



District Improvement Plan

Cass City Public Schools

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Cass City, MI 48726-9401

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

Cass City Schools District is located in the middle of the Thumb of Michigan, and has an area of 200 square miles with the largest industry being agriculture. The student body consists of 991 students K-12. We have seen a declining student body over the years. We have an experience teaching staff of 56 teachers. The student body is consists of middle to low income families with our free and reduce lunch rate at 57%.

System's Purpose

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

Mission Statement:

All school personnel will accept the responsibility to provide the opportunity for all students to be productive in a global society.

Vision Statement

The continuing goal of our District has been to set forth for Cass City's students to be lifelong learners who are productive members of society. They are expected to communicate effectively, respect others, and develop into tolerant and creative individuals.

Beliefs Statement:

We believe:

- A. All students can learn.
- B. Students are the most important people in the school.
- C. All decisions should be made with the best interest of the student in mind.
- D. Learning is a lifelong process for everyone.
- E. Education is the shared responsibility of the home, school and community.
- F. Cooperation is more valuable to education than competition.
- G. Critical thinking, problem solving and decision making are essential life skills.
- H. Every individual is unique, has value and deserves to be treated with dignity and respect.
- I. Students learn best when they take responsibility for their learning and are actively involved in the learning process.
- J. Every person is entitled to live, work, and learn in a safe and orderly environment

Notable Achievements and Areas of Improvement

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

Achievements:

1. AYP has been met every year
2. Top Scores in MEAP and MME in Tri Country Area (Tuscola, Huron, Sanilac)
3. Majority of Scores are above State Average
4. Both Schools have been recognized by the state for "Beating the Odds"
5. Elementary School has been identified as Reward School for the MDE

Improvement:

1. Writing across the curriculum
2. A continuing focus at the early ages on their reading and math skills
3. Integration of technology within the classrooms.

Additional Information

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

No additional information 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 District Improvement Plan, thus giving them all the opportunity to take part, if they choose to do so. 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 District. Several community members were asked to be on the DIP 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 DIP team then they were allowed to do so. The roles of each of the stakeholders are the same, which was to help write the DIP as a whole. We did not break the DIP into different goals and where 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. We were able to incorporate our DIP team to be are MTSS District team as well, because the two are so closely related to each other.

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 from each of the buildings and at the District level we have the Superintendent and the Title Director. We have several parents that represent different ages groups of students in the District. All stakeholders had equal say in the development of the District Improvement Pan 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 was provided for them. Stakeholders meet at the end of each semester to review the improvement plan to ensure that strategies were being effective or non-effective. If they were non-effective changes to the strategies and activities were done so we could obtain our goals.

District Additional Requirements Diagnostic

Introduction

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

District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Fortigate Content Filter	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	Internet traffic is log and tied to individual users	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	The Internet Safety Policy meets all requirements in the state Technology Planning and CIPA.	

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

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Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	1. Number Computers in Classrooms 2. Proctors/Document Cameras 3. Wireless throughout the district	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	Use of iPads in the classroom, and Monthly Tech Committee Meetings	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Instructional programs have been adjusted to meet common core and smarter balance requirements.	

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.	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 comments section.	Yes	Name: Jeff Hartel Position: Superintendent Address: 4868 N. Seeger St. Cass City, MI48726 Phone: 989-872-2200	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		

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Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes	CIMS and Local Data	

Cass City Public Schools District Plan 2016-2017

Overview

Plan Name

Cass City Public Schools District Plan 2016-2017

Plan Description

District Plan 2016-2017

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 Cass City Public School students will become proficient in English.	Objectives: 4 Strategies: 6 Activities: 17	Academic	\$349772
2	All students at Cass City Public Schools will become proficient in Mathematics.	Objectives: 3 Strategies: 3 Activities: 10	Academic	\$114833
3	All students at Cass City Public Schools will become proficient in Science.	Objectives: 3 Strategies: 2 Activities: 9	Academic	\$85883
4	All Cass City Public School students will demonstrate positive behavior within their building.	Objectives: 2 Strategies: 4 Activities: 5	Organizational	\$45250
5	Cass City Public Schools will prepare, train and recruit high quality teachers and school leaders.	Objectives: 1 Strategies: 1 Activities: 13	Organizational	\$41518
6	All students at Cass City Jr./Sr. High School will become proficient in Social Studies.	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$16083

Goal 1: All Cass City Public School students will become proficient in English.

Measurable Objective 1:

74% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency by exceeding college and workplace readiness standards in English Language Arts by 06/30/2017 as measured by state and local assessments.

Strategy 1:

REWRDS - Multi-Tiered System of Support (MTSS) in reading for all students. Cass City Junior/Senior High School has a strong MTSS system in place that includes Tier 1 instruction with 80/85% 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. English department, grades 7-12, will implement REWARDS techniques within English classes.

Category: English/Language Arts

Research Cited: 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

Tier:

Activity - REWRDS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English classes in 7th and 8th grade use REWARDS including REWARDS PLUS to improve vocabulary comprehension through chunking for meaning. English classes in grades 9-12 use REWARDS through chunking to enhance vocabulary comprehension in regards to rhetorical skills. Included in the skills are prefixes, suffixes, roots, and bases. Monitor implementation of REWARDS strategies through vocabulary tests grades 7-12. English 11 classes use Everyday Words from Classic Origins to develop morphological skills by embedding and extending the chunking process with Latin and Greek root bases.	Academic Support Program			07/01/2016	06/30/2017	\$1445	Title I Part A	English Department and Staff
Schools: Cass City Jr. and Sr. High School								

Strategy 2:

Targeted Fluency Pull-outs - Targeted Fluency Pull-outs - Multi-Tiered System of Support (MTSS) in reading for all students. Cass City Junior/Senior High School has a strong MTSS system of support in place to include: Tier I instruction with 80/85% 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. Students will be tested three times a year using college and career readiness benchmarks. Students not meeting or exceeding benchmark will be placed in an intervention program administered or supervised by a paraprofessional or classroom support teacher. The paraprofessional will work with students one-

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on-one or in small group settings (3-5 students) based upon skill deficiency(ies), as well as the direction and recommendation by the classroom teacher. Research Cited: •Introduce literacy, which is aligned with national standards, to students. •During 7th – 12th grade, students will take 3 probes/assessments which are aligned to and include College and Career Readiness Anchor Standards and Grade Band Standards which will be administered in their English/Language art class. •Using classroom curriculum and/or individualized curriculum within the Study Island program, The Island program, KAHN Academy, or other instructional programs, students will build reading skills needed to be successful. •The use of on-line assessments as a progress monitoring tool will help guide instruction on a continuous basis.

Category: English/Language Arts

Research Cited: •Introduce literacy, which is aligned with national standards, to students. •During 7th – 12th grade, students will take 3 probes/assessments which are aligned to and include College and Career Readiness Anchor Standards and Grade Band Standards which will be administered in their English/Language art class. •Using classroom curriculum and/or individualized curriculum within the Study Island program, The Island program, or other instructional programs, students will build reading skills needed to be successful. •The use of on-line assessments as a progress monitoring tool will help guide instruction on a continuous basis.

Tier:

Activity - Monitoring Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be pulled out based on college readiness scores until benchmarks are met. Paraprofessionals and support teachers will use the following research based learning activities: AIMS Web Maze Word Search, Reading and Thinking Critical Workbook Series (Donald Barnes and Arlene Burg), Timed Reading Plus Books (Edward Spargo), and Practice PSAT,SAT Reading Tests, Reading for Information, Locating Information,(ACT) or other comparable activities. Schools: Cass City Jr. and Sr. High School	Academic Support Program			07/01/2016	06/30/2017	\$100500	Title I Part A, Title I Part A	English teachers and paraprofessionals in grades 7-12.

Activity - Reading/Writing Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be giving extra assistance in techniques for strengthening reading comprehension and fluency. 7th, 8th and 9th grade Reading Support teachers implement Compass Learning, Read Naturally, and MAZE (comprehension) probes to bolster comprehension and fluency. -Read Naturally (Read Naturally, Inc.) or other comparable techniques. 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) Schools: Cass City Jr. and Sr. High School	Academic Support Program			07/01/2016	06/30/2017	\$52000	Section 31a	7th , 8th and 9th grade English Teachers and paraprofessionals

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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Benchmark assessments and progress monitoring for individual growth progress with access to PSAT, SAT, WorkKeys, and Common Core based assessment, Reading for Information assessments, and Aspire assessments for reading, writing, and English skills providing immediately useful, relevant information for intervention analysis and instruction.	Other			07/01/2016	06/30/2017	\$1000	Title I Part A	Teachers, Principal, and Support Staff
Schools: Cass City Jr. and Sr. High School								

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will need substitute teachers three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. NOREDINK, Apperson's DataLink Evo, Grademaster equipment and Grademaster assessment forms will be used to progress monitor students and give timely feedback	Teacher Collaboration			07/01/2016	06/30/2017	\$1000	Title I Part A	Teacher, Principal, Support Staff
Schools: Cass City Jr. and Sr. High School								

Measurable Objective 2:

74% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency exceeding college readiness standards in Writing by 06/30/2017 as measured by state and local assessments.

Strategy 1:

Step Up to Writing - Step Up to Writing - Step Up to Writing will be used to teach rhetorical skills and the essay structure. Students will create writings of varying lengths and structures based on the principles of effective instruction techniques and models provided by Step Up to Writing. Step Up to Writing's step by step approach is accompanied by a variety of writing frames to enhance students' understanding of writing skills and structures.

