each stakeholder would choose which one they wanted to work on, everyone had input on each of the goals and decisions that were being made when the goals were brought back to the SIP team.

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

We have teachers and principals, and community members that make up the representations of the stakeholders. At the district level we have the Title Director to help guide the process. All stakeholders had equal say in the development of the School Improvement Plan as it was put together as a whole.

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

Once the final improvement plan was complete all stakeholders received a digital copy through their email and if they wanted a hard copy one was provided for them. Stakeholders meet during staff meeting and professional development days throughout the year to review the improvement plan to ensure that strategies were being effective or non-effective and if they were non-effective than changes to the strategies and activities were done so we could obtain our goals.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

Our enrollment has started to level out so our staffing has stayed consistent. We have now gone from a 4 section district to a 3 section district over this last year.

How do student enrollment trends affect staff recruitment?

It does not have a negative affect. The job market in Michigan is flooded with teachers looking for jobs. We have no problem filling teaching positions.

How do student enrollment trends affect budget?

Our funding is connected to our student enrollment, so since our enrollment has leveled off our budget should remain about the same for the upcoming school year

How do student enrollment trends affect resource allocations?

When student enrollment goes down then there is less money, therefore we end up cutting or combining programs such as art and music. At this point with our enrollment leveling off we should be able to maintain the resources and our programs that we have in place.

How do student enrollment trends affect facility planning and maintenance?

Our trend at this point is level so our facility planning will be to maintain the facilities that we have now.

How do student enrollment trends affect parent/guardian involvement?

I don't see any affect.

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

Now that our enrollment and budget has leveled off we are trying to increase marketability and to increase our enrollment..

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

With our enrollment leveling off, hopefully our past challenges will go away and we can focus on moving forward with new and better programs.

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

We will continue to do more with less by cutting things that least affect student achievement. We will continue to seek grants to help offset the budget short falls.

What are the challenges you noticed based on student attendance?

Student attendance is not an issue.

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

N/A

Student Achievement Data for All Students

This area includes data questions.

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

Reading.

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

Writing

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

All subject areas according to MI School Data.

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

The top 30% continue to maintain and perform well on the state tests.

What factors or causes contributed to improved student achievement?

By using an RTI model K-6. We identify weaknesses and provide interventions in the early grades of a student's education. The use to Title Funds to focus on the tier two and tier three students.

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

By comparing data over the past several years and evaluating our Title Goals and how we spend our funds.

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

Science and Social Studies

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

None

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

None

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

The bottom 30% show gains but not at a very fast rate. They are showing small growth.

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

The common core is one factor. The state continues to changes the curriculum. Poor teaching in the classroom is also a factor and lack of assessments in science and social studies.

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

Looking at the data.

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

To have a better understanding of the curriculum and using best practices in the classroom. Also, we need to develop better assessments for certain subject areas so teachers can address gaps in the learning of students quicker.

Subgroup Student Achievement

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

- White
- Male
- Female
- Economically Disadvantaged

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

- White
- Male
- Female
- Economically Disadvantaged

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

Reading and Writing

How do you know the achievement gap is closing?*

Looking at Data

What other data support the findings?

Progress Monitoring, Local Assessments, MI Data and MEAP.

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

Using RTI model and interventions and MTSS.

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

Data indicates that student achievement increased

What actions could be taken to continue this positive trend?

Continue with RTI model and continue to provide Professional Development in area of weakness.

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

- •Male
- •Female

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

- •None

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

N/A

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

N/A

What other data support the findings?*

N/A

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

N/A

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

N/A

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

N/A

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

We don't have any ELL.

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

Everyone has equal access; we are a K-12 title funded school district.

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

Through our RTI model we identify them by daily screening and studying the data.

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

Computer based programs.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	70.0

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

Newsletters, Open Houses and Skyward.

Label	Question	Value
	What is the total FTE count of teachers in your school?	26.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	6.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	10.0

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

What impact might this data have on student achievement?

It is positive because we have experienced staff.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	25.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	225.0

What impact might this data have on student achievement?

Negative, when the teacher is not in the classroom it has a negative effect on student achievement.

Perception Data - Students

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

The highest level of satisfaction among students is being taught expectations on how they should treat other students and also how students should treat them.

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

One of the positive trends we are seeing is teachers using data to help students understand their weakness so that they can focus on them and increase their learning.

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

Like all kids, the lowest is doing their assignments and having teachers make things more interesting.

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

One we see in our building is that students still feel like if they ask for help, that other students will make comments about them, so the decreasing students satisfaction is that students feel like they can't ask question in class.

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

The increase on bullying within the school has increased and this is one of the leading causes for the patterns.

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

The increase on bullying within the school has increased and this is one of the leading causes for the decrease in the student satisfaction.

Perception Data – Parents/Guardians

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

The highest level of satisfaction among parents/guardian is the communication with school and the parents/guardians and the increase of communication.

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

The trend towards increasing parents/guardians satisfaction is that staff is keeping parent/guardian well informed about student progress throughtout the year.

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

The overall lowest levels of satisfaction among parents/guardians are the increase of harassment and bullying among students.

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

The trend toward decreasing of satisfaction among parents/guardians are the increase of harassment and bullying among students.

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

The increase of bullying within the school.

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

An anti-bullying program for students and parents are being put together for the fall.

Perception Data – Teachers/Staff

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

The overall highest level of satisfaction among teachers/staff is that there are effective opportunities for professional growth at this school.

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

An area that is showing a trend toward increasing teacher/staff satisfaction is the principal protecting teacher instructional time from unnecessary interruption.

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

The lowest overall level of satisfaction among teachers/staff is the administration not being seen throughout the school building throughout the day.

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

A trend toward decreasing teacher/staff is how the staff views administration and their roles when it comes to staff differences and being proactive with external relationships, i.e. parents, community, etc.

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

One cause might be the consolidation of buildings within the district from three to two buildings.

Other

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

N/A

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

Decisions about curriculum, instruction and assessment are made with all the stakeholders being involved in the process, which the stakeholders are the entire staff. This is done because we want everyone to be informed about the decisions that are being made on curriculum, instruction and assessment because they are the people doing it and having to implement and evaluate it, so they should have input and it is not a top down affect.

What evidence do you have to indicate the extent to which the standards are being implemented?

We have many of the curriculums already being realigned to the common core and being placed in the instruction of those subject areas, we are still waiting on some of the common core standards to be finalized so that we can realign those as well.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Dibels K-6 Easy CBM K-6 MEAP 3-6	

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

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a K-6 Building	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are a K-6 Building	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Name: Jeff Hartel Position: Superintendent Phone Number: 989-872-2200	

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

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

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The staff at Cass City Elementary and Community Members did the Comprehensive Needs Assessments as a whole this year it was thought that everyone should have a hand in the CNA and also the School Improvement Plan because it is the staff and community members that helps drives the SIP. Staff when completing the CNA looked at an enormous amount of data, surveys and demographics of Cass City Elementary. Staff and Community member consciously looked at data throughout the year to improve instruction for the students, in May the staff and community members got together and brought all the data that they had to compile what was needed to put the CNA together.

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

Student Achievement:

As a whole the school the school has made AYP in all areas over the past three years, yet with that being said we found out that we had increase in the student achievement gap in the areas of Science and Math. Our subgroups of Gender and Social Econimic Disadvantage Students did not show a huge increase or decrease from the pervious years.

Included is the State's Top to Bottom List for fall 2012 for the school where Cass City Elementary was

a Rewards school in 2011-2012 and 2013-14 school year. Cass City Elementary was also Program/Process (School Process Rubrics 90

Self Assessment:

What was discovered? It was discovered that we needed to increase our Math interventions when doing pull outs with children and not just the interventions in the classroom. We are also going to be increase the core curriculum in math by bring in Excellence in Education for professional development for teachers 1st through 5th. Also the curriculum needs to more aligned with the state MEAP testing in the areas of Social Studies and Science.

Perceptions (Parents and Staff):

The perceptions of the Parents are that of Cass City Elementary is a safe environment for there children to learn and be pushed to do their best in academics. An increase in communication among the staff and the parents was one of the highest increase over the past years. Almost all of our parents stated that they felt the school met their child's academic needs and of those numbers most reported that their child enjoys coming to school. With communication increased parents felt they were adequately informed about their child's performance. One of the increases on the negative side is that there has been an increase of harassment among the students with an increase of Bullying.

Staff: As a whole the staff felt as if the know and was able to display the mission and vision statement of their school and were able to address the goals of the school's School Improvement Plan. Professional Development opportunities are available for all staff and staff is encouraged to take on leadership roles. One of the negatives the staff refers to is the lack of communicate involvement and visibility of administration throughout the school day.

Demographic:

STUDENT AND STAFF DEMOGRAPHIC DATA:

Cass City Elementary School is a K-6 school building. There are 27 teachers who have been teaching an average of 14.4 years. Cass City Elementary School enrollment for the 2014-2015 school year is projected to be 570 students. Our district overall enrollment has continued to decline by 2%, while our economically disadvantaged population has deceased as well placing our free and reduced lunch at 55%. At Cass City Elementary School the majority of the student population is Caucasian. Cass City Elementary School has reduced our overall teaching staff each of the last five years due to declining enrollment. Cass City Elementary School continues to keep professional development a

priority using the best methods of teaching to help instruct our students. As a result of our current economic situation, the implications of staffing, fiscal resources allocated, facility planning, and professional development are an always changing trend.

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

The school goals connect to priority needs and the needs assessment by including all of the content areas and also behavior as the main priorities. We have a goal in Reading, Writing, Math, Science, Social Studies, Professional Development and Behavior these areas all showed a need of increased achievement or increased behavior to put a goal within our School Improvement Plan. We do not have any specific subgroups beside male/female and economical disadvantage, yet children are all different, one might be good in math and another one good in reading so by doing our testing several times a year we are able to pin point those students based on individual need and not based on subgroups.

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 goals address the needs of the whole school population, yet pays special recognition to children who are disadvantaged in that they all address the monitoring and programs of the students differently. The students that are at Tier 1 when they are test still have a chance to enrich their learning with in class intervention with teachers and staff and the Tier 2 and Tier 3 students receive that as well, but they will be pulled out for one-on-one or small group interventions to get them to grade level.

Component 2: Schoolwide Reform Strategies

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

Reading:Students will be tested 3 times a year in area of reading. If students do not meet a certain beach mark they will be provided researched based interventions. Staff will continually analyze student data to ensure student achievement is being made.

Writing:Teacher will implement researched based strategies/resources which include but not limited to Step Up To Writing, Handwriting Without Tears, Writers Workshop and Rebecca Sitton.

Math:Communicate among grade levels about student weaknesses that will then be used to review topics of concerns to fill in gaps. Study MEAP results to find areas of weakness and strengthen those area.

Science:Staff will be in-serviced in the area of science. Staff will communicate needs of students at the end of the next school year. They will use science kits, United Streaming, or other appropriate sources to help gaps of missing information. Teachers will develop science learners who use sound techniques such as the scientific method.

Social Studies:Instructional staff will align the curriculum and investigate research based materials. Instructional staff a will use research based strategies such as Step Up to Writing, Anita Archer's vocabulary strategies and explicit instruction, interpreting charts and graphs, compare and contrast, cause and effect, and comprehension strategies to improve social studies skills. Instructional staff will also incorporate more testing or materials and opportunities in class and teach test-taking strategies.

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).

Classroom Instruction That Works, Marzano

Research-based strategies that have a high probability of increasing student achievement; based on a Mid-continent Research for Education & Learning meta-analysis of research studies on instructional strategies in K-12 classrooms.

-Marzano strategies used regularly in the classroom include: cooperative learning, identifying similarities and differences, homework and practice, setting objectives and providing feedback.

Marzano, R.J, Pickering D.J., Pollock J.E., (2001). Classroom Instruction That Works. Alexandria, VA: ASCD Association of Supervision and Curriculum Development.

Scaffolding and the Zone of Proximal Development, Vygotsky

Scaffold instruction with a gradual release of responsibility from teacher to student (Vygotsky, L.S., 1978)

Strategies That Work 2nd ed, Harvey & Goudvis

A resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. In this revised and expanded edition, Stephanie and Anne have added twenty completely new comprehension lessons, extending the scope of the book and exploring the central role that activating background knowledge plays in understanding. Another major addition is the inclusion of a section on content literacy which describes how to apply comprehension strategies flexibly across the curriculum.

Harvey, S., & Goudvis, A., (2007). Strategies That Work. Ed 2. Stenhouse Publishers

Strategies That Work 1st ed, Harvey & Goudvis

Focus on increasing instruction:

Teaching to enhance understanding. A resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers, improve comprehension, and improve writing.

Guided Reading: Good First Teaching for All Children, Fountas, I.C. & Pinnell, G.S

Combining whole-class and small group instruction.

Fountas, I.C. & Pinnell, G.S, (1996) Heinemann

When Readers Struggle: Teaching That Works, Fountas, I.C. & Pinnell, G.S

Fountas, I.C. & Pinnell, G.S, (2009) Heinemann

"A Model for Implementing Responsiveness to Intervention", Fuchs L.S., Fuchs. D.,

Fuchs, L.S., Fuchs. D., (2007) Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

"A New Paradigm, Responsiveness To Intervention", Kame'enui, E.

Kame'enui, E., (2007), Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

Programs/Interventions:

-Peer-Assisted Learning Strategies (PALS) Program, Fuchs, Fuchs, et al., Vanderbilt Kennedy Center

Research-based program which uses peer to peer tutoring to enhance reading and comprehension skills within the classroom.

Fuchs, L.S., Fuchs. D., (2001) Longmont, CO, Sopris West.

-REWARDS (Reading Excellence Word Attack & Rate Development Strategies), Archer et al

A reading intervention program designed to teach students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

Archer, A.L., Gleason, M.M., & Vachon, V. (2000) REWARDS: Reading Excellence Word Attack and Rate Development Strategies.

Longmont, CO: Sopris West

- Phonics for Reading, Archer et al

Support reading success and help students advance reading skills. The research-based series supports NCLB goals by delivering direct instruction in phonics and increasing fluency.

Archer, A.L., Flood, J., Lapp, D., Lungren, L., (2002) PHONICS for Reading. Curriculum Associates.

-Read Naturally (Read Naturally, Inc.)

A proven reading-intervention program designed to help struggling readers. Read Naturally focus is reading fluency, phonics, and vocabulary (1991)

-Compass Learning Odyssey (Compass Learning)

A research based curriculum and assessment to motivate students to engage, think, and learn through creative lessons to keep students interested and receptive to learning. (Founded in 1969)

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

All of the following research-based strategies are aligned with the needs assessment in that the interventions that will be provided to each of the students are a result of the needs assessment.

Researched Strategy Resources:

Classroom Instruction That Works, Marzano

Research-based strategies that have a high probability of increasing student achievement; based on a Mid-continent Research for Education & Learning meta-analysis of research studies on instructional strategies in K-12 classrooms.

-Marzano strategies used regularly in the classroom include: cooperative learning, identifying similarities and

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Teaching to enhance understanding. A resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers, improve comprehension, and improve writing.

Harvey, S., & Goudvis, A., (2007). Strategies That Work. Ed 1. Stenhouse Publishers

Guided Reading: Good First Teaching for All Children, Fountas, I.C. & Pinnell, G.S

Combining whole-class and small group instruction.

Fountas, I.C. & Pinnell, G.S, (1996) Heinemann

When Readers Struggle: Teaching That Works, Fountas, I.C. & Pinnell, G.S

Fountas, I.C. & Pinnell, G.S, (2009) Heinemann

"A Model for Implementing Responsiveness to Intervention", Fuchs L.S., Fuchs. D.,

Fuchs, L.S., Fuchs. D., (2007) Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

"A New Paradigm, Responsiveness To Intervention", Kame'enui, E.

Kame'enui, E., (2007), Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

Programs/Interventions:

-Peer-Assisted Learning Strategies (PALS) Program, Fuchs, Fuchs, et al., Vanderbilt Kennedy Center

Research-based program which uses peer to peer tutoring to enhance reading and comprehension skills within the classroom.

Fuchs, L.S., Fuchs. D., (2001) Longmont, CO, Sopris West.

-REWARDS (Reading Excellence Word Attack & Rate Development Strategies), Archer et al

A reading intervention program designed to teach students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

Archer, A.L., Gleason, M.M., & Vachon, V. (2000) REWARDS: Reading Excellence Word Attack and Rate Development Strategies. Longmont, CO: Sopris West

- Phonics for Reading, Archer et al

Support reading success and help students advance reading skills. The research-based series supports NCLB goals by delivering direct instruction in phonics and increasing fluency.

Archer, A.L., Flood, J., Lapp, D., Lungren, L., (2002) PHONICS for Reading. Curriculum Associates.

-Read Naturally (Read Naturally, Inc.)

A proven reading-intervention program designed to help struggling readers. Read Naturally focus is reading fluency, phonics, and vocabulary (1991)

-Compass Learning Odyssey (Compass Learning)

A research based curriculum and assessment to motivate students to engage, think, and learn through creative lessons to keep students interested and receptive to learning. (Founded in 1969)

MTSS Reading: Kansas State Department of Education. (2012) Kansas Multi-Tier System of Supports; Structural Guide to Reading Module T 2 Reading. Topeka, KS: Kansas MTSS Project, Kansas Technical Assistance System Network.

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.

At Cass City Elementary School we have a timely, effective, additional assistance provided to assist students experiencing difficulty mastering State academic achievement assessment standards. Through the MiBLSi (Michigan Integrated Behavior Support Initiative), MTSS, and Title I processes; teachers identify students having academic and or behavioral difficulties mastering content expectations. After analyzing this data, students who fall in Tier Two or Tier Three receive Title I services in reading support in small group setting or one-on-one intervention. In a timely and efficient manner, the teachers and Title I teacher or paraprofessionals, collaborate to identify the best intervention

for individual students. Students who receive Title I services receive intervention support in reading using a variety of resources which include but not limited to REWARDS, Read Naturally, Phonics for Reading, and PALS. Math and writing services are also provided with intervention support using Compass Learning, PALS math, Step Up to Writing, Strategies That Work, and Study Island. At this grade level, Science and Social Studies support is more related to reading mastery and comprehension. Differentiated instructional strategies for these staff and students include but not limited to the following:
-Additional repetition of content expectations
-Small group and individual strategies
-Making a match between what the student knows, how the instruction is being given and the task that is being assigned
-Intervention support is provided (Title I services)
-Progress monitoring of the individual students is collected bi-weekly or monthly depending on need, to ensure staff and student success
-Paraprofessionals help with identified students through our intervention support program
-Social Worker
Title I School-wide Diagnostic

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

The way we decided if the needs of students are being met is through the collections of data. We test all students three times a year in the area of reading, writing and math which helps drive our teaching and instructions for all students. Tier two and Tier three students are progressed monitored in the area of reading every two weeks. The teaching staff uses this data to determine interventions and drive their instruction in the core teaching time. Cass City Elementary also uses MEAP to determine the areas of social studies and science.

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	Yes all teachers meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have had no teachers leave or retire from our school this school year.

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

We have a very experienced staff in our building. The majority of the staff have over 10 years of classroom experience

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

The district offers competitive salary and benefits in comparison to surrounding districts which help to attract and keep highly qualified teachers. Cass City Elementary has added a daycare program in 2008. We have renovated the heating and wiring systems in 2009. Additional technology updates included software and portals for more efficient computer usage. During the summer of 2010 Wi-Fi technology was installed throughout every room in the district along with overhead projectors in every room.
On-the-job learning opportunity combined with classroom instruction would include student teaching, professional development, ISD support, SAM/MiBLSi trainings, and mentoring are available to all teaching staff to strengthen and enhance learning opportunities.

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

The district offers competitive salary and benefits in comparison to surrounding districts which help to attract and keep highly qualified teachers. Cass City Elementary has added a daycare program in 2008. We have renovated the heating and wiring systems in 2009. Additional technology updates included software and portals for more efficient computer usage. During the summer of 2010 Wi-Fi technology was installed throughout every room in the district along with overhead projectors in every room.
On-the-job learning opportunity combined with classroom instruction would include student teaching, professional development, ISD support, SAM/MiBLSi trainings, and mentoring are available to all teaching staff to strengthen and enhance learning opportunities.

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?

We do not have a high 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 and the goals of the school improvement plan.

The Cass City Elementary School staff receives ongoing and sustained professional development that is aligned with the Comprehensive Needs Assessment and with the goals of the school improvement plan. The staff participates in district-wide Professional Development, Core Content Subject Area Professional Development and building level professional development training. The staff is encouraged to attend out of district conferences, online professional development and workshops to assist them in enhancing, diversifying, and strengthening their instructional strategies. As a participant in the Multi Tier Support System cohort, our staff is continually in-serviced and updated on new and changing trends in the areas of writing, math, and language arts at the State level and are then able to adapt and create specific aligned curriculum and create appropriate assessments. The entire staff is in-serviced and updated through monthly grade level and staff meetings by target groups in-serviced at County level. Therefore, the professional development is embedded within the action plan format as directed by the individual core areas. As the staff continues to evaluate and update the school wide plan, additional professional development will be provided.