Category: English/Language Arts

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

Tier:

Activity - Essay Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Prior to beginning the writing process, an informal outline, provided by Step Up to Writing, to plan expository, argumentative and narrative essay structures will be given to students and model examples provided to demonstrate the initial stages of the writing process. Additional Step Up to Writing steps will be added as the essays progresses.	Direct Instruction			07/01/2016	06/30/2017	\$0	No Funding Required	English Department and paraprofessionals
Schools: Cass City Jr. and Sr. High School								

Strategy 2:

NOREDINK.COM - NOREDINK.com will be used to help students improve their grammar and writing skills using an adaptive platform which allows personalized high interest content, differentiated instruction, tracks individual progress toward mastery of Common Core and state standards, provides authentic assessments of individual growth as well as class trends to inform instructional decisions. Adaptive technology adjusts questions based on what students get right or wrong, drilling down to their underlying misconceptions. Tutorials help students correct their mistakes and keep going practice independently so that teachers can differentiate instruction based on results. Students will practice grammar and writing skills in multi-paragraph exercises designed to reinforce reading comprehension simultaneously in a way that reflects a deeper understanding of how grammar works in context

Category: English/Language Arts

Research Cited: Perez, Ph.D., Christian F. NoRedInk and the NWEA MAP Language Usage Test A Case Study at Shadow Ridge Middle School in Colorado, 2013, https://s3-us-west-2.amazonaws.com/static.noredink.com/shadow_ridge_case_study.pdf Tier:

Tier:

Activity - NOREDINK.COM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a beginning of the semester Diagnostic test correlated to grade-level and content level English and writing.	Direct Instruction			07/01/2016	06/30/2017	\$5625	General Fund	English Department and paraprofessionals
Schools: Cass City Jr. and Sr. High School								

Activity - NOREDINK.COM Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Virtual training provided by vendor	Professional Learning			07/01/2016	06/30/2017	\$500	Title I Part A	English Department and paraprofessionals
Schools: Cass City Jr. and Sr. High School								

Measurable Objective 3:

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80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency DIBELS Next Assessment in English Language Arts by 06/30/2017 as measured by DIBELS Next Assessment .

Strategy 1:

DIBELSNext - Students will be tested three 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 provided research based interventions.

Category: English/Language Arts

Research Cited: Marzano, R. (2001) Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development. Archer, A., Charles A. Hughes. (2011) Explicit Instruction: Effective and Efficient Teaching. Guilford Publications. Auman, M. (2008) Step Up to Writing. Voyager Sopris. Fuchs, L., Doug Fuchs. (2001) Peer Assisted Learning Strategies (PALS). Vanderbilt Kennedy Center Kansas State Department of Education. (2012) Multi-Tiered System of Supports (MTSS) www.kansasmtss.org. Roland, H. Good, Ruth A. Kaminski. (1988). Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Dynamic Measurement Group. Voyager Sopris. Mi School Data. www.mischooldata.org Michigan's Integrated Behavior and Learning Support Initiative—MiData—(MiBLSi). <http://miblsi.cenmi.org/> Harvey, S., Anne Goudvis. (2007) Strategies That Work: Teaching Comprehension to Enhance Understanding. Stenhouse Publishers. Foresman, S. (2013). Scott Foresman Reading Street. Pearson. Williams, L. (1998). Daily Language Review 4. Evan-Moor Corp. Archer, A. (2000). REWARDS: Reading Excellence Word Attack and Rate Development Strategies. Voyager Sopris Study Island. Edmentum Compass Learning. Odyssey Read Live (Read Live Naturally). Read Naturally, Inc.

Tier:

Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals (and/or teachers) will conduct small intervention groups to eligible identified Title I students who are at-risk or working below proficiency. Paraprofessionals will conduct the intervention groups under the supervision of a classroom teacher or Title I teacher in order to meet the needs of these at-risk learners. Instruction will occur in all content areas, but the main focus will be reading. Interventions will use research based strategies or programs like Teacher Directed PALS, Six Minute Solution, Phonics, for Reading, My Sidewalks, Grolier online, TrueFlix, Road to the Code, Road to Reading, Read Live, Reading Eggs/Eggspress among other resources. An additional paraprofessional would be needed to support all intervention groups. Students will work in small group using research-based programs or strategies to work towards proficiency. Schools: Cass City Elementary	Academic Support Program, Technology			07/01/2016	06/30/2017	\$177000	Title I Part A	Teachers, Title I Teacher, Paraprofessionals, and Principal. Resources

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional development to facilitate, with fidelity, the use of the new basal reading series. Along with supporting any new learning needed on the new basal reading series, staff could also use professional development in regards to the new state assessment (M-Step). Professional development may also be needed to help teach skills and strategies in the content area of reading. Using a multi-tiered approach and differentiated instruction may help student achievement.	Professional Learning			07/01/2016	06/30/2017	\$334	Title II Part A	Principal, Teachers, Professional Development Committee
Schools: Cass City Elementary								

Activity - Classroom Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff use supplemental language arts materials to help teach strategies in all content areas. Supplemental resources for language arts can also be used to teach science or social studies content. Supplemental materials may include: Phonics for Reading, REWARDS, K-Pals, Time for Kids, Scholastic News, Guided Reading Six Pack Books, Moby Max, Rebecca Sitton Spelling, Ticket to Read, TrueFlix, GoGrolier, ScienceFlix, IXL Language arts, Express Writing (2nd), Study Island, Weekly Reader, Scholastic News, Time for Kids, Easy Tech Learning.com digital literacy program, among others. Students will use supplemental materials or strategies to work towards proficiency of reaching content standards.	Academic Support Program			07/01/2016	06/30/2017	\$2500	Title I Part A	Principals, Teachers, Support Staff Resources
Schools: Cass City Elementary								

Activity - Reading Interventions Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will continue to support the core Reading Leadership Team and layout of new basal reading series grades K-5. The Reading Leadership Team will continue to monitor the implementation of the new basal reading series, with fidelity, and determine if further training or materials are necessary. (estimated \$334) The Reading Leadership team and staff will also incorporate a Multi-tiered System of Support to help meet the needs of all students. Teachers will incorporate reading strategies and technologies into their teaching to help support all learners. Parent Engagement—Parents will be provided informative parent newsletters, created by Title I, at least three times a year with comment section to obtain parent feedback. The newsletters will be created with staff input to provide parents with helpful information. Parent updates and helpful tips will be added to the weekly school email bulletin. Helpful tips could be about reading suggestions, math strategies, M-Step reminders, test taking strategies, homework reminders among other topics. The newsletter and school email bulletin will be sent electronically but hard copies can be sent home to families who do not have email access. Other parent friendly materials will be used throughout the year to provide parents with information and to acquire feedback (possible examples, helpful bookmarks with reading suggestions or strategies, parent/student surveys, nutrition information.) Parents will also help to evaluate student programs with parent perception data. Parents will have the opportunity to recommend suggestions and provide feedback. Parent feedback will help us monitor and evaluate our educational program. (estimated \$200)	Curriculum Development			07/01/2016	06/30/2017	\$200	Title I Part A	Principal, Teachers , Reading Leadership Team, Professional Development Committee
Schools: Cass City Elementary								

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will incorporate writing into other content areas using strategies from Step Up to Writing, Writers Workshop, Handwriting Without Tears, D'Nealian and Rebecca Sitton.	Curriculum Development			07/01/2016	06/30/2017	\$0	No Funding Required	Staff, Principal
Schools: Cass City Elementary								

Activity - After School Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school support provided to students who need additional time to learn key concepts or who need more attention and assistance in getting work done.	Academic Support Program			07/01/2016	06/30/2017	\$7000	Title I Part A	Teachers, Principal
Schools: Cass City Elementary								

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Activity - Summer Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remediation would be available during the summer in reading or math to those sixth graders who need more time learning key concepts before transitioning to seventh grade content material. Schools: Cass City Elementary	Academic Support Program			07/01/2016	06/30/2017	\$0	No Funding Required	Staff, Principal

Measurable Objective 4:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency the State Assessment Test (M-Step) in English Language Arts by 06/30/2017 as measured by the State Assessment Test (M-Step).

Strategy 1:

Data Analysis - All teachers will continue to review data as it is released from the state to continue to monitor the effectiveness of our new basal reading series, to monitor academic growth, and to continue to improve our current teaching strategies used throughout the grade levels.

Category: English/Language Arts

Research Cited:

Roland H. Good and Ruth A. Kaminski. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (1988) Dynamic Measurement Group. Voyager Sopris. MI School Data. www.mischooldata.org Michigan's Integrated Behavior and Learning Support Initiative—MiData—(MiBLSi).

<http://miblsi.cenmi.org/MiBLSiModel/Evaluation/MiBLSiDatabase.aspx> Marzano, R. (2001) Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development. Archer, A., Charles A. Hughes. (2011) Explicit Instruction: Effective and Efficient Teaching. Guilford Publications. Auman, M. (2008) Step Up to Writing. Voyager Sopris. Fuchs, L., Doug Fuchs. (2001) Peer Assisted Learning Strategies (PALS). Vanderbilt Kennedy Center Kansas State Department of Education. (2012) Multi-Tiered System of Supports (MTSS) www.kansasmtss.org.