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

Professional Development is sustained and ongoing for many of our goals with professional development being at the forefront of educating our teachers in the latest techniques and strategies. We have professional development as a district at least once every two months while we try and incorporate professional development into staff meetings once a month at the school level. There is monthly technology and math professional development once a month so that staff can keep up to speed on the latest technology.

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

Component 6:   Strategies to Increase Parental Involvement

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

Parents and key community members have always been a part of Cass City Elementary School's School Improvement plan. The current plan is in place because of previous parent involvement with the school. The Cass City School system strives for consistency between the elementary school, middle school, and high school in all areas of curriculum and discipline policies, this school wide plan applies to all school levels.

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

Parents will be involved in the implementation of the school-wide plans in two ways, the first one will be parents/guardians will volunteer within the classrooms to help students with different interventions throughout the year. The second will be holding activity nights for parents/guardians and students so staff can teach parents and guardians of how to use different strategies at home to help the student's succeed.

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

Parents will be in the evaluation of the schoolwide plan by taking surveys to inform the school as to if the activities are helpful and easy to use at home. They will also look at the interventions that they help with to see if there are better ways to do them or if different size groups will be more effective.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	The policy/plan is attached below.	Cass City Elementary Parent Involvement Policy

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

1) Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress:
In the Fall of 2011, Cass City Elementary School will provide information in a September Title I Newsletter and in written form to have for parents at Parent Night, for all grade levels, and to be reviewed at Parent Night, hosted by Title I, in October. [1118(c) (1)] The September Title I Newsletter will be created to specifically assist parents in the understanding of State content standards, assessments, and how to monitor their child's progress. Parents will be given information on what would be expected of their child, the assessments used at Cass City Elementary School (DIBELS NEXT and EasyCBM) and how student progress would be monitored. The Title I Newsletter and written materials available will also provide an overview of how to read DIBELS NEXT (Dynamic Indicator of Basic Early Literacy Skills) and

EasyCBM data graphs along with DIBELS NEXT progress monitoring graphs. Parents will also be provided an overview of what the Three Tier Model entails and what interventions are available through Title I support. [1118(c) (4)(B)] During November, Title I will host a Parent Night where we will review everything provided in written form, review the role of Title I, and provide parents an opportunity to interact with the Title I department. Later in the school year, once MEAP results are available, we will also have a MEAP Night to help assist parents in the understanding of the State's content standards and be able to read the MEAP results. [1118(e) (1)]

2) Provide materials and training to help parents work with their children:

Parents are provided monthly Title I newsletters which provide helpful strategies and resources for parents. [1118(c) (4)(A)] During our Parent Night, parents will be able to learn about our Family Skyward Access computer program (online parent/school communication system). Cass City Elementary school has books and materials that we can loan to parents to assist them in shared reading strategies, skill building, and extra practice in math fluency. Teachers also help provide needed materials and training at parent meetings. [1118(e)(2)] Cass City Elementary School also holds an annual Title I meeting to provide parents with materials and helpful ideas to assist their child academically. Cass City Elementary School offers flexible informational parent meetings through Title I, based on feedback from parent surveys. Title I parent meetings have been held at different times (morning/evenings) and throughout the year. If the need arises, child care and transportation may be provided if funding is available. [1118(c) (2)] Parents provide feedback to help plan for Title I during the upcoming school year.

3) Train staff to build effective parent involvement:

Cass City Elementary Staff will provide training in how to read DIBELS NEXT (Dynamic Indicator of Basic Early Literacy Skills) and EasyCBM assessment data graphs at the beginning of the school year with monthly updates at grade level meetings. Teaching and paraprofessional staff also review the Three Tier Model and Title I interventions that would be available for students who need further support in core areas. Parent involvement training, will be provided through our social worker and Title I department, to provide training to all staff members to assist in effective parent communication. Communication between school staff and parents will be done through Skyward Family Access and parent conferences. [1118(e) (3)]

4) Collaborate with other programs to coordinate parent involvement:

Cass City Elementary School strongly supports active involvement with the Parent Teacher Organization (PTO) that meets regularly with families, staff, and administration. Cass City Elementary School also supports volunteer programs and any community programs that promote student growth and development. Parents are actively involved in volunteer programs and reading programs such as RIF (Reading is Fundamental) an initiative to get books into students hands. We invite parents to become actively involved with the planning and development of our school improvement annual planning team as well as with this committee. Parents are also invited to participate in the annual Title I planning meeting. Parents may submit comments on the plan if programs offered are not satisfactory. [1118(c) (5)]

Parents have the opportunity to submit surveys to ask their questions, voice their concerns, and choose the level of involvement they desire. These opportunities are available through conferences. These results, along with those of the staff and students, will be entered into a database for tabulation, evaluation, and assessment. Discussions and changes will be the result of input from these groups to attain more successful strategies and outcomes for our students and community.

With the corporation of Early Childhood Center, Daycare, and other Early Childhood programs; parents are encouraged to participate early in the early education or school process of their child. [1118(e) (4)]

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

Title I Schoolwide DiagnosticCass City Elementary School provides parent information in an easy to understand format through our progress reports (which are explained at Parent Night and during any teacher/parent meetings), report cards, DIBELS NEXT/ EasyCBM report graphs (which are also explained at Parent Night or during conferences), and through monthly parent friendly Title I newsletters. [1118(c) (4)(B)]

Parents can also receive updates from our online parent/school communication system (Family Skyward Access). Parents without access to a computer are provided informational mailings with school updates and information. Parents are able to use school and local library computers to view Family Skyward Access. All communication is carefully considered and revised for readability before sending to parents. [1118 (e)

(5)] Parents are also invited to learn how to use our Skyward Family Access student information program so they are able to regularly monitor their students' academic and behavior progress as well as the cafeteria program offerings and balances. Using Skyward, parents have the opportunity to regularly offer suggestions and participate as it relates to their child's education. Staff members are then able to respond to any such suggestions in a timely manner. [1118(c) (4)(C)]

6) Provide other reasonable support for parent involvement as parents may request:
Cass City Elementary School has an open door policy where we welcome parent involvement. Parents are always welcome to participate in school activities (which are listed on our Parent Activities Calendar), parents are encouraged to volunteer, and parents are also encouraged to contact their child's teacher for further opportunities of participating in the classroom. [1118(d) (2) (c)] Several programs have been initiated by our school social worker using a variety of behavior and personality topics that outcomes will definitely impact student academic success. Parents are involved in any discussions and may offer input at any time. [1118(e) (14)]

f) Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children: The school encourages full participation of all parents regardless of income, disability, or language by providing timely information, contact numbers, and the use of online parent/school communication system (Family Skyward Access). Cass City Elementary School has also purchased language software (Rosetta Stone) to facilitate a family with children with limited English. Surveys were given out at our Fall Parent Information Meeting for parent feedback on flexible meetings; including date and times. Monthly Title I newsletters reach out to family and community to provide information in an easy to understand language. [1118(f)]

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

The parent involvement component of the schoolwide plan will be evaluated during the various of different activities that we do throughout the year with surveys for parents to take right after the activities. Also the end of the year school climate and parent/guardian survey will also help us evaluate the parent involvement at Cass City Elementary.

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

Cass City Elementary School believes that parents play an integral role in their child's education. We share our open-door philosophy with our parents on the first day of school. From day one, we welcome parents. At the Open House we strongly suggest involvement with the PTO, volunteer programs, and any community programs that promote student growth and development. We hold conferences in the fall and spring to communicate both successes and concerns. Scores from regular progress monitored areas of math, reading, and writing are shared with parents. Cass City Schools Parental Involvement is in alignment with the state's Title I Standards. We focus on the following:
-Encourage parents to become active as decision-makers through the PTO.
-Invite parents to become actively involved with the planning and development of our school improvement annual planning as well as implementing these activities and procedures.

-Allow parents to work as responsible partners in organizing, planning, reviewing and improving our school events to fit the needs of our learning community.

-Maintain a school contract/policy that is utilized to establish our school's expectations for parent involvement.

8. Describe how the School-Parent Compact was developed.

Parent/School Compact, which is available from the building principal or school social worker as part of the new student enrollment package; it was developed through the School Title I committee. [1118(d)(1)] Cass City Elementary School has used the Compact annually at Parent Meetings and/or Open House. Cass City Elementary School shares the Parent/School Compact annually at the beginning of the school year when parents come in to meet their child's teacher during Parent Night to go over expectations. [1118(d)(2)(A)] Parents are provided an update or reminder at Parent-Teacher conferences but the compact is shared at Parent Night in great detail. The Compact is part of our school enrollment policy. Any new students will have their compact reviewed by the classroom teacher and/or social worker. Our Compact has been recently updated to include NCLB standards.

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

Cass City Elementary School has used the Compact annually at Parent Meetings and/or Open House. Cass City Elementary School shares the Parent/School Compact annually at the beginning of the school year when parents come in to meet their child's teacher during Parent Night to go over expectations. [1118(d)(2)(A)] Parents are provided an update or reminder at Parent-Teacher conferences but the compact is shared at Parent Night in great detail.

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		Cass City Elementary Student/Teacher/Parent Compact

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

Cass City Elementary School provides all parents with the following in an easy to understand format:

- Progress Reports

- Report Cards

- MEAP Parent Reports

- DIBELS NEXT/ EasyCBM assessment reports.

Progress monitoring reports for reading fluency, opportunity is there for reading comprehension, math, and writing

- Title I monthly newsletters

The parents of special education students also receive:

- Copies of the IEP

- IEP progress reports

- Re-evaluation testing results as given

These individual student academic assessment results will be communicated to the parents in a language the parents can understand,

including an interpretation of those results, to the parent of a child who participates in the academic assessments required by Section

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?

Cass City Elementary School's plan for connecting with preschool-age children includes a Kindergarten Open House before the first day of school to allow parents the opportunity to see their child's classroom and meet their teacher. Each spring parents are provided pertinent information at an annual Kindergarten Round-Up meeting. This meeting provides helpful information to parents on how to get their child ready for the upcoming school year. Teachers and staff will work hard to prepare every Kindergarten child to meet first grade expectations.

Kindergarten Transition Activities for Staff Include:
-Maintaining positive and effective working relationships with staff of programs from which children will transition
-Scheduling a personal visit with parents (parent-teacher conferences);
-Holding a Kindergarten Open House
-Working with parents to set goals for their students
-Assisting with the completion of necessary paperwork, such as birth certificate, social security card, immunization record
-Talking with parents about practicing new routines for bedtime, waking up, eating breakfast
Kindergarten Transition Activities for Parents Include:
-Participating in Parent-Teacher Conferences
-Accompanying their child on Kindergarten visits or open house
-Reading to their child books about going to Kindergarten
-Attending a personal visit with their child and the Kindergarten teacher
-Highly recommend attending a Title I Parent Night (pending this year)
- Offering GSRP full and half day programs to make sure all students have an opportunity to attend pre-school before going to kindergarten.