Tier:

Activity - Teaching Materials/Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Cass City Public Schools

Staff will review state data, as it is released, and continue to evaluate the effectiveness of our core curriculum and teaching strategies. Through data analysis, staff will determine the effect of student achievement and make appropriate curriculum changes. Additional resources may be needed such as: Scholastic News, Study Island, Compass Learning, TrueFlix, GoGroiler, Discovery Education, among others. Schools: Cass City Elementary	Professional Learning, Curriculum Development, Technology			07/01/2016	06/30/2017	\$334	Title II Part A	Principal, Teachers, Professional Development Committee Resources
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development to assist staff with data analysis and to promote a better understanding of the State Assessment. Professional learning for curriculum development will also be key to student achievement. Schools: Cass City Elementary	Professional Learning			07/01/2016	06/30/2017	\$334	Title II Part A	Principal, Teachers, Professional Development Committee Resources

Goal 2: All students at Cass City Public Schools will become proficient in Mathematics.**Measurable Objective 1:**

50% of Bottom 30% students will demonstrate a proficiency national, state and the local assessments in Mathematics by 06/30/2017 as measured by national, state and ASPIRE assessments in order to close the gap from the top 30% and bottom 30%.

Strategy 1:

MTSS and Math Support - Cass City Jr./Sr. High School will develop a strong MTSS to include: Tier I instruction with 80% of students achieving identified instructional targets; supplementary 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. In these 7-12 supplementary intervention support class's additional instruction will be provided. Remediation will be provided when students fail to meet the identified instructional targets, with one-on-one support, E2020, and math pull-outs.

Category: Mathematics

Research Cited: MTSS: Kansas State Department of Education. (2013). Kansas Multi-Tier System of Supports: Building Leadership Team Implementation Guide Mathematic. Topeka, KS: Kansas MTSS Project Technical Assistance System. Allen, J. & Sconing, J. (2005). Using ACT Assessment Scores to Set Benchmarks for College Readiness. (ACT Research Report 2005-3). Iowa City, IA: ACT Choi, K., Goldschmidt, P., & Yamashiro, K. (2005). Exploring models of school performance: From theory to practice. In J.L. Herman & E.H. Haertel (Eds.), Uses and misuses of data for educational accountability and improvement (NSSE Yearbook, Vol.104,

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Part 2, pp.119-146). Chicago National Society for the Study of Education. Distributed by Blackwell Publishing.

Tier:

Activity - Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Qualified Math Teachers will instruct students that have been identified as at risk math students in a supplemental math course designed to assist students in reaching identified instructional targets through supplemental instruction using IXL Math and remediation. Students will also have the opportunity to take E2020 courses to earn credits. Schools: Cass City Jr. and Sr. High School	Academic Support Program			07/01/2016	06/30/2017	\$86000	Section 31a	Teacher, Principal, Support Staff
Activity - Data Analysis for Support Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will need substitute teachers for one day before course scheduling to provide teaching staff within the math department time to analyze data to determine which students will require math support. Schools: Cass City Jr. and Sr. High School	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Title I Part A	Teachers, Principal, Guidance Councilor, and Support Staff
Activity - Supplementary Materials- iPads/Techonogly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to implement technology into classroom instruction in order to support differentiation of instruction and formative assessments by bringing additional resources into the classroom to support core subject area instruction through the use of iPad Apps and computer programs. Schools: Cass City Jr. and Sr. High School	Supplemental Materials			07/01/2016	06/30/2017	\$500	Title I Part A	Teacher, Principal, Support Staff
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Title I Part A	Teachers, Principal, Support Staff
Schools: Cass City Jr. and Sr. High School								

Activity - Pull Out Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be pull out and work with in small groups and individual to work on targeted areas of math that the student is weak in. The paraprofessional will do progress monitoring through out the year and will do some work on software program IXL Math to supplement their math class.	Academic Support Program			07/01/2016	06/30/2017	\$15000	Title I Part A	Teacher, Principal, Support Staff
Schools: Cass City Jr. and Sr. High School								

Measurable Objective 2:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency the DIBELS Math Assessment in Mathematics in Mathematics by 06/30/2017 as measured by the DIBELS Math Assessment in Mathematics .

Strategy 1:

DIBELS Math - Students will be tested three times a year in the area of math, appropriate for each grade level, K-6. Students identified as needing additional support will be provided supplementary assistance through in class or pull out instruction.

Category: Mathematics

Research Cited: Marzano, R. (2001) Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development. Archer, A., Charles A. Hughes. (2011) Explicit Instruction: Effective and Efficient Teaching. Guilford Publications. Auman, M. (2008) Step Up to Writing. Voyager Sopris. Fuchs, L., Doug Fuchs. (2001) Peer Assisted Learning Strategies (PALS). Vanderbilt Kennedy Center Kansas State Department of Education. (2012) Multi-Tiered System of Supports (MTSS) www.kansasmtss.org. Roland, H. Good, Ruth A. Kaminski. (1988). Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Dynamic Measurement Group. Voyager Sopris. Mi School Data. www.mischooldata.org Michigan's Integrated Behavior and Learning Support Initiative—MiData—(MiBLSi). <http://miblsi.cenmi.org/> Auman, M. (2008) Step Up to Writing—Math. Voyager Sopris. McCarthy, E. (2013). Common Core Math 4 Today Daily Practice. Carson-Dellosa.

Tier:

Activity - Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Paraprofessionals and/or teachers will provide students with math support who are identified as needing additional assistance. Students identified as needing additional support will be provided supplemental assistance through in class or pull out instruction. Schools: Cass City Elementary	Academic Support Program			07/01/2016	06/30/2017	\$3000	Title I Part A	Principal, Staff, Excellence in Education Support Staff, Paraprofessionals
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Activity - Classroom Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use supplemental materials to provide students who needed additional support or time learning content material. Supplementary programs would be Study Island, Compass Learning, IXL Math, Moby Max, and Xtra Math. Students will use supplemental math programs or technology to learn math content to improve student achievement. Schools: Cass City Elementary	Supplemental Materials, Academic Support Program			07/01/2016	06/30/2017	\$3665	Title I Part A	Teachers, Principals

Activity - Excellence in Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Excellence in Education support staff will be hired to design and deliver intensive supplemental interventions, based on researched best practices, for students in need of support. The lessons will be designed to close learning gaps based on local assessment (DIBELS Math). Schools: Cass City Elementary	Academic Support Program			07/01/2016	06/30/2017	\$5000	Title I Part A	Principal, Teacher, Excellence in Education Support Staff,

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided for staff to review the effectiveness of our math series. Staff will determine areas that need to be revisited then be provided collaboration time within and between grade levels. Staff may determine that a company representative may need to come in to reteach key concepts. A possible resource to help evaluate our math series and provide professional development would be Dr. Nicki Newton (drnickiZ@gmail.com) along with Discovery Education professional development. Schools: Cass City Elementary	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Title II Part A	Principal, Teachers, Excellence In Education Support Staff

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Measurable Objective 3:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency State Assessment Test (M-Step) in Mathematics by 06/30/2017 as measured by the State Assessment Test (M-Step).

Strategy 1:

Data Analysis - Staff will review state data as it is released and continue to evaluate the effectiveness of our core curriculum and teaching strategies. Staff will review and analyze data for areas of need and areas to celebrate. Staff will share data with parents and provide core support to students in areas of need.

Category: Mathematics

Research Cited: Michigan Student Test of Educational Progress. MDE. Roland H. Good and Ruth A. Kaminski. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) MATH. Dynamic Measurement Group. Voyager Sopris.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development to assist staff with data analysis and to promote a better understanding of the State Assessment. Professional learning for curriculum development will also be key to student achievement. Schools: Cass City Elementary	Professional Learning			07/01/2016	06/30/2017	\$334	Title II Part A	Principal, Staff, Professional Development Committee

Goal 3: All students at Cass City Public Schools will become proficient in Science.

Measurable Objective 1:

40% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency national, state and local assessments in Science by 06/30/2017 as measured by national, state and local assessments.

(shared) Strategy 1:

MTSS- Tier 2 and Tier 3 - Cass City Jr./Sr. High School will develop a strong MTSS system of support to include: Tier 1 instruction with 80-85% 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. By focusing on these areas within the daily classroom the students will be able to increase their proficiency on their state and local assessments.

Category: Science

Research Cited: Allen, J. & Sconing, J. (2005). Using ACT Assessment Scores to Set Benchmarks for College Readiness. (ACT Research Report 2005-3). Iowa City,

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IA: ACT. Choi, K., Goldschmidt, P., & Yamashiro, K. (2005). Exploring models of school performance: From theory to practice. In J. L. Herman & E. H. Haertel (Eds.), Uses and misuses of data for educational accountability and improvement (NSSE Yearbook, Vol. 104, Part 2, pp. 119-146). Chicago: National Society for the Study of Education. Distributed by Blackwell Publishing. Archer, A.L., Gleason, M.M., & Vachon, V. (2000). REWARDS: Reading excellence: Word attack and rate development strategies. Langmont, CO: Sopris West. "Study Island." Study Island, LLC, 2012. Web. 22 May 2012.