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?

We offer a GSRP program here in Cass City. The GSRP staff conducts two home visits. During the home visits the GSRP staff review what their child will be learning during the school year and what skill are necessary to have in place to be successful in kindergarten. The GSRP also conducts parent teachers conferences throughout to keep parents informed on the progress of the their child throughout the year.

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?

Cass City Elementary School staff have input into the decisions regarding the use of school-based academic assessments. The staff is actively involved with district curriculum teams which develop, implement, and evaluate assessments. We are actively involved in MTTS meetings. The staff at Cass City Elementary School is involved in student achievement data analysis to improve the academic achievement of all students. The Cass City Public Schools provides teacher professional development on how to analyze student achievement data and this information is used to drive classroom instruction. This data is also used to determine interventions, to help meet the needs of students.Students in grades K-6 are being administered the same assessments, which include the DIBELS NEXT Assessment and EasyCBM Assessment. The MEAP assessment is administered in grades 3-8.

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

Cass City Elementary School staff have input into the decisions regarding the use of school-based academic assessments. The staff is actively involved with district curriculum teams which develop, implement, and evaluate assessments. We are actively involved in MTSS meetings. The staff at Cass City Elementary School is involved in student achievement data analysis to improve the academic achievement of all students. The Cass City Public Schools provides teacher professional development on how to analyze student achievement data and this information is used to drive classroom instruction. This data is also used to determine interventions, to help meet the needs of students. Students in grades K-6 are being administered the same assessments, which include the DIBELS NEXT Assessment and EasyCBM Assessment. The MEAP assessment is administered in grades 3-8.

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.

English Language Arts:

Reading-

Grade Span-K-6

ID Process/Score-DIBELS NEXT assessment strategic(Tier Two) or intensive (Tier Three)

Intervention Support-Teacher Directed PALS, Phonics for Reading, TIcket to Read, REWARDS, Read Naturally, Leveled Literacy, among other interventions.

Wirting-

Grade- K-6

ID Process/Score- AIMSweb assessment strategic(Tier Two) or INtevsive (Tier Three)

Intervention Support- Step Up to Wirting, Handwriting Without Tears, 6+1Traits.

Math:

Grade Span- K-6

ID Process/Score- EacyCBM assessment strategic (Tier Two) or intevsive (Tier Three)

Intervention Support- PALS Math, Compass Learning Odyssey, Study Island

Science:

Grade Span-K-6

ID Process/Score-DIBELS NEXT assessment strategic(Tier Two) or intensive (Tier Three)

Intervention Support-Teacher Directed PALS, Phonics for Reading, TIcket to Read, REWARDS, Read Naturally, Leveled Literacy, among other interventions.

Social Studies-

Grade Span-K-6

ID Process/Score-DIBELS NEXT assessment strategic(Tier Two) or intensive (Tier Three)

Intervention Support-Teacher Directed PALS, Phonics for Reading, TIcket to Read, REWARDS, Read Naturally, Leveled Literacy, among other interventions.

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?

At Cass City Elementary School we have a timely, effective, additional assistance provided to assist students experiencing difficulty mastering State academic achievement assessment standards. Through the MiBLSi (Michigan Integrated Behavior Support Initiative), MTSS and Title I processes; teachers identify students having academic and or behavioral difficulties mastering content expectations. After analyzing this data, students who fall in Tier Two or Tier Three receive Title I services in reading support in small group setting or one-on-one intervention. Students also receive math and writing support monthly through Title I small group or one-on-one

support. In a timely and efficient manner, the teachers and Title I teacher or paraprofessionals, collaborate to identify the best intervention.for individual students. Students who receive Title I services receive intervention support in reading using a variety of resources which include but not limited to REWARDS, Read Naturally, Phonics for Reading, and PALS. Math and writing services are also provided with intervention support using Compass Learning, PALS math, Step Up to Writing, Strategies That Work, and Study Island. At this grade level, Science and Social Studies support is more related to reading mastery and comprehension. Differentiated instructional strategies for these staff and students include but not limited to the following:

-Additional repetition of content expectations

-Small group and individual strategies

-Making a match between what the student knows, how the instruction is being given and the task that is being assigned

-Intervention support is provided (Title I services)

-Progress monitoring of the individual students is collected bi-weekly or monthly depending on need, to ensure staff and student success

-Paraprofessionals help with identified students through our intervention support program

-Rosetta Stone (A software program that teaches new languages by complete immersion in the language)

-Social Worker

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

Differentiated instructional strategies for these staff and students include but not limited to the following:

-Additional repetition of content expectations

-Small group and individual strategies

-Making a match between what the student knows, how the instruction is being given and the task that is being assigned

-Intervention support is provided (Title I services)

-Progress monitoring of the individual students is collected bi-weekly or monthly depending on need, to ensure staff and student success

-Paraprofessionals help with identified students through our intervention support program

-Rosetta Stone (A software program that teaches new languages by complete immersion in the language)

-Social Worker

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.

Differentiated instructional strategies for these staff and students include but not limited to the following:

-Additional repetition of content expectations

-Small group and individual strategies

-Making a match between what the student knows, how the instruction is being given and the task that is being assigned

-Intervention support is provided (Title I services)

-Progress monitoring of the individual students is collected bi-weekly or monthly depending on need, to ensure staff and student success

-Paraprofessionals help with identified students through our intervention support program

-Rosetta Stone (A software program that teaches new languages by complete immersion in the language)

-Social Worker

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

1. Comprehensive Needs Assessment

Funds:

-General Fund

-School-wide Planning Grant

Programs:

-City Public Schools School-wide Transition Process

2. School-wide Reform Strategies

Funds:

-General Fund

Programs:

-Cass City Public Schools School Improvement / School-wide Plan

3. Instruction by Highly Qualified Professional Staff

Funds:

- General Fund

Program:

-All Staff (teachers and paraprofessionals) are currently highly qualified

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools

Funds:

-General Fund

-Title II

Programs:

-Parent/Teacher Organization

-New Teacher Orientation Programs

-Mentoring and Training

-District Professional Development

-Conferences to support continual learning

5. High-Quality and Ongoing Professional Development

Funds:

-Title II

-General Fund

Programs:

-Basic Literacy Training

-Compass Learning (Program Training)

-Title I Assessment Trainings/Updates

-Development plans in progress

-Grade level meetings to develop curriculum units

-Content area workshops--supplies, materials

6. Strategies to Increase Parental Involvement

Funds:

-Title I

Progarms:

-PTO

-Title I Night development plans in progress--supplies

-Title I Brochure

-Title I Newsletter

-Parent Education Night to inform parents on parenting skills--materials

7. Preschool Transition Strategies

Funds:

-General Fund

Programs:

-Kindergarten Round-Up

-Open Houses

-D-4 Class/Head Start

8. Teacher Participation in Making Assessment Decisions - General Fund

Funds:

-Title II

Title I Schoolwide Diagnostic

Programs:

-Assessment Trainings

-Curriculum Meetings

-Grade Level Meetings

-MiBLSi/SAM Meetings

-Parent Education Night

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards - Title I

Funds:

-Title II

-Special Ed. Funding

-General Fund

-31a Funding

Programs:

-Paraprofessionals

-Study Island Program

-Compass Learning Program

-Social Work Services

-MiBLSi Behavior

-Interventions--resources

-Reading Accounts Awards

-Transportation for Educational Field Trips

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

Funds:

General Fund

Program

Coordination of funds is completed by the State and Federal Programs

Coordinator with staff, administration, and Central Office

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.

Head Start and Nutrition Program (Free and Reduce Lunch Program)

Evaluation:

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

The evaluation of the implementation of the school-wide programs will be done twice a year by the members of the committee that wrote the school-wide program and the strategies and activities that it entails. The committees will look at National, State and Local assessment data to see if what the school is doing is being effective to increase student achievement.

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

The evaluation of the implementation of the school-wide programs will be done twice a year by the members of the committee that wrote the school-wide program and the strategies and activities that it entails. The committees will look at National, State and Local assessment data to see if what the school is doing is being effective to increase student achievement. The things we are going to look at is that if each aspect of the implementation went the way it was supposed to, including the parent involvement in the implementation and if they were trained to do it right correctly.

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

The school determines whether the school-wide program has been effective in increasing the achievement of the students who are furthest from achieving the standard by comparing the data to see if we reached our objectives or have increased the percent form the years before.

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?

Cass City Public Schools will annually reevaluate the School Improvement Plan to review goals, objectives, and strategies. The Cass City Schools School Improvement Plan is an on-going process that is continually reviewed and revised as needed. As part of the evaluation process we will check implementation of strategies annually. The staff will use data from the Michigan Educational Assessment Program (MEAP), DIBELS NEXT Assessment, EasyCBM Assessment, and Developmental Reading Assessment (DRA) to determine if building level goals were met. Over the course of the 2014-2015 school year we will continue to check the increasing effectiveness of student achievement data. The staff will use this data to determine which students have the greatest needs and to, therefore, provide support. The entire staff shares in the evaluation process through discussions at School Improvement meetings, during professional learning opportunities and daily conversations. Revisions for the following year will be based on the evaluation of annual data

Cass City Elementary School Improvement Plan

2014-2015

Overview

Plan Name

Cass City Elementary School Improvement Plan 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Cass City Elementary School will become proficient in Social Studies. 2014-2015	Objectives: 1 Strategies: 1 Activities: 2	Academic	$48000
2	All students at Cass City Elementary School will become proficient in the content area of ELA. 2014-2015	Objectives: 3 Strategies: 3 Activities: 10	Academic	$35867
3	All students at Cass City Elementary School will be proficient in the content area of math. 2014-2015	Objectives: 1 Strategies: 1 Activities: 7	Academic	$172500
4	All students at Cass City Elementary School will become proficient in Science. 2014-2015	Objectives: 1 Strategies: 1 Activities: 3	Academic	$91500
5	All Students at Cass City Elementary School will be able to display a uniform behavior plan.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$43000
6	Cass City Elementary will prepare, train, and recruit high quality teachers and school leaders. 2014-2015	Objectives: 1 Strategies: 1 Activities: 8	Organizational	$8968

Goal 1: All students at Cass City Elementary School will become proficient in Social Studies. 2014-2015

Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency for all students in Social Studies by 06/30/2015 as measured by National, State and Local Assessments.

Strategy 1:

Curriculum Alignment - Instructional staff will align the curriculum,develop a strong Multi-tiered System of Support and investigate research based materials.