Tier: Tier 1

Activity - Science Power Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a week, there will be a Science Power Hour of Interventions to help struggling Science students with their critical thinking, data analysis, and critical reading skills. This will also be a time for some hands-on training with the Astronomy, Robotics and Forensics Classes.	Academic Support Program			07/01/2016	06/30/2017	\$1550	Title I Part A	Science Teacher
Schools: Cass City Jr. and Sr. High School								

Activity - Support Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multi-Tiered System of support Coach to provide instructional 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	Professional Learning			07/01/2016	06/30/2017	\$1500	Title I Part A	MTSS Coach/Reading Coach Principals, Staff
Schools: Cass City Jr. and Sr. High School								

Activity - Supplemental Materials- Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology for teachers to use in conjunction with PD provided by TRIG Classroom Readiness Grant. Teachers will learn how to implement technology 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. (Laptops, Temperature Probes, Weather Stations, 3D Printers, Telescopes, iPads and Microscopes)	Technology			07/01/2016	06/30/2017	\$1000	Title I Part A	Teachers, Principals, Support Staff
Schools: Cass City Jr. and Sr. High School								

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Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course. Schools: Cass City Jr. and Sr. High School	Academic Support Program	Tier 3		07/01/2016	06/30/2017	\$2000	Title I Part A	Teachers, Principal, Support Staff
Activity - Enrichment Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2/7 FTE instructors to facilitate elective courses designed to promote critical thinking, problem solving, data analysis through hands-on and engaging experiences. (Robotics, Forensic Science, Astronomy) Schools: Cass City Jr. and Sr. High School	Direct Instruction	Tier 1		07/01/2016	06/30/2017	\$75000	General Fund	Teacher, Principal
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback. Schools: Cass City Jr. and Sr. High School	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Title I Part A	Teacher, Principal, Support Staff

Measurable Objective 2:

40% of Economically Disadvantaged students will demonstrate a proficiency local and statewide summative assessments in Science by 06/30/2017 as measured by national, state, and local assessments.

(shared) Strategy 1:

MTSS- Tier 2 and Tier 3 - Cass City Jr./Sr. High School will develop a strong MTSS system of support to include: Tier 1 instruction with 80-85% 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. By focusing on these areas within the daily classroom the students will be able to increase their proficiency on their state and local assessments.

Category: Science

Research Cited: Allen, J. & Sconing, J. (2005). Using ACT Assessment Scores to Set Benchmarks for College Readiness. (ACT Research Report 2005-3). Iowa City, IA: ACT. Choi, K., Goldschmidt, P., & Yamashiro, K. (2005). Exploring models of school performance: From theory to practice. In J. L. Herman & E. H. Haertel (Eds.),

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Uses and misuses of data for educational accountability and improvement (NSSE Yearbook, Vol. 104, Part 2, pp. 119-146). Chicago: National Society for the Study of Education. Distributed by Blackwell Publishing. Archer, A.L., Gleason, M.M., & Vachon, V. (2000). REWARDS: Reading excellence: Word attack and rate development strategies. Langmont, CO: Sopris West. "Study Island." Study Island, LLC, 2012. Web. 22 May 2012.

Tier: Tier 1

Activity - Science Power Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a week, there will be a Science Power Hour of Interventions to help struggling Science students with their critical thinking, data analysis, and critical reading skills. This will also be a time for some hands-on training with the Astronomy, Robotics and Forensics Classes. Schools: Cass City Jr. and Sr. High School	Academic Support Program			07/01/2016	06/30/2017	\$1550	Title I Part A	Science Teacher
Activity - Support Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multi-Tiered System of support Coach to provide instructional 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 Schools: Cass City Jr. and Sr. High School	Professional Learning			07/01/2016	06/30/2017	\$1500	Title I Part A	MTSS Coach/Reading Coach Principals, Staff
Activity - Supplemental Materials- Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology for teachers to use in conjunction with PD provided by TRIG Classroom Readiness Grant. Teachers will learn how to implement technology 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. (Laptops, Temperature Probes, Weather Stations, 3D Printers, Telescopes, iPads and Microscopes) Schools: Cass City Jr. and Sr. High School	Technology			07/01/2016	06/30/2017	\$1000	Title I Part A	Teachers, Principals, Support Staff

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Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course. Schools: Cass City Jr. and Sr. High School	Academic Support Program	Tier 3		07/01/2016	06/30/2017	\$2000	Title I Part A	Teachers, Principal, Support Staff
Activity - Enrichment Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2/7 FTE instructors to facilitate elective courses designed to promote critical thinking, problem solving, data analysis through hands-on and engaging experiences. (Robotics, Forensic Science, Astronomy) Schools: Cass City Jr. and Sr. High School	Direct Instruction	Tier 1		07/01/2016	06/30/2017	\$75000	General Fund	Teacher, Principal
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback. Schools: Cass City Jr. and Sr. High School	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Title I Part A	Teacher, Principal, Support Staff

Measurable Objective 3:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency State Assessment Test (M-Step) in Science by 06/30/2017 as measured by State Assessment Test (M-Step).

Strategy 1:

Curriculum Alignment/Professional Development -

Staff will evaluate their Science curriculum to determine areas of change between grade levels and areas of need based on new state standards. Staff will determine needed resources, materials, and training to assist in the teaching of the new state science standards. (Needed material/resources could include: Science kits from Battle Creek Area Math & Science (per grade level) aligned with NGSS, Internet based materials like Study Island Science, Moby Max Science, and Discovery Education, United Streaming) Staff will use ELA strategies and resources to help teach science content such as Anita Archer and Step Up To Writing vocabulary

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strategies, along with web-based programs like Scholastic GoGrolier, and TrueFlix.

Category: Science

Research Cited:

Marzano, R. (2001) Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development. Archer, A., Charles A. Hughes. (2011) Explicit Instruction: Effective and Efficient Teaching. Guilford Publications. Auman, M. (2008) Step Up to Writing. Voyager Sopris. Fuchs, L., Doug Fuchs. (2001) Peer Assisted Learning Strategies (PALS). Vanderbilt Kennedy Center Kansas State Department of Education. (2012) Multi-Tiered System of Supports (MTSS) www.kansasmtss.org. Roland, H. Good, Ruth A. Kaminski. (1988). Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Dynamic Measurement Group. Voyager Sopris. Mi School Data. www.mischooldata.org Michigan's Integrated Behavior and Learning Support Initiative—MiData—(MiBLSi). <http://miblsi.cenmi.org/>

Tier: Tier 1

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will evaluate their Science curriculum to determine areas of change between grade levels and areas of need based on new state standards. Staff will determine needed resources, materials, and training to assist in the teaching of the new state social studies standards. Activities may include: curriculum alignment/pacing guides, the inclusion of deeper thinking questions and strategies into the curriculum to help students express their understanding of content material, professional development, needed materials/resources. (Some needed materials/resources: Study Island, Scholastic News, Step Up to Writing, Battle Creek Area Math & Science Kits, per grade level) Schools: Cass City Elementary	Curriculum Development			07/01/2016	06/30/2017	\$334	Title II Part A	Teachers, Principal, Support Staff Resources
Activity - Supplemental Materials and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will utilize supplemental materials and/or technology, where needed, to provide differentiated instruction when teaching Science. Supplemental materials or technology could include Scholastic News, Time for Kids, iPad apps, Study Island (Science), Compass Learning, GoGrolier, TrueFlix, Discovery Education, Moby Max Science, among other resources. Additional technology (such as laptops) would also be a needed resource for classroom use. Students will use supplemental materials or technology to help learn content material to strengthen student achievement.	Academic Support Program, Technology			07/01/2016	06/30/2017	\$3665	Title I Part A	Teachers, Principal, Support Staff
Schools: Cass City Elementary								

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional development or curriculum release time, with a paid stipend, to better understand the changes in State curriculum expectations. Staff will also be provided training in how to incorporate writing and research skills into other content areas.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Title I Part A	Principal, Staff, Professional Development Committee
Schools: Cass City Elementary								

Goal 4: All Cass City Public School students will demonstrate positive behavior within their building.

Measurable Objective 1:

demonstrate a behavior completing daily and missing assignments when in SRC or ISS by 06/30/2017 as measured by a log of completed missing assignments and if current assignments are completed.

Strategy 1:

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.

Category: Other - Behavior

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: Tier 3

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working effectively with Difficult, Defiant and Noncompliant Students Schools: Cass City Jr. and Sr. High School	Professional Learning			07/01/2016	06/30/2017	\$500	Title II Part A	Teachers, Principal, Behavior Staff Member
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. Schools: Cass City Jr. and Sr. High School	Professional Learning			07/01/2016	06/30/2017	\$20000	Section 31a	Behavioral staff member, ISD behavior specialist, principal, and staff

Strategy 2:

Learning.com - We are going to introduce the self-paced learning style of blended learning via Learning.com to give students control over the pace and make available completion from home via the web interface. Students will be give timely goals to reach that are within their individual capabilities to keep progress monitoring and evaluation. The classroom environment will be a support mechanism to meet these goals and provide support to the learning environment.

Category: Learning Support Systems

Research Cited: N/A

Tier:

Activity - Learning.com	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Progress will be monitored via the level of completion of the program on a weekly basis with posting of the completion level in Skyward to provide timely feedback to parents and the students themselves. Students continue to progress through the program in a linear fashion without skipping to maintain continuity of learning and will progress each section as it is mastered by the student. The number of missing assignments can be compared to the level of completion of goals established to success of the program. The failure to complete a weekly goal will be equivalent to having not completed all of the assignments in the week of a previous year. The number of student discipline issues can be reviewed via SWIS data on the PBIS data app.	Other - Self-guided Curriculum			07/01/2016	06/30/2017	\$1750	Title I Part A	Principal and Technology Teacher
Schools: Cass City Jr. and Sr. High School								

Measurable Objective 2:

demonstrate a behavior be eight months below the national average to decrease major discipline referrals for by 06/30/2017 as measured by SWIS.

Strategy 1:

Training and ImplementingElementary - The staff will establish a Positive Behavior Intervention and Support (PBIS) team to utilize school wide behavior data and to implement research based behavior strategies. The team would provide regular updates at staff meetings or school improvement meetings on the use of effective behavior strategies and would help monitor behavior expectations.

Category: School Culture

Research Cited: Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) <http://miblsi.cenmi.org/> Positive Behavioral Interventions & Systems (PBIS) <http://www.pbis.org> Ford, Edward E. (1997). Discipline For Home and School. New York, NY: Brandt.