Instructional staff will use multi-tiered system of support research based strategies such as Step Up to Writing, Anita Archer's vocabulary strategies and explicit instruction, interpreting charts and graphs, compare and contrast, cause and effect, and comprehension strategies to improve social studies skills. Instructional staff will also incorporate more testing or materials and opportunities in class and teach test-taking strategies.

Research Cited: Classroom Instruction That Works, Marzano

Research-based strategies that have a high probability of increasing student achievement; based on a Mid-continent Research for Education & Learning meta-analysis of research studies on instructional strategies in K-12 classrooms.

  -Marzano strategies used regularly in the classroom include: cooperative learning, identifying similarities and

   differences, homework and practice, setting objectives and providing feedback.

Marzano, R.J, Pickering D.J., Pollock J.E., (2001). Classroom Instruction That Works. Alexandria, VA: ASCD Association of Supervision and Curriculum Development.

Results Now, Schmoker

Research, case studies, & anecdotes to improve the school improvement process.

Schmoker, M. (2006), Results Now. Alexandria VA: ASCD Association of Supervision and Curriculum Development.

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Scaffold instruction with a gradual release of responsibility from teacher to student (Vygotsky, L.S., 1978)

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Guided Reading: Good First Teaching for All Children, Fountas, I.C. & Pinnell, G.S

Combining whole-class and small group instruction.

Fountas, I.C. & Pinnell, G.S, (1996) Heinemann

When Readers Struggle: Teaching That Works, Fountas, I.C. & Pinnell, G.S

Fountas, I.C. & Pinnell, G.S, (2009) Heinemann

"A Model for Implementing Responsiveness to Intervention", Fuchs L.S., Fuchs. D.,

Fuchs, L.S., Fuchs. D., (2007) Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

"A New Paradigm, Responsiveness To Intervention", Kame'enui, E.

Kame'enui, E., (2007), Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

Programs/Interventions:

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A reading intervention program designed to teach students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

Archer, A.L., Gleason, M.M., & Vachon, V. (2000) REWARDS: Reading Excellence Word Attack and Rate Development Strategies. Longmont, CO: Sopris West

-Study Island, Chalmers & Muzzo (Archipelago Learning)

Study Island is built from the Content Expectations to help enhance student performance in key areas. Study Island Michigan GLCE/HSCE Mastery Program is specifically designed to help students master the content expectations to improve student performance in all skill areas. Study Island also offers Math and Reading Skills for Kindergarten through 2nd Grade, and Technology for Elementary.

-Compass Learning Odyssey (Compass Learning)

A research based curriculum and assessment to motivate students to engage, think, and learn through creative lessons to keep students interested and receptive to learning. (Founded in 1969)

-Read Naturally (Read Naturally, Inc.)

A proven reading-intervention program designed to help struggling readers. Read Naturally focus is reading fluency, phonics, vocabulary, and comprehension. (1991)

- Phonics for Reading, Archer et al

Support reading success and help students advance reading skills. The research-based series supports NCLB goals by delivering direct instruction in phonics and increasing fluency.

Archer, A.L., Flood, J., Lapp, D., Lungren, L., (2002) PHONICS for Reading. Curriculum Associates.

Archer, A.L., Gleason, M.M. ,& Vachon, V. (2000) REWARDS: READING EXCELLENCE: WORD ATTACK AND RATE DEVELOPMENT STRATEGIES, Longmont, CO : Sopris West.

Toulmin, S. (1964). The Use of Argument, New York: Cambridge University Press

Auman, Maureen. Step Up To Writing, 3rd . Longmont CO: Cambium Learning , 2008 Print.

"Study Island." Study Island, LLC, 2012. Web. 22 May 2012.

<http://www.studyisland.com

(Anita L. Archer & Charles A. Hughes, 2011)

(Auman, 2008)

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional development on-line and off-site to align social studies curriculum, and the staff will create a pacing guide to support their curriculum. Staff will also look at creating professional development to incorporate deeper thinking questions and strategies students can us to express their understanding of social studies content.	Professional Learning			07/01/2014	06/30/2015	$3000	Title II Part A	Staff will be required to attend the professional development and create a pacing guide.

Activity - MTSS Coach/Reading Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multi-Tiered System of support Coach to provide instruction and support for Cass City Public School teachers to learn how to incorporate instructional strategies designed to support at-risk learners in Tier II and Tier III supplemental intervention sessions. Coach will prepare materials and facilitate learning sessions for teachers K-12 focusing on supporting strategies learned in other PD related activities. Examples that the coach would be able to help teachers are: -Differentiated instruction using technology -Close and Critical reading strategies	Academic Support Program	Tier 1		07/01/2014	06/30/2015	$45000	Title I Part A	Teachers, Principal, and MTSS Coach/Reading Coach

Goal 2: All students at Cass City Elementary School will become proficient in the content area of ELA. 2014-2015

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on Dibels Next and State Assessments test in reading comprehension in English Language Arts by 06/30/2015 as measured by Dibels Next, State Assessments.

Strategy 1:

Dibels Next - Students will be tested 3 times a year in the area of reading appropriate for each grade level, K-6. If students do not meet a certain benchmark they will be provideded researched based interventions.

Research Cited: MTSS Reading: Kansas State Department of Education. (2012) Kansas Multi-Tier System of Supports; Structural Guide to Reading Module T 2

Reading. Topeka, KS: Kansas MTSS Project, Kansas Technical Assistance System Network.

Classroom Instruction That Works, Marzano

Research-based strategies that have a high probability of increasing student achievement; based on a Mid-continent Research for Education & Learning meta-analysis

of research studies on instructional strategies in K-12 classrooms.

   -Marzano strategies used regularly in the classroom include: cooperative learning, identifying similarities and

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expanded edition, Stephanie and Anne have added twenty completely new comprehension lessons, extending the scope of the book and exploring the central role that

activating background knowledge plays in understanding. Another major addition is the inclusion of a section on content literacy which describes how to apply

comprehension strategies flexibly across the curriculum.

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Kame'enui, E., (2007), Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

Programs/Interventions:

-REWARDS (Reading Excellence Word Attack & Rate Development Strategies), Archer et al

A reading intervention program designed to teach students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

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- Phonics for Reading, Archer et al

Support reading success and help students advance reading skills. The research-based series supports NCLB goals by delivering direct instruction in phonics and increasing fluency.

Archer, A.L., Flood, J., Lapp, D., Lungren, L., (2002) PHONICS for Reading. Curriculum Associates.

Tier:

Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will conduct small group support/instruction under the supervision of a classroom teacher or Title I teacher in order to meet the needs of at-risk learners with risk factors or those working below proficiency. Instruction will occur in all content areas if needed, but the main focus will be reading (and math), based on needs for supplemental interventions appropriate to those needs. Staff will be given time through out the year to look at data to make sure students are making progress the area of reading comprehension in different interventions with Para Professionals such as Ticket to Read, Grolier Online, Moby Max, Reading Eggs, Six Minute Solution, Teacher Directed PALS, Phonics for Reading, Read Naturally and Read Naturally Live, My Sidewalks, Road to the Code, Road to Reading Kit, DRA Kits, DIBELS Supplies, and TrueFlix.	Academic Support Program			07/01/2014	06/30/2015	$15000	Title I Part A	Teachers, Para Pros and Principals.

Activity - Read with Santa	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to receive books from Santa, while parents get grade level reading strategies to use at home with their children.	Parent Involvement			07/01/2014	06/30/2015	$1000	Title I Part A	Teachers, Staff and PTO

Activity - Data Anaylsis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given time throughout the year to review student data to make sure students are making progress in the area of Reading Proficiency. Staff will attend MI School Data Meeting to be able to look at data from local, state and nation comparisons. Staff members that need subs will be able to get them at a rate of $70 per day($70 X 10 days X 2 Subs= $1400)	Teacher Collaboration			07/01/2014	06/30/2015	$2367	Title II Part A	Teachers, Paraprofessionals, and Principals

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development to teach new skills and strategies in content area of reading. The different types of Professional Development are Guest Speakers, Ability to Attend Relevant Conferences, Staff Professional development to improve reading strategies from Reading Coach.	Professional Learning			07/01/2014	06/30/2015	$0	Title II Part A	Principal, Teachers, Paraprofessionals

Activity - In Class Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Teachers use supplemental teaching resources for teaching skills and strategies in the classroom setting. Supplemental teaching resources/materials which may be use in the classroom are Phonics for Reading, REWARDS, Big Book for Teaching Reading Strategies, K-Pals, Time for Kids, Scholastic News, Reading Counts Books, Guided Reading Six Pack Books, Moby Max, E-Book and/or E-Storia for Fluency, Rebecca Sitton Spelling, Ticket to Read, DRA Kits, TrueFlix, GoGrolier, ScienceFlix. These in class interventions are used at different grade levels.	Academic Support Program			07/01/2014	06/30/2015	$2500	Title I Part A	Principals, Teachers, Title Staff

Activity - Reading Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multi-tiered System of Supports Coach to provide instruction and support for all teachers to learn how to incorporate strategies for instructional delivery, technology, and formative assessment in the classroom. Coach will prepare materials and facilitate learning in other PD related activities. Examples that the coach would be able to help teachers are: -Differentiated instruction using technology -Close and Critical reading strategies	Academic Support Program			07/01/2014	06/30/2015	$5000	Title I Part A	Principal, Teachers , Reading Coach, Paraprofessionals.

Measurable Objective 2:

70% of All Students will demonstrate a proficiency on local and statewide summative reading assessments (such as MEAP or Smarter Balance Assessments) in the area of ELA. in English Language Arts by 06/30/2015 as measured by MEAP or Smater Balance Assessments (whichever the State gives).

Strategy 1:

Writing Strategies - Improving writing skills- Teachers and Paraprofessionals will implement researched based strategies and resources with in their classrooms to improve students sentence structure, punition, word variation, and overall mechanics.

Research Cited: MTSS Reading: Kansas State Department of Education. (2012) Kansas Multi-Tier System of Supports; Structural Guide to Reading Module T 2 Reading. Topeka, KS: Kansas MTSS Project, Kansas Technical Assistance System Network.

Classroom Instruction That Works, Marzano

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Programs/Interventions:

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Tier:

Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work on writing strategies to use across the curriculum such as Expressive Writing, Rebecca Sitton Spelling, REWARDS, and Writing Sentence Refinement	Supplemental Materials			07/01/2014	06/30/2015	$2500	General Fund	Principal, Teachers, Paraprofessionals

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development to teach new skills and strategies in content area of writing. The different types of Professional Development are Guest Speakers, Ability to Attend Relevant Conferences, Staff Professional development to improve writing.	Professional Learning			07/01/2014	06/30/2015	$2500	Title II Part A	Principal, Teachers, Paraprofessionals, Professional Development Committee

Measurable Objective 3:

70% of All Students will demonstrate a proficiency on local and statewide summative reading assessments (such as MEAP or Smart Balance Assessments) in the area of ELA in English Language Arts by 06/30/2015 as measured by MEAP or new Smarter Balance Assessment (whichever the state gives).

Strategy 1:

MTSS - Using the Multi-Tiered System of Support (MTSS), formally called MiBLSi initiative, to support all students in ELA, will develop strong Tier instruction where the goal is 80% of students achieving identified targets; supplementary intervention supports for students who are identified as needing adding additional assistance through progress monitoring; and receive intervention support from trained paraprofessionals.

Research Cited: MTSS Reading: Kansas State Department of Education. (2012) Kansas Multi-Tier System of Supports; Structural Guide to Reading Module T 2 Reading. Topeka, KS: Kansas MTSS Project, Kansas Technical Assistance System Network.

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Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development to teach new skills and strategies in content area of ELA. The different types of Professional Development are Guest Speakers, Ability to Attend Relevant Conferences, Staff Professional development to improve writing.	Professional Learning			07/01/2014	06/30/2015	$2500	Title II Part A	Principal, Teacher, Paraprofessionals

Activity - In Class Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Classroom Teachers use supplemental teaching resources for teaching skills and strategies in the classroom setting. Supplemental teaching resources/materials which may be use in the classroom are Phonics for Reading, REWARDS, Big Book for Teaching Reading Strategies, K-Pals, Time for Kids, Scholastic News, Reading Counts Books, Guided Reading Six Pack Books, Moby Max, E-Book and/or E-Storia for Fluency, Rebecca Sitton Spelling, Ticket to Read, DRA Kits, TrueFlix, GoGrolier, ScienceFlix. These in class interventions are used at different grade levels.	Academic Support Program			07/01/2014	06/30/2015	$2500	Title I Part A	Principal, Teacher, Paraprofessional.

Goal 3: All students at Cass City Elementary School will be proficient in the content area of math. 2014-2015

Measurable Objective 1:

57% of All Students will demonstrate a proficiency on National, State and Local assessments in Mathematics by 06/04/2014 as measured by National, State and Local assessments.

Strategy 1:

Multi-Tiered System of Support - Multi-Tiered System of support for all students of Cass City Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 90% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at risk learners.

Research Cited: Researched Strategy Resources:

Classroom Instruction That Works, Marzano

Research-based strategies that have a high probability of increasing student achievement; based on a Mid-continent Research for Education & Learning meta-analysis of research studies on instructional strategies in K-12 classrooms.

   -Marzano strategies used regularly in the classroom include: cooperative learning, identifying similarities and

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Scaffolding and the Zone of Proximal Development, Vygotsky

Scaffold instruction with a gradual release of responsibility from teacher to student (Vygotsky, L.S., 1978)

Guided Reading: Good First Teaching for All Children, Fountas, I.C. & Pinnell, G.S

Combining whole-class and small group instruction.

"Extending responsiveness-to-intervention to mathematics at first and third grades." Fuchs, L.S., Fuchs, D., & Luther, K.H.

Fuchs, L.S., Fuchs, D., & Luther, K.H. (2007), Learning Disabilities Research & Practice, 22, 13-24.

"A Model for Implementing Responsiveness to Intervention", Fuchs L.S., Fuchs. D.,

Fuchs, L.S., Fuchs. D., (2007) Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

"A New Paradigm, Responsiveness To Intervention", Kame'enui, E.

Kame'enui, E., (2007), Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

Programs/Interventions:

-Peer-Assisted Learning Strategies (PALS) Math Program, Fuchs, Fuchs, et al., Vanderbilt Kennedy Center

Research-based peer tutoring intervention. PALS incorporates training for students in formulating conceptual mathematical explanations.

Fuchs, L.S., Fuchs. D., (2001) Longmont, CO, Sopris West.

-Compass Learning Odyssey (Compass Learning)

A research based curriculum and assessment to motivate students to engage, think, and learn through creative lessons to keep students interested and receptive to learning. (Founded in 1969)

-Study Island, Chalmers & Muzzo (Archipelago Learning)

Study Island is built from the Content Expectations to help enhance student performance in key areas. Study Island Michigan GLCE/HSCE Mastery Program is specifically designed to help students master the content expectations to improve student performance in all skill areas. Study Island also offers Math and Reading Skills for Kindergarten through 2nd Grade, and Technology for Elementary.

- Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher value added and students outcomes in adulthood. Retrieved from http://whatworks.ed.gov

- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan Thompson, S., and Tilly, W.D.(2008). Assisting students struggling with reading: Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington , DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Tier:

Activity - MTSS Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multi-tiered System of Supports Coach to provide instruction and support for all teachers to learn how to incorporate strategies for instructional delivery, technology, and formative assessment in the classroom. Coach will prepare materials and facilitate learning in other PD related activities. (Differentiated Instruction using technology resources; Singapore Math, Close and critical reading).	Direct Instruction		Implement	07/01/2014	06/30/2015	$5000	Title I Part A	MTSS Coach for Excellence in Education, Teachers, Para Professionals and Principals

Activity - Supplementary Materials- iPads/Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| iPad-Teachers will learn how to implement iPads into classroom instruction in order to support differentiation of instruction and formative assessment by bringing additional resources into the classroom to support core subject area instruction. Technology and Apps may be ordered with Title VI when funds are available in 2014-2015 if needed. Supplementary software will be Study Island, Compass Learning, IXL Math, Moby Max, and Xtra Math. | Supplemental Materials | | | 07/01/2014 | 06/30/2015 | $6000 | Title I Part A | Teachers, Paraprofessionals, Principals, IT Department |

Activity - After School Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4 Paraprofessionals will provide after-school learning activities for students under the direct supervision of the MTSS Coach, Principal and Title I Director. The program will run for 170 days during the school year.	Academic Support Program			07/01/2014	06/30/2015	$15500	Title I Part A	MTSS Coach, Principal, Title I Director and Paraprofessionals

Activity - Excellence in Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A staff member from Excellence in Education will be hired to design and deliver intensive supplemental interventions, based on researched best practices for students in small, pull-out groups. The lessons will be designed to close learning gaps based on needs assessments linked to formative and summative data.	Academic Support Program			07/01/2014	06/30/2015	$5000	Title I Part A	Principal, Teacher, Support Staff

Activity - Paraprofessional Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will conduct small group instruction under the direct supervision of a classroom teacher or Title I teacher in order to meet the needs of at-risk learners identified with 2 risk factors or those working below proficiency. Instruction will occur in all 4 content areas based on needs for supplemental interventions appropriate to the subject area. This activity will appear in each of the four content areas under small group instruction.	Academic Support Program			07/01/2014	06/30/2015	$135000	Title I Part A	Principal, Title Teachers, MTSS Coach, Paraprofessionals

Activity - Family Engagement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Parents/Guardians will attend 2 on-site sessions and be invited to view webinars that support them as partners in developing their child's academic skills in math and informational reading of science and social studies. Staff will be involved in developing the materials that support this endeavor and will periodically evaluate the effectiveness of such programs with surveys and/or other data. Supplies will be provided for family event activities. | Parent Involvement | | | 07/01/2014 | 06/30/2015 | $1000 | Title I Part A | Principal, Teachers, Paraprofessionals, Staff |

Activity - Summer Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Paraprofessionals will run a Summer Learning Instructional Program for students in Tier II and Tier III to reduce summer time loss in math, reading, informational science and social studies reading activities.	Academic Support Program			07/01/2014	06/30/2015	$5000	Title I Part A	Principal, Teachers, Paraprofessionals

Goal 4: All students at Cass City Elementary School will become proficient in Science. 2014-2015

Measurable Objective 1:

25% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency at level 1 or 2 on a Science Standardized test   in Science by 06/30/2015 as measured by a Science Standardized test..

Strategy 1:

Professional Development/Differential Instruction - Staff will be in-serviced in the area of science. Staff will communicate needs of students at the end of the next school year. They will use science kits, United Streaming, or other appropriate sources to help gaps of missing information. Teachers will develop science learners who use sound techniques such as the scientific method. Staff will learn strategies to incorporate language art skills in science.

Research Cited: Classroom Instruction That Works, Marzano

Research-based strategies that have a high probability of increasing student achievement; based on a Mid-continent Research for Education & Learning meta-analysis of research studies on instructional strategies in K-12 classrooms.

Scaffolding and the Zone of Proximal Development, Vygotsky

Scaffold instruction with a gradual release of responsibility from teacher to student (Vygotsky, L.S., 1978)

Guided Reading: Good First Teaching for All Children, Fountas, I.C. & Pinnell, G.S

"Extending responsiveness-to-intervention to mathematics at first and third grades." Fuchs, L.S., Fuchs, D., & Luther, K.H.

Fuchs, L.S., Fuchs, D., & Luther, K.H. (2007), Learning Disabilities Research & Practice, 22, 13-24.

"A Model for Implementing Responsiveness to Intervention", Fuchs L.S., Fuchs. D.,

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"A New Paradigm, Responsiveness To Intervention", Kame'enui, E.

Kame'enui, E., (2007), Council for Exceptional Children, Teaching Exceptional Children May/June 2007.

Programs/Interventions:

-Peer-Assisted Learning Strategies (PALS) Math Program, Fuchs, Fuchs, et al., Vanderbilt Kennedy Center

Research-based peer tutoring intervention. PALS incorporates training for students in formulating conceptual mathematical explanations.

Fuchs, L.S., Fuchs. D., (2001) Longmont, CO, Sopris West.

-Compass Learning Odyssey (Compass Learning)

A research based curriculum and assessment to motivate students to engage, think, and learn through creative lessons to keep students interested and receptive to learning. (Founded in 1969)

-Study Island, Chalmers & Muzzo (Archipelago Learning)

Study Island is built from the Content Expectations to help enhance student performance in key areas. Study Island Michigan GLCE/HSCE Mastery Program is specifically designed to help students master the content expectations to improve student performance in all skill areas. Study Island also offers Math and Reading Skills for Kindergarten through 2nd Grade, and Technology for Elementary.