Tier:

Activity - Positive Behavior Exxpectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will revise behavior lesson plans and behavior expectations to help meet our goals. Staff will review major and minor definitions for consistent implementation and to clarify the referral process. Staff and behavior team will review, communicate, and make decisions based on SWIS data. Staff will review the expectation of responsibility of homework completion across grade levels and incorporate a consequence of discipline for lack of this responsibility. Staff will continue to use research based behavioral strategies across grades K-6. (i.e. Student Responsibilities, Responsible Thinking Process, and a uniform process for sending students to SRC) The following are other action steps: -Counseling for students will be provided who are experiencing problems. -Parents will be informed on behavior expectations and on the discipline process. -Strategies will be shared on positive behavior expectation for all students. Students will follow our behavior expectations to promote positive behavior to increase student achievement.	Behavioral Support Program			07/01/2016	06/30/2017	\$23000	Section 31a	Assistant Principal, Principal, Social Worker
Schools: Cass City Elementary								

Strategy 2:

Individual Behavior Support with Students - Students will be identified based on behavior guidelines to identify students that are at risk. These students will then work with SRC staff to write a behavior plan. The student will then work with their teacher or other staff to discuss the plan, their behavior, consequences and resolution of that behavior. The ultimate goal is for positive behavior to occur leading to SOAR reward which is our positive incentive for behavior modification.

Category: Learning Support Systems

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 - Behavioral 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 social work team to identify student behavioral needs and create behavioral plans for identified students. ISD behavior team will work with behavior staff members on individual case need. ISD behavior team will also train staff on CPI.	Behavioral Support Program			07/01/2016	06/30/2017	\$0	No Funding Required	Principal, Social Worker, ISD Staff
Schools: Cass City Elementary								

Goal 5: Cass City Public Schools will prepare, train and recruit high quality teachers and school leaders.

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 06/30/2016 as measured by the occurrences of implemented strategies during walk-throughs, 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 areas with specific emphasis on instructional practice including differentiated instruction, balanced assessment, multi-tiered systems of support, technology integration and collaborative leadership.

Category:

Tier:

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. Schools: Cass City Elementary	Professional Learning			07/01/2015	06/30/2016	\$3150	Title II Part A	Teachers, Paraprofessional, Trainer from Excellence in Math
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. Schools: All Schools	Professional Learning			07/01/2015	06/30/2016	\$0	Other	Teachers, Paraprofessional, and Reading Intervention Coach
Activity - Michigan Reading Association Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Cass City Public Schools

1. 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			07/01/2015	06/30/2016	\$4350	Title II Part A	Principals, Teachers
Schools: All Schools								
Activity - MTSS Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS Data Team will need to have Substitute Teachers filling in for them when they have their monthly data reviews at the ISD, they will be looking at data through out the year to continuing to adjust instruction based on their analysis of the data. (9 Meetings X 4 Teachers X \$75)= \$2700	Academic Support Program			07/01/2015	06/30/2016	\$2700	Title II Part A	Teacher, Principal, Support Staff
Schools: All Schools								
Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
rshghg Schools: Cass City Jr. and Sr. High School	Professional Learning			07/01/2015	06/30/2016	\$0	No Funding Required	Teachers, Principal, and ISD Staff
Activity - MTSS and PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff from the TISD will come in and train Cass City Jr./Sr. School staff in MTSS and PBIS behavioral techniques. Schools: Cass City Jr. and Sr. High School	Professional Learning			07/01/2015	06/30/2016	\$0	No Funding Required	Teachers, Principal, TISD Staff
Activity - MTSS Reading Instruction for Core Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff from the TISD will coming in to teach reading instruction to all core area teachers. Schools: Cass City Jr. and Sr. High School	Professional Learning			07/01/2015	06/30/2016	\$0	No Funding Required	Core Area Teachers, TISD Staff, Principal
Activity - Title Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Cass City Public Schools

Title Conferences such as MAS/FPS and Special Population Conference Schools: All Schools	Professional Learning			07/01/2015	06/30/2016	\$4000	Title II Part A	Title Director and Business Office
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Activity - Scott Foresman Reading Street (Basal Reading) Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional development of the new basal reading series. The Reading Leadership Team and staff will determine if further training and materials are necessary to continue the program with fidelity. Schools: Cass City Elementary	Professional Learning, Direct Instruction, Curriculum Development, Technology			07/01/2016	06/30/2017	\$334	Title II Part A	Staff, Principal, Reading Leadership Team, and Pearson representative for Scott Foresman Reading Street.

Activity - Anita Archer Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff may be provided opportunity to attend Anita Archer Conference. Cost of conference: \$100.00, Mileage:\$50.00 Schools: All Schools	Professional Learning			07/01/2016	06/30/2017	\$150	Title II Part A	Principal, Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional development or curriculum release time, with a paid stipend, to better understand the changes in State curriculum expectations. Staff will need collaboration time with peers to determine the changes in content, at what grade level, and to determine needed materials. Staff will also be provided training in how to incorporate writing and research skills into other content areas. Schools: Cass City Elementary	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Title II Part A	Staff, Principal

Activity - Saxon Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Cass City Public Schools

Our math series, Saxon Math, may need to be reviewed for effectiveness with company representative assistance if necessary. Schools: Cass City Elementary	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$2000	Title II Part A	Principal, Staff
Activity - Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An additional paraprofessional would be needed to support all intervention groups. Schools: Cass City Elementary	Other - Hire additional paraprofessional			07/01/2016	06/30/2017	\$24500	Title I Schoolwide	Principal, Title I staff

Goal 6: All students at Cass City Jr./Sr. High School will become proficient in Social Studies.**Measurable Objective 1:**

40% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency state and local assessments in Social Studies by 06/30/2017 as measured by state and local assessments.

Strategy 1:

Technology in the Classroom - Cass City Jr./Sr. High School will utilize more technology in the social studies courses ,7th-11th grades, to help students improve critical thinking, making inferences, content knowledge and reading comprehension. The technology will help our staff use more differentiated instructional strategies for our students. The technology will be used as a tool to improve our students' ability to read or see information, make a connection and then respond utilizing different types of technology and software. Success for our students in social studies is dependent on their ability to comprehend the information and be able to respond. Staff will utilize technology to help students develop a strong knowledge base on technology use and the ability think and respond appropriately. By focusing on these areas within the daily classroom the students will be able to increase their proficiency on their state and local assessments.

Category: Technology

Research Cited: Allen, J. & Sconing, J. (2005). Using ACT Assessment Scores to Set Benchmarks for College Readiness. (ACT Research Report 2005-3). Iowa City, IA: ACT. Bates, T. (2011). Managing technology in higher education: strategies for transforming teaching and learning. San Francisco, CA: Jossey-Bass. Brush, T. Integrating Technology Into K-12 Teaching And Learning: Current Knowledge Gaps And Recommendations For Future Research. Educational Technology Research and Development, 223-252. Pellegrino, J. W. Professional Development In Integrating Technology Into Teaching And Learning: Knowns, Unknowns, And Ways To Pursue Better Questions And Answers. Review of Educational Research, 575-614. •Archer,

Tier:

Activity - Social Studies Power Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Cass City Public Schools

Twice a week, there will be a Social Studies Power Hour of Interventions to help struggling social studies students with their critical thinking, content knowledge, and critical reading skills. Schools: Cass City Jr. and Sr. High School	Academic Support Program			07/01/2016	06/30/2017	\$1550	Title I Part A	Social Studies Teachers
Activity - Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology for teachers to use. In conjunction, Teachers will learn how to implement technology 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. (Laptops, and iPads, utilizing Moodle, Edmodo to name a few programs) Schools: Cass City Jr. and Sr. High School	Academic Support Program			07/01/2016	06/30/2017	\$1500	Title IV Part A	Teachers, Principal, Staff
Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course. Schools: Cass City Jr. and Sr. High School	Academic Support Program			07/01/2016	06/30/2017	\$2000	Title I Part A	Teachers, Principal, Support Staff
Activity - Support 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 Schools: Cass City Jr. and Sr. High School	Professional Learning			07/01/2016	06/30/2017	\$2500	Title I Part A	Teachers, Principal, MTSS Coach and Reading Coach
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Cass City Public Schools

Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$4200	Title II Part A, Title I Part A	Teachers, Principal, Support Staff
Schools: Cass City Jr. and Sr. High School								

Measurable Objective 2:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency State Assessment Test (M-Step) in Social Studies by 06/30/2017 as measured by State Assessment Test (M-Step).

Strategy 1:

Curriculum Alignment - All teachers will continue to review data as it is released from the state. Staff will align curriculum, using a multi-tiered system of support, along with research based strategies to help teach content material. Staff will use research based strategies such as Anita Archer's vocabulary strategies and explicit instruction along with Step Up to Writing strategies to help teach content material. Staff will also incorporate test taking strategies into their teaching.