Tier: Tier 1

Activity - MTSS Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mutli-tiered System of Support Coach to provide instruction and support for all teachers to learn how to incorporate strategies for instructional delivery, technology , and formative assessment in the classroom. Coach will prepare materials and facilitate learning sessions for teachers in K-6 grade focusing on supporting strategies earned in other PD related activities. Differentiated instruction using technology resources, close and critical reading using step-up to writing, Anita Archers's Strategies, and Marzano's strategies.	Academic Support Program	Tier 1		07/01/2014	06/30/2015	$45000	Title I Part A	Teacher, Principals, and MTSS Coach

Activity - Reading Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading coach will provide support for core and supplemental instruction and consult with the teachers to incorporate strategies for instructional delivery, technology, and content assessment.	Professional Learning			07/01/2014	06/30/2015	$45000	Title I Part A	Reading Coach, Teachers, Principal, Support Staff

Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will how to implement iPads into classroom instruction in order to support differentiation of instruction and formative assessment by bringing additional resources into the classroom to support core subject area instruction. Nonfiction support materials such as Time for KIds, Scholastic News 2-5, My Big World Pre-K, scholastic materials to teach students how to interpret charts and graphs related to core curriculum, grade level supplemental trade books K-6, and iPad apps that allow differentiated instruction.	Academic Support Program			07/01/2014	06/30/2015	$1500	General Fund, Title I Part A	Teachers, Principal, Support Staff

Goal 5: All Students at Cass City Elementary School will be able to display a uniform behavior plan.

Measurable Objective 1:

demonstrate a behavior in which all students will be able to display a uniform behavior plan by 06/30/2015 as measured by a decrease in major and minor violations.

Strategy 1:

Training and Implementing - Train staff in using effective strategies regarding behavior with the use of researched based behavior strategies. Also, putting one person as the lead for discipline will make a more uniformed behavior plan.

Research Cited: Get from Beth

Tier:

Activity - Uniform Behavior Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Apply research based behavioral strategies more consistently across grades K-6. For example: Student Responsibilities, Responsible Thinking Process, and have a uniform process for sending students to SRC. Also become more vigilant in recognizing and rewarding positive behaviors. The following are other action steps: -Apply reasearch based behavioral strategies more consistently across grades K-6, (i.e Student Responsibilities, Responsible Thinking Process and have a uniform process for send students to SRC); become more vigilant in recognizing and rewarding positive behaviors. -Define our major and minor behavior problems by continually improving the referral form. -The staff and administration will utilize created mission statement to clearly defone behavior expectations. -The staff and administration will upgrade a narrative format to improve this referral process as needed. -Counseling for students will be provided who are experiencing problems. -Parents will be informed on behavior expectations and on the discipline process. -Training opportunities and professional development will be provided for staff members as needed. -Increase supervisory staff implementation to oversee behavior in common, semi-structured, high traffic problematic areas.	Other			07/01/2014	06/30/2015	$23000	Section 31a	Assistant Principal, Behavior Staff, Social Worker

Strategy 2:

Individual Behavior Support with Students - Students will be identified based on the 31A Identification Template which identifies students that are at risk. These students will then be put into a behavior program that will consist of a staff member working with those students on their behaviors, and consequences of their behavior. If a student that has been identified gets in trouble, they will be sent down to talk with their behavior staff member. If student is given an in-school suspension, they will serve it with their behavior staff member.

Research Cited: Marzano, Robert J. (2001). Classroom Instruction That Works. (Strategies that have positive effects on student learning)

Frelberg (1998) Feelings of safeness and school size

McEvoy and Welker, (2000) Positive Interpersonal Relationships

Tier:

Activity - Behavior Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Behavior staff members will be trained by local ISD behavior specialists to identify student behavioral needs and create behavioral plans for identified students. ISD behavior specialists will work with behavior staff members on individual case need. ISD behavior specialists will also train staff on CPI.	Behavioral Support Program			07/01/2014	06/30/2015	$20000	Section 31a	Behavioral Staff Member, ISD Behavior Specialist, Principal, Staff

Goal 6: Cass City Elementary will prepare, train, and recruit high quality teachers and school leaders. 2014-2015

Measurable Objective 1:

demonstrate a behavior of using the educational strategies (as learned in the professional development sessions) in the classroom or in the school by 06/30/2015 as measured by the occurrences of implemented strategies during walk-though, observations, or data reporting..

Strategy 1:

Preparing and training high quality teachers and school leaders. - Provide on-going professional learning opportunities for teachers in all core content area with specific emphasis on instructional practice including differentiated instruction, balanced assessment, multi-tiered systems of support, technology integration and collaborative leadership.

Tier:

Activity - Michigan Reading Association Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Michigan Reading Association Conference to learn how to implement best practices using different Reading and English instructional strategies. Cost of Reg. 400 X 2 Teachers= $800, cost of subs (2 Days X 2 Teachers X $75)= $300, 1 Rooms @150 X 4= $600, Meals= $250 Mileage= $ 225	Professional Learning			07/01/2014	06/30/2015	$2175	Title II Part A	Principal and Teachers

Activity - MACUL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2. Teachers will attend MACUL Conference to learn how to implement best practices using technology in the classroom. Cost of Reg. $305 X 2 ELE= $710, Cost of Subs (3 days X 2 Teachers X $75)= $450, 1 Room (3 nights X $150)= $450, Meals= $200, Mileage= 225	Professional Learning			07/01/2014	06/30/2015	$2035	Title II Part A	Principal and Teachers

Activity - Simple K12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given the opportunity to meet professional development goals through Simple K12 an online professional development covering a wide range of topics teachers face on a daily bases. Cost of District Licenses= $6000	Professional Learning			07/01/2014	06/30/2015	$3000	Title II Part A	Principal and Teachers

Activity - BER Conference; Working Effectively with Difficult, Defiant and Non-compliant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the BER Conference; Working Effectively with Difficult, Defiant and Non-compliant Students to use best practices and strategies to improve classroom management. Cost of Reg.= ($225 X 2 Teachers)= $450, Cost of Subs (1 Day X 2 Teachers X $75)= $150, Meals $50, Mileage= $225	Professional Learning			07/01/2014	06/30/2015	$875	Title II Part A	Principal and Teachers

Activity - BER Conference; Best iPad Apps to Enhance Content Instruction K-6	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the BER; Best iPad Apps to Enhance Content Instruction 6-12 Conference to learn how to implement best practices using technology integration in the classroom. Cost Reg.= ($229 X 2 HS Teachers)= $458, Cost of Subs (1 Day X 2 X$75)=150, Meals= $50, Mileage= $225	Professional Learning			07/01/2014	06/30/2015	$883	Title II Part A	Principal and Teachers

Activity - Microsoft Office	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in all aspects of Microsoft Office 365 to enhance their parental communication. There is no cost to this as Microsoft does the training for free.	Professional Learning			07/01/2014	06/30/2015	$0	Other	Principal, Teachers, IT Department, and Staff

Activity - Reading Intervention Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Paraprofessional will be trained by the Reading Intervention Coach on different in-class, small group and individual reading strategies during school and after school professional development times.	Professional Learning			07/01/2014	06/30/2015	$0	Other	Teachers, Paraprofessional and Reading Intervention Coach

Activity - Excellence in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers and Paraprofessional will be trained by a trainer from Excellence in Math on different in-class, small group and individual Math strategies during school and after school professional development times.	Professional Learning			07/01/2014	06/30/2015	$0	Other	Teachers, Paraprofessionals, Trainer from Excellence in Math

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development to teach new skills and strategies in content area of writing. The different types of Professional Development are Guest Speakers, Ability to Attend Relevant Conferences, Staff Professional development to improve writing.	Professional Learning			07/01/2014	06/30/2015	$2500	Principal, Teachers, Paraprofessionals, Professional Development Committee
Professional Development	Professional development to teach new skills and strategies in content area of reading. The different types of Professional Development are Guest Speakers, Ability to Attend Relevant Conferences, Staff Professional development to improve reading strategies from Reading Coach.	Professional Learning			07/01/2014	06/30/2015	$0	Principal, Teachers, Paraprofessionals
Professional Development	Professional development to teach new skills and strategies in content area of ELA. The different types of Professional Development are Guest Speakers, Ability to Attend Relevant Conferences, Staff Professional development to improve writing.	Professional Learning			07/01/2014	06/30/2015	$2500	Principal, Teacher, Paraprofessionals
BER Conference; Best iPad Apps to Enhance Content Instruction K-6	Teachers will attend the BER; Best iPad Apps to Enhance Content Instruction 6-12 Conference to learn how to implement best practices using technology integration in the classroom. Cost Reg.= ($229 X 2 HS Teachers)= $458, Cost of Subs (1 Day X 2 X$75)=150, Meals= $50, Mileage= $225	Professional Learning			07/01/2014	06/30/2015	$883	Principal and Teachers
Simple K12	Teachers will be given the opportunity to meet professional development goals through Simple K12 an online professional development covering a wide range of topics teachers face on a daily bases. Cost of District Licenses= $6000	Professional Learning			07/01/2014	06/30/2015	$3000	Principal and Teachers

Professional Development	Staff will be provided professional development on-line and off-site to align social studies curriculum, and the staff will create a pacing guide to support their curriculum. Staff will also look at creating professional development to incorporate deeper thinking questions and strategies students can us to express their understanding of social studies content.	Professional Learning			07/01/2014	06/30/2015	$3000	Staff will be required to attend the professional development and create a pacing guide.
Michigan Reading Association Conference	Teachers will attend Michigan Reading Association Conference to learn how to implement best practices using different Reading and English instructional strategies. Cost of Reg. 400 X 2 Teachers= $800, cost of subs (2 Days X 2 Teachers X $75)= $300, 1 Rooms @150 X 4= $600, Meals= $250 Mileage= $ 225	Professional Learning			07/01/2014	06/30/2015	$2175	Principal and Teachers
MACUL	2. Teachers will attend MACUL Conference to learn how to implement best practices using technology in the classroom. Cost of Reg. $305 X 2 ELE= $710, Cost of Subs (3 days X 2 Teachers X $75)= $450, 1 Room (3 nights X $150)= $450, Meals= $200, Mileage= 225	Professional Learning			07/01/2014	06/30/2015	$2035	Principal and Teachers
BER Conference; Working Effectively with Difficult, Defiant and Non-compliant	Teachers will attend the BER Conference; Working Effectively with Difficult, Defiant and Non-compliant Students to use best practices and strategies to improve classroom management. Cost of Reg.= ($225 X 2 Teachers)= $450, Cost of Subs (1 Day X 2 Teachers X $75)= $150, Meals $50, Mileage= $225	Professional Learning			07/01/2014	06/30/2015	$875	Principal and Teachers
Data Anaylsis	Staff will be given time throughout the year to review student data to make sure students are making progress in the area of Reading Proficiency. Staff will attend MI School Data Meeting to be able to look at data from local, state and nation comparisons. Staff members that need subs will be able to get them at a rate of $70 per day($70 X 10 days X 2 Subs= $1400)	Teacher Collaboration			07/01/2014	06/30/2015	$2367	Teachers, Paraprofessionals, and Principals

General Fund

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

Supplemental Materials	Teachers will how to implement iPads into classroom instruction in order to support differentiation of instruction and formative assessment by bringing additional resources into the classroom to support core subject area instruction. Nonfiction support materials such as Time for KIds, Scholastic News 2-5, My Big World Pre-K, scholastic materials to teach students how to interpret charts and graphs related to core curriculum, grade level supplemental trade books K-6, and iPad apps that allow differentiated instruction.	Academic Support Program			07/01/2014	06/30/2015	$1000	Teachers, Principal, Support Staff
Supplemental Materials	Staff will work on writing strategies to use across the curriculum such as Expressive Writing, Rebecca Sitton Spelling, REWARDS, and Writing Sentence Refinement	Supplemental Materials			07/01/2014	06/30/2015	$2500	Principal, Teachers, Paraprofessionals

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Training	Behavior staff members will be trained by local ISD behavior specialists to identify student behavioral needs and create behavioral plans for identified students. ISD behavior specialists will work with behavior staff members on individual case need. ISD behavior specialists will also train staff on CPI.	Behavioral Support Program			07/01/2014	06/30/2015	$20000	Behavioral Staff Member, ISD Behavior Specialist, Principal, Staff

| Uniform Behavior Plan | Apply research based behavioral strategies more consistently across grades K-6. For example: Student Responsibilities, Responsible Thinking Process, and have a uniform process for sending students to SRC. Also become more vigilant in recognizing and rewarding positive behaviors. The following are other action steps:
-Apply reasearch based behavioral strategies more consistently across grades K-6, (i.e Student Responsibilities, Responsible Thinking Process and have a uniform process for send students to SRC); become more vigilant in recognizing and rewarding positive behaviors.
-Define our major and minor behavior problems by continually improving the referral form.
-The staff and administration will utilize created mission statement to clearly defone behavior expectations.
-The staff and administration will upgrade a narrative format to improve this referral process as needed.
-Counseling for students will be provided who are experiencing problems.
-Parents will be informed on behavior expectations and on the discipline process.
-Training opportunities and professional development will be provided for staff members as needed.
-Increase supervisory staff implementation to oversee behavior in common, semi-structured, high traffic problematic areas. | Other | | | 07/01/2014 | 06/30/2015 | $23000 | Assistant Principal, Behavior Staff, Social Worker |

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention Coach	Teachers and Paraprofessional will be trained by the Reading Intervention Coach on different in-class, small group and individual reading strategies during school and after school professional development times.	Professional Learning			07/01/2014	06/30/2015	$0	Teachers, Paraprofessional and Reading Intervention Coach
Microsoft Office	All staff will be trained in all aspects of Microsoft Office 365 to enhance their parental communication. There is no cost to this as Microsoft does the training for free.	Professional Learning			07/01/2014	06/30/2015	$0	Principal, Teachers, IT Department, and Staff

| Excellence in Math | Teachers and Paraprofessional will be trained by a trainer from Excellence in Math on different in-class, small group and individual Math strategies during school and after school professional development times. | Professional Learning | | | 07/01/2014 | 06/30/2015 | $0 | Teachers, Paraprofessionals, Trainer from Excellence in Math |

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Materials	Teachers will how to implement iPads into classroom instruction in order to support differentiation of instruction and formative assessment by bringing additional resources into the classroom to support core subject area instruction. Nonfiction support materials such as Time for KIds, Scholastic News 2-5, My Big World Pre-K, scholastic materials to teach students how to interpret charts and graphs related to core curriculum, grade level supplemental trade books K-6, and iPad apps that allow differentiated instruction.	Academic Support Program			07/01/2014	06/30/2015	$500	Teachers, Principal, Support Staff
Excellence in Education	A staff member from Excellence in Education will be hired to design and deliver intensive supplemental interventions, based on researched best practices for students in small, pull-out groups. The lessons will be designed to close learning gaps based on needs assessments linked to formative and summative data.	Academic Support Program			07/01/2014	06/30/2015	$5000	Principal, Teacher, Support Staff
Supplementary Materials-iPads/Technology	iPad-Teachers will learn how to implement iPads into classroom instruction in order to support differentiation of instruction and formative assessment by bringing additional resources into the classroom to support core subject area instruction. Technology and Apps may be ordered with Title VI when funds are available in 2014-2015 if needed. Supplementary software will be Study Island, Compass Learning, IXL Math, Moby Max, and Xtra Math.	Supplemental Materials			07/01/2014	06/30/2015	$6000	Teachers, Paraprofessionals, Principals, IT Department

Reading Coach	Multi-tiered System of Supports Coach to provide instruction and support for all teachers to learn how to incorporate strategies for instructional delivery, technology, and formative assessment in the classroom. Coach will prepare materials and facilitate learning in other PD related activities. Examples that the coach would be able to help teachers are: -Differentiated instruction using technology -Close and Critical reading strategies	Academic Support Program			07/01/2014	06/30/2015	$5000	Principal, Teachers , Reading Coach, Paraprofes sionals.
MTSS Coach	Multi-tiered System of Supports Coach to provide instruction and support for all teachers to learn how to incorporate strategies for instructional delivery, technology, and formative assessment in the classroom. Coach will prepare materials and facilitate learning in other PD related activities. (Differentiated Instruction using technology resources; Singapore Math, Close and critical reading).	Direct Instruction		Implement	07/01/2014	06/30/2015	$5000	MTSS Coach for Excellence in Education, Teachers, Para Professiona ls and Principals
In Class Interventions	Classroom Teachers use supplemental teaching resources for teaching skills and strategies in the classroom setting. Supplemental teaching resources/materials which may be use in the classroom are Phonics for Reading, REWARDS, Big Book for Teaching Reading Strategies, K-Pals, Time for Kids, Scholastic News, Reading Counts Books, Guided Reading Six Pack Books, Moby Max, E-Book and/or E-Storia for Fluency, Rebecca Sitton Spelling, Ticket to Read, DRA Kits, TrueFlix, GoGrolier, ScienceFlix. These in class interventions are used at different grade levels.	Academic Support Program			07/01/2014	06/30/2015	$2500	Principal, Teacher, Paraprofes sional.
Reading Coach	The reading coach will provide support for core and supplemental instruction and consult with the teachers to incorporate strategies for instructional delivery, technology, and content assessment.	Professiona l Learning			07/01/2014	06/30/2015	$45000	Reading Coach, Teachers, Principal, Support Staff
Read with Santa	Students will have the opportunity to receive books from Santa, while parents get grade level reading strategies to use at home with their children.	Parent Involvemen t			07/01/2014	06/30/2015	$1000	Teachers, Staff and PTO

Family Engagement Activities	Parents/Guardians will attend 2 on-site sessions and be invited to view webinars that support them as partners in developing their child's academic skills in math and informational reading of science and social studies. Staff will be involved in developing the materials that support this endeavor and will periodically evaluate the effectiveness of such programs with surveys and/or other data. Supplies will be provided for family event activities.	Parent Involvement			07/01/2014	06/30/2015	$1000	Principal, Teachers, Paraprofessionals, Staff
MTSS Coach/Reading Coach	Multi-Tiered System of support Coach to provide instruction and support for Cass City Public School teachers to learn how to incorporate instructional strategies designed to support at-risk learners in Tier II and Tier III supplemental intervention sessions. Coach will prepare materials and facilitate learning sessions for teachers K-12 focusing on supporting strategies learned in other PD related activities. Examples that the coach would be able to help teachers are: -Differentiated instruction using technology -Close and Critical reading strategies	Academic Support Program	Tier 1		07/01/2014	06/30/2015	$45000	Teachers, Principal, and MTSS Coach/Reading Coach
Paraprofessional Staff	Paraprofessionals will conduct small group instruction under the direct supervision of a classroom teacher or Title I teacher in order to meet the needs of at-risk learners identified with 2 risk factors or those working below proficiency. Instruction will occur in all 4 content areas based on needs for supplemental interventions appropriate to the subject area. This activity will appear in each of the four content areas under small group instruction.	Academic Support Program			07/01/2014	06/30/2015	$135000	Principal, Title Teachers, MTSS Coach, Paraprofessionals
MTSS Coach	Mutli-tiered System of Support Coach to provide instruction and support for all teachers to learn how to incorporate strategies for instructional delivery, technology , and formative assessment in the classroom. Coach will prepare materials and facilitate learning sessions for teachers in K-6 grade focusing on supporting strategies earned in other PD related activities. Differentiated instruction using technology resources, close and critical reading using step-up to writing, Anita Archers's Strategies, and Marzano's strategies.	Academic Support Program	Tier 1		07/01/2014	06/30/2015	$45000	Teacher, Principals, and MTSS Coach

Reading Interventions	Paraprofessionals will conduct small group support/instruction under the supervision of a classroom teacher or Title I teacher in order to meet the needs of at-risk learners with risk factors or those working below proficiency. Instruction will occur in all content areas if needed, but the main focus will be reading (and math), based on needs for supplemental interventions appropriate to those needs. Staff will be given time through out the year to look at data to make sure students are making progress the area of reading comprehension in different interventions with Para Professionals such as Ticket to Read, Grolier Online, Moby Max, Reading Eggs, Six Minute Solution, Teacher Directed PALS, Phonics for Reading, Read Naturally and Read Naturally Live, My Sidewalks, Road to the Code, Road to Reading Kit, DRA Kits, DIBELS Supplies, and TrueFlix.	Academic Support Program			07/01/2014	06/30/2015	$15000	Teachers, Para Pros and Principals.
Summer Learning	Teachers and Paraprofessionals will run a Summer Learning Instructional Program for students in Tier II and Tier III to reduce summer time loss in math, reading, informational science and social studies reading activities.	Academic Support Program			07/01/2014	06/30/2015	$5000	Principal, Teachers, Paraprofes sionals
After School Support	4 Paraprofessionals will provide after-school learning activities for students under the direct supervision of the MTSS Coach, Principal and Title I Director. The program will run for 170 days during the school year.	Academic Support Program			07/01/2014	06/30/2015	$15500	MTSS Coach, Principal, Title I Director and Paraprofes sionals
In Class Interventions	Classroom Teachers use supplemental teaching resources for teaching skills and strategies in the classroom setting. Supplemental teaching resources/materials which may be use in the classroom are Phonics for Reading, REWARDS, Big Book for Teaching Reading Strategies, K-Pals, Time for Kids, Scholastic News, Reading Counts Books, Guided Reading Six Pack Books, Moby Max, E-Book and/or E-Storia for Fluency, Rebecca Sitton Spelling, Ticket to Read, DRA Kits, TrueFlix, GoGrolier, ScienceFlix. These in class interventions are used at different grade levels.	Academic Support Program			07/01/2014	06/30/2015	$2500	Principals, Teachers, Title Staff