Category: Social Studies

Research Cited:

Marzano, R. (2001) Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development. Archer, A., Charles A. Hughes. (2011) Explicit Instruction: Effective and Efficient Teaching. Guilford Publications. Auman, M. (2008) Step Up to Writing. Voyager Sopris. Fuchs, L., Doug Fuchs. (2001) Peer Assisted Learning Strategies (PALS). Vanderbilt Kennedy Center Kansas State Department of Education. (2012) Multi-Tiered System of Supports (MTSS) www.kansasmtss.org. Roland, H. Good, Ruth A. Kaminski. (1988). Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Dynamic Measurement Group. Voyager Sopris. Mi School Data. www.mischooldata.org Michigan's Integrated Behavior and Learning Support Initiative—MiData—(MiBLSi). <http://miblsi.cenmi.org/>

Tier:

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Cass City Public Schools

Staff will evaluate their Social Studies curriculum to determine areas of change between grade levels and areas of need based on new state standards. Staff will determine needed resources, materials, and training to assist in the teaching of the new state social studies standards. Activities may include: curriculum alignment/pacing guides, the inclusion of deeper thinking questions and strategies into the curriculum to help students express their understanding of content material, professional development, needed materials/resources. (Some needed materials/resources: Study Island, Scholastic News, Step Up to Writing, Trueflix, GoGrolier, Spelling City Premium)	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Title II Part A	Staff, Principal
Schools: Cass City Elementary								
Activity - Supplemental Materials and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize supplemental materials and/or technology, where needed, to provide differentiated instruction when teaching Social Studies. Supplemental materials or technology could include Scholastic News, Time for Kids, iPad apps, Compass Learning, Study Island, GoGrolier, TrueFlix, Discovery Education, Moby Max, among other resources. Students will use supplemental materials or technology to help learn content material to strengthen student achievement.	Academic Support Program, Technology			07/01/2016	06/30/2017	\$3665	Title I Part A	Teachers, Principal, support staff
Schools: Cass City Elementary								
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional development or curriculum release time, with a paid stipend, to better understand the changes in State curriculum expectations. Staff will also be provided training in how to incorporate writing and research skills into other content areas.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Title II Part A	Principal, Staff, Professional Development Committee
Schools: Cass City Elementary								

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 assist staff with data analysis and to promote a better understanding of the State Assessment. Professional learning for curriculum development will also be key to student achievement.	Professional Learning			07/01/2016	06/30/2017	\$334	Principal, Staff, Professional Development Committee
Title Professional Development	Title Conferences such as MAS/FPS and Special Population Conference	Professional Learning			07/01/2015	06/30/2016	\$4000	Title Director and Business Office
Professional Development	Staff will be provided professional development or curriculum release time, with a paid stipend, to better understand the changes in State curriculum expectations. Staff will need collaboration time with peers to determine the changes in content, at what grade level, and to determine needed materials. Staff will also be provided training in how to incorporate writing and research skills into other content areas.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Staff, Principal
Professional Development	Working effectively with Difficult, Defiant and Noncompliant Students	Professional Learning			07/01/2016	06/30/2017	\$500	Teachers, Principal, Behavior Staff Member
Michigan Reading Association Conference	1. 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			07/01/2015	06/30/2016	\$4350	Principals, Teachers

District Improvement Plan

Cass City Public Schools

Curriculum Alignment	Staff will evaluate their Social Studies curriculum to determine areas of change between grade levels and areas of need based on new state standards. Staff will determine needed resources, materials, and training to assist in the teaching of the new state social studies standards. Activities may include: curriculum alignment/pacing guides, the inclusion of deeper thinking questions and strategies into the curriculum to help students express their understanding of content material, professional development, needed materials/resources. (Some needed materials/resources: Study Island, Scholastic News, Step Up to Writing, Trueflix, GoGroiler, Spelling City Premium)	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Staff, Principal
MTSS Data Review	MTSS Data Team will need to have Substitute Teachers filling in for them when they have their monthly data reviews at the ISD, they will be looking at data through out the year to continuing to adjust instruction based on their analysis of the data. (9 Meetings X 4 Teachers X \$75)= \$2700	Academic Support Program			07/01/2015	06/30/2016	\$2700	Teacher, Principal, Support Staff
Curriculum Alignment	Staff will evaluate their Science curriculum to determine areas of change between grade levels and areas of need based on new state standards. Staff will determine needed resources, materials, and training to assist in the teaching of the new state social studies standards. Activities may include: curriculum alignment/pacing guides, the inclusion of deeper thinking questions and strategies into the curriculum to help students express their understanding of content material, professional development, needed materials/resources. (Some needed materials/resources: Study Island, Scholastic News, Step Up to Writing, Battle Creek Area Math & Science Kits, per grade level)	Curriculum Development			07/01/2016	06/30/2017	\$334	Teachers, Principal, Support Staff Resources
Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$1200	Teachers, Principal, Support Staff

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Professional Development	Professional development to facilitate, with fidelity, the use of the new basal reading series. Along with supporting any new learning needed on the new basal reading series, staff could also use professional development in regards to the new state assessment (M-Step). Professional development may also be needed to help teach skills and strategies in the content area of reading. Using a multi-tiered approach and differentiated instruction may help student achievement.	Professional Learning			07/01/2016	06/30/2017	\$334	Principal, Teachers, Professional Development Committee
Professional Development	Staff will be provided professional development or curriculum release time, with a paid stipend, to better understand the changes in State curriculum expectations. Staff will also be provided training in how to incorporate writing and research skills into other content areas.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Principal, Staff, Professional Development Committee
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			07/01/2015	06/30/2016	\$3150	Teachers, Paraprofessional, Trainer from Excellence in Math
Teaching Materials/Curriculum Development	Staff will review state data, as it is released, and continue to evaluate the effectiveness of our core curriculum and teaching strategies. Through data analysis, staff will determine the effect of student achievement and make appropriate curriculum changes. Additional resources may be needed such as: Scholastic News, Study Island, Compass Learning, TrueFlix, GoGroiler, Discovery Education, among others.	Professional Learning, Curriculum Development, Technology			07/01/2016	06/30/2017	\$334	Principal, Teachers, Professional Development Committee Resources
Scott Foresman Reading Street (Basal Reading) Program	Staff will be provided professional development of the new basal reading series. The Reading Leadership Team and staff will determine if further training and materials are necessary to continue the program with fidelity.	Professional Learning, Direct Instruction, Curriculum Development, Technology			07/01/2016	06/30/2017	\$334	Staff, Principal, Reading Leadership Team, and Pearson representative for Scott Foresman Reading Street.

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Professional Development	Professional development to assist staff with data analysis and to promote a better understanding of the State Assessment. Professional learning for curriculum development will also be key to student achievement.	Professional Learning			07/01/2016	06/30/2017	\$334	Principal, Teachers, Professional Development Committee Resources
Saxon Math	Our math series, Saxon Math, may need to be reviewed for effectiveness with company representative assistance if necessary.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$2000	Principal, Staff
Professional Development	Professional development will be provided for staff to review the effectiveness of our math series. Staff will determine areas that need to be revisited then be provided collaboration time within and between grade levels. Staff may determine that a company representative may need to come in to reteach key concepts. A possible resource to help evaluate our math series and provide professional development would be Dr. Nicki Newton (drnickiZ@gmail.com) along with Discovery Education professional development.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Principal, Teachers, Excellence In Education Support Staff
Anita Archer Conference	Staff may be provided opportunity to attend Anita Archer Conference. Cost of conference: \$100.00, Mileage:\$50.00	Professional Learning			07/01/2016	06/30/2017	\$150	Principal, Staff

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			07/01/2015	06/30/2016	\$0	Teachers, Paraprofessional, and Reading Intervention Coach

Section 31a

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

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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.	Professional Learning			07/01/2016	06/30/2017	\$20000	Behavioral staff member, ISD behavior specialist, principal, and staff
Math Support	Highly Qualified Math Teachers will instruct students that have been identified as at risk math students in a supplemental math course designed to assist students in reaching identified instructional targets through supplemental instruction using IXL Math and remediation. Students will also have the opportunity to take E2020 courses to earn credits.	Academic Support Program			07/01/2016	06/30/2017	\$86000	Teacher, Principal, Support Staff
Reading/Writing Support	Students will be giving extra assistance in techniques for strengthening reading comprehension and fluency. 7th, 8th and 9th grade Reading Support teachers implement Compass Learning, Read Naturally, and MAZE (comprehension) probes to bolster comprehension and fluency. -Read Naturally (Read Naturally, Inc.) or other comparable techniques. 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)	Academic Support Program			07/01/2016	06/30/2017	\$52000	7th , 8th and 9th grade English Teachers and paraprofessionals

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Positive Behavior Expectations	Staff will revise behavior lesson plans and behavior expectations to help meet our goals. Staff will review major and minor definitions for consistent implementation and to clarify the referral process. Staff and behavior team will review, communicate, and make decisions based on SWIS data. Staff will review the expectation of responsibility of homework completion across grade levels and incorporate a consequence of discipline for lack of this responsibility. Staff will continue to use research based behavioral strategies across grades K-6. (i.e. Student Responsibilities, Responsible Thinking Process, and a uniform process for sending students to SRC) The following are other action steps: - Counseling for students will be provided who are experiencing problems. -Parents will be informed on behavior expectations and on the discipline process. -Strategies will be shared on positive behavior expectation for all students. Students will follow our behavior expectations to promote positive behavior to increase student achievement.	Behavioral Support Program			07/01/2016	06/30/2017	\$23000	Assistant Principal, Principal, Social Worker
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Essay Structure	Prior to beginning the writing process, an informal outline, provided by Step Up to Writing, to plan expository, argumentative and narrative essay structures will be given to students and model examples provided to demonstrate the initial stages of the writing process. Additional Step Up to Writing steps will be added as the essays progresses.	Direct Instruction			07/01/2016	06/30/2017	\$0	English Department and paraprofessionals
MTSS	rshghg	Professional Learning			07/01/2015	06/30/2016	\$0	Teachers, Principal, and ISD Staff
Behavioral Training	Behavior staff members will be trained by local ISD social work team to identify student behavioral needs and create behavioral plans for identified students. ISD behavior team will work with behavior staff members on individual case need. ISD behavior team will also train staff on CPI.	Behavioral Support Program			07/01/2016	06/30/2017	\$0	Principal, Social Worker, ISD Staff

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Summer Enrichment	Remediation would be available during the summer in reading or math to those sixth graders who need more time learning key concepts before transitioning to seventh grade content material.	Academic Support Program			07/01/2016	06/30/2017	\$0	Staff, Principal
MTSS and PBIS Training	Staff from the TISD will come in and train Cass City Jr./Sr. School staff in MTSS and PBIS behavioral techniques.	Professional Learning			07/01/2015	06/30/2016	\$0	Teachers, Principal, TISD Staff
Writing Across the Curriculum	Staff will incorporate writing into other content areas using strategies from Step Up to Writing, Writers Workshop, Handwriting Without Tears, D'Nealian and Rebecca Sitton.	Curriculum Development			07/01/2016	06/30/2017	\$0	Staff, Principal
MTSS Reading Instruction for Core Areas	Staff from the TISD will coming in to teach reading instruction to all core area teachers.	Professional Learning			07/01/2015	06/30/2016	\$0	Core Area Teachers, TISD Staff, Principal

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology in the Classroom	Technology for teachers to use. In conjunction, Teachers will learn how to implement technology 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. (Laptops, and iPads, utilizing Moodle, Edmodo to name a few programs)	Academic Support Program			07/01/2016	06/30/2017	\$1500	Teachers, Principal, Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Power Hour	Twice a week, there will be a Social Studies Power Hour of Interventions to help struggling social studies students with their critical thinking, content knowledge, and critical reading skills.	Academic Support Program			07/01/2016	06/30/2017	\$1550	Social Studies Teachers
Excellence in Education	Excellence in Education support staff will be hired to design and deliver intensive supplemental interventions, based on researched best practices, for students in need of support. The lessons will be designed to close learning gaps based on local assessment (DIBELS Math).	Academic Support Program			07/01/2016	06/30/2017	\$5000	Principal, Teacher, Excellence in Education Support Staff,

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Support 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	Professional Learning			07/01/2016	06/30/2017	\$2500	Teachers, Principal, MTSS Coach and Reading Coach
Progress Monitoring	Benchmark assessments and progress monitoring for individual growth progress with access to PSAT, SAT, WorkKeys, and Common Core based assessment, Reading for Information assessments, and Aspire assessments for reading, writing, and English skills providing immediately useful, relevant information for intervention analysis and instruction.	Other			07/01/2016	06/30/2017	\$1000	Teachers, Principal, and Support Staff
After School Support	After school support provided to students who need additional time to learn key concepts or who need more attention and assistance in getting work done.	Academic Support Program			07/01/2016	06/30/2017	\$7000	Teachers, Principal
Data Analysis	Teachers will need substitute teachers three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. NOREDINK, Apperson's DataLink Evo, Grademaster equipment and Grademaster assessment forms will be used to progress monitor students and give timely feedback	Teacher Collaboration			07/01/2016	06/30/2017	\$1000	Teacher, Principal, Support Staff
REWRDS	English classes in 7th and 8th grade use REWARDS including REWARDS PLUS to improve vocabulary comprehension through chunking for meaning. English classes in grades 9-12 use REWARDS through chunking to enhance vocabulary comprehension in regards to rhetorical skills. Included in the skills are prefixes, suffixes, roots, and bases. Monitor implementation of REWARDS strategies through vocabulary tests grades 7-12. English 11 classes use Everyday Words from Classic Origins to develop morphological skills by embedding and extending the chunking process with Latin and Greek root bases.	Academic Support Program			07/01/2016	06/30/2017	\$1445	English Department and Staff

District Improvement Plan

Cass City Public Schools

Science Power Hour	Once a week, there will be a Science Power Hour of Interventions to help struggling Science students with their critical thinking, data analysis, and critical reading skills. This will also be a time for some hands-on training with the Astronomy, Robotics and Forensics Classes.	Academic Support Program			07/01/2016	06/30/2017	\$1550	Science Teacher
Pull Out Math Support	Students will be pull out and work with in small groups and individual to work on targeted areas of math that the student is weak in. The paraprofessional will do progress monitoring through out the year and will do some work on software program IXL Math to supplement their math class.	Academic Support Program			07/01/2016	06/30/2017	\$15000	Teacher, Principal, Support Staff
Learning.com	Progress will be monitored via the level of completion of the program on a weekly basis with posting of the completion level in Skyward to provide timely feedback to parents and the students themselves. Students continue to progress through the program in a linear fashion without skipping to maintain continuity of learning and will progress each section as it is mastered by the student. The number of missing assignments can be compared to the level of completion of goals established to success of the program. The failure to complete a weekly goal will be equivalent to having not completed all of the assignments in the week of a previous year. The number of student discipline issues can be reviewed via SWIS data on the PBIS data app.	Other - Self-guided Curriculum			07/01/2016	06/30/2017	\$1750	Principal and Technology Teacher
Supplemental Materials-Technolgy	Technology for teachers to use in conjunction with PD provided by TRIG Classroom Readiness Grant. Teachers will learn how to implement technology 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. (Laptops, Temperature Probes, Weather Stations, 3D Printers, Telescopes, iPads and Microscopes)	Technology			07/01/2016	06/30/2017	\$1000	Teachers, Principals, Support Staff

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Classroom Interventions	Staff use supplemental language arts materials to help teach strategies in all content areas. Supplemental resources for language arts can also be used to teach science or social studies content. Supplemental materials may include: Phonics for Reading, REWARDS, K-Pals, Time for Kids, Scholastic News, Guided Reading Six Pack Books, Moby Max, Rebecca Sitton Spelling, Ticket to Read, TrueFlix, GoGrolier, ScienceFlix, IXL Language arts, Express Writing (2nd), Study Island, Weekly Reader, Scholastic News, Time for Kids, Easy Tech Learning.com digital literacy program, among others. Students will use supplemental materials or strategies to work towards proficiency of reaching content standards.	Academic Support Program			07/01/2016	06/30/2017	\$2500	Principals, Teachers, Support Staff Resources
Reading Interventions Team	Staff will continue to support the core Reading Leadership Team and layout of new basal reading series grades K-5. The Reading Leadership Team will continue to monitor the implementation of the new basal reading series, with fidelity, and determine if further training or materials are necessary. (estimated \$334) The Reading Leadership team and staff will also incorporate a Multi-tiered System of Support to help meet the needs of all students. Teachers will incorporate reading strategies and technologies into their teaching to help support all learners. Parent Engagement—Parents will be provided informative parent newsletters, created by Title I, at least three times a year with comment section to obtain parent feedback. The newsletters will be created with staff input to provide parents with helpful information. Parent updates and helpful tips will be added to the weekly school email bulletin. Helpful tips could be about reading suggestions, math strategies, M-Step reminders, test taking strategies, homework reminders among other topics. The newsletter and school email bulletin will be sent electronically but hard copies can be sent home to families who do not have email access. Other parent friendly materials will be used throughout the year to provide parents with information and to acquire feedback (possible examples, helpful bookmarks with reading suggestions or strategies, parent/student surveys, nutrition information.) Parents will also help to evaluate student programs with parent perception data. Parents will have the opportunity to recommend suggestions and provide feedback. Parent feedback will help us monitor and evaluate our educational program. (estimated \$200)	Curriculum Development			07/01/2016	06/30/2017	\$200	Principal, Teachers , Reading Leadership Team, Professional Development Committee

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Classroom Interventions	Staff will use supplemental materials to provide students who needed additional support or time learning content material. Supplementary programs would be Study Island, Compass Learning, IXL Math, Moby Max, and Xtra Math. Students will use supplemental math programs or technology to learn math content to improve student achievement.	Supplemental Materials, Academic Support Program			07/01/2016	06/30/2017	\$3665	Teachers, Principals
Math Support	Paraprofessionals and/or teachers will provide students with math support who are identified as needing additional assistance. Students identified as needing additional support will be provided supplemental assistance through in class or pull out instruction.	Academic Support Program			07/01/2016	06/30/2017	\$3000	Principal, Staff, Excellence in Education Support Staff, Paraprofessionals
Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Teachers, Principal, Support Staff
Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Teacher, Principal, Support Staff
Supplemental Materials and Technology	Staff will utilize supplemental materials and/or technology, where needed, to provide differentiated instruction when teaching Science. Supplemental materials or technology could include Scholastic News, Time for Kids, iPad apps, Study Island (Science), Compass Learning, GoGrolier, TrueFlix, Discovery Education, Moby Max Science, among other resources. Additional technology (such as laptops) would also be a needed resource for classroom use. Students will use supplemental materials or technology to help learn content material to strengthen student achievement.	Academic Support Program, Technology			07/01/2016	06/30/2017	\$3665	Teachers, Principal, Support Staff

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Monitoring Student Growth	Students will be pulled out based on college readiness scores until benchmarks are met. Paraprofessionals and support teachers will use the following research based learning activities: AIMS Web Maze Word Search, Reading and Thinking Critical Workbook Series (Donald Barnes and Arlene Burg), Timed Reading Plus Books (Edward Spargo), and Practice PSAT,SAT Reading Tests, Reading for Information, Locating Information,(ACT) or other comparable activities.	Academic Support Program			07/01/2016	06/30/2017	\$500	English teachers and paraprofessionals in grades 7-12.
Credit Recovery	Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course.	Academic Support Program			07/01/2016	06/30/2017	\$2000	Teachers, Principal, Support Staff
Supplemental Materials and Technology	Staff will utilize supplemental materials and/or technology, where needed, to provide differentiated instruction when teaching Social Studies. Supplemental materials or technology could include Scholastic News, Time for Kids, iPad apps, Compass Learning, Study Island, GoGrolier, TrueFlix, Discovery Education, Moby Max, among other resources. Students will use supplemental materials or technology to help learn content material to strengthen student achievement.	Academic Support Program, Technology			07/01/2016	06/30/2017	\$3665	Teachers, Principal, support staff
Data Analysis for Support Classes	Teachers will need substitute teachers for one day before course scheduling to provide teaching staff within the math department time to analyze data to determine which students will require math support.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Teachers, Principal, Guidance Councilor, and Support Staff
Credit Recovery	Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course.	Academic Support Program	Tier 3		07/01/2016	06/30/2017	\$2000	Teachers, Principal, Support Staff

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Reading Interventions	Paraprofessionals (and/or teachers) will conduct small intervention groups to eligible identified Title I students who are at-risk or working below proficiency. Paraprofessionals will conduct the intervention groups under the supervision of a classroom teacher or Title I teacher in order to meet the needs of these at-risk learners. Instruction will occur in all content areas, but the main focus will be reading. Interventions will use research based strategies or programs like Teacher Directed PALS, Six Minute Solution, Phonics, for Reading, My Sidewalks, Grolier online, TrueFlix, Road to the Code, Road to Reading, Read Live, Reading Eggs/Eggspress among other resources. An additional paraprofessional would be needed to support all intervention groups. Students will work in small group using research-based programs or strategies to work towards proficiency.	Academic Support Program, Technology			07/01/2016	06/30/2017	\$177000	Teachers, Title I Teacher, Paraprofessionals, and Principal. Resources
Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$3000	Teachers, Principal, Support Staff
Supplementary Materials- iPads/Techonogly	Teachers will learn how to implement technology into classroom instruction in order to support differentiation of instruction and formative assessments by bringing additional resources into the classroom to support core subject area instruction through the use of iPad Apps and computer programs.	Supplemental Materials			07/01/2016	06/30/2017	\$500	Teacher, Principal, Support Staff
Support Coach	Multi-Tiered System of support Coach to provide instructional 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	Professional Learning			07/01/2016	06/30/2017	\$1500	MTSS Coach/Reading Coach Principals, Staff

District Improvement Plan

Cass City Public Schools

NOREDINK.COM Professional Development	Virtual training provided by vendor	Professional Learning			07/01/2016	06/30/2017	\$500	English Department and paraprofessionals
Monitoring Student Growth	Students will be pulled out based on college readiness scores until benchmarks are met. Paraprofessionals and support teachers will use the following research based learning activities: AIMS Web Maze Word Search, Reading and Thinking Critical Workbook Series (Donald Barnes and Arlene Burg), Timed Reading Plus Books (Edward Spargo), and Practice PSAT,SAT Reading Tests, Reading for Information, Locating Information,(ACT) or other comparable activities.	Academic Support Program			07/01/2016	06/30/2017	\$100000	English teachers and paraprofessionals in grades 7-12.
Professional Development	Staff will be provided professional development or curriculum release time, with a paid stipend, to better understand the changes in State curriculum expectations. Staff will also be provided training in how to incorporate writing and research skills into other content areas.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Principal, Staff, Professional Development Committee

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessional	An additional paraprofessional would be needed to support all intervention groups.	Other - Hire additional paraprofessional			07/01/2016	06/30/2017	\$24500	Principal, Title I staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Enrichment Courses	2/7 FTE instructors to facilitate elective courses designed to promote critical thinking, problem solving, data analysis through hands-on and engaging experiences. (Robotics, Forensic Science, Astronomy)	Direct Instruction	Tier 1		07/01/2016	06/30/2017	\$75000	Teacher, Principal
NOREDINK.COM	Students will complete a beginning of the semester Diagnostic test correlated to grade-level and content level English and writing.	Direct Instruction			07/01/2016	06/30/2017	\$5625	English Department and paraprofessionals

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

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			07/01/2015	06/30/2016	\$0	Teachers, Paraprofessional, and Reading Intervention Coach
Michigan Reading Association Conference	1. 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			07/01/2015	06/30/2016	\$4350	Principals, Teachers
MTSS Data Review	MTSS Data Team will need to have Substitute Teachers filling in for them when they have their monthly data reviews at the ISD, they will be looking at data through out the year to continuing to adjust instruction based on their analysis of the data. (9 Meetings X 4 Teachers X \$75)= \$2700	Academic Support Program			07/01/2015	06/30/2016	\$2700	Teacher, Principal, Support Staff
Title Professional Development	Title Conferences such as MAS/FPS and Special Population Conference	Professional Learning			07/01/2015	06/30/2016	\$4000	Title Director and Business Office
Anita Archer Conference	Staff may be provided opportunity to attend Anita Archer Conference. Cost of conference: \$100.00, Mileage:\$50.00	Professional Learning			07/01/2016	06/30/2017	\$150	Principal, Staff

Cass City Jr. and Sr. High School

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

Cass City Public Schools

MTSS	rshghg	Professional Learning			07/01/2015	06/30/2016	\$0	Teachers, Principal, and ISD Staff
MTSS and PBIS Training	Staff from the TISD will come in and train Cass City Jr./Sr. School staff in MTSS and PBIS behavioral techniques.	Professional Learning			07/01/2015	06/30/2016	\$0	Teachers, Principal, TISD Staff
MTSS Reading Instruction for Core Areas	Staff from the TISD will coming in to teach reading instruction to all core area teachers.	Professional Learning			07/01/2015	06/30/2016	\$0	Core Area Teachers, TISD Staff, Principal
REWRDS	English classes in 7th and 8th grade use REWARDS including REWARDS PLUS to improve vocabulary comprehension through chunking for meaning. English classes in grades 9-12 use REWARDS through chunking to enhance vocabulary comprehension in regards to rhetorical skills. Included in the skills are prefixes, suffixes, roots, and bases. Monitor implementation of REWARDS strategies through vocabulary tests grades 7-12. English 11 classes use Everyday Words from Classic Origins to develop morphological skills by embedding and extending the chunking process with Latin and Greek root bases.	Academic Support Program			07/01/2016	06/30/2017	\$1445	English Department and Staff
Monitoring Student Growth	Students will be pulled out based on college readiness scores until benchmarks are met. Paraprofessionals and support teachers will use the following research based learning activities: AIMS Web Maze Word Search, Reading and Thinking Critical Workbook Series (Donald Barnes and Arlene Burg), Timed Reading Plus Books (Edward Spargo), and Practice PSAT,SAT Reading Tests, Reading for Information, Locating Information,(ACT) or other comparable activities.	Academic Support Program			07/01/2016	06/30/2017	\$100500	English teachers and paraprofessionals in grades 7-12.

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Cass City Public Schools

Reading/Writing Support	Students will be giving extra assistance in techniques for strengthening reading comprehension and fluency. 7th, 8th and 9th grade Reading Support teachers implement Compass Learning, Read Naturally, and MAZE (comprehension) probes to bolster comprehension and fluency. -Read Naturally (Read Naturally, Inc.) or other comparable techniques. 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)	Academic Support Program			07/01/2016	06/30/2017	\$52000	7th , 8th and 9th grade English Teachers and paraprofessionals
Progress Monitoring	Benchmark assessments and progress monitoring for individual growth progress with access to PSAT, SAT, WorkKeys, and Common Core based assessment, Reading for Information assessments, and Aspire assessments for reading, writing, and English skills providing immediately useful, relevant information for intervention analysis and instruction.	Other			07/01/2016	06/30/2017	\$1000	Teachers, Principal, and Support Staff
Data Analysis	Teachers will need substitute teachers three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. NOREDINK, Apperson's DataLink Evo, Grademaster equipment and Grademaster assessment forms will be used to progress monitor students and give timely feedback	Teacher Collaboration			07/01/2016	06/30/2017	\$1000	Teacher, Principal, Support Staff
Essay Structure	Prior to beginning the writing process, an informal outline, provided by Step Up to Writing, to plan expository, argumentative and narrative essay structures will be given to students and model examples provided to demonstrate the initial stages of the writing process. Additional Step Up to Writing steps will be added as the essays progresses.	Direct Instruction			07/01/2016	06/30/2017	\$0	English Department and paraprofessionals
NOREDINK.COM	Students will complete a beginning of the semester Diagnostic test correlated to grade-level and content level English and writing.	Direct Instruction			07/01/2016	06/30/2017	\$5625	English Department and paraprofessionals

District Improvement Plan

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NOREDINK.COM Professional Development	Virtual training provided by vendor	Professional Learning			07/01/2016	06/30/2017	\$500	English Department and paraprofessionals
Math Support	Highly Qualified Math Teachers will instruct students that have been identified as at risk math students in a supplemental math course designed to assist students in reaching identified instructional targets through supplemental instruction using IXL Math and remediation. Students will also have the opportunity to take E2020 courses to earn credits.	Academic Support Program			07/01/2016	06/30/2017	\$86000	Teacher, Principal, Support Staff
Data Analysis for Support Classes	Teachers will need substitute teachers for one day before course scheduling to provide teaching staff within the math department time to analyze data to determine which students will require math support.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Teachers, Principal, Guidance Councilor, and Support Staff
Supplementary Materials- iPads/Techonogly	Teachers will learn how to implement technology into classroom instruction in order to support differentiation of instruction and formative assessments by bringing additional resources into the classroom to support core subject area instruction through the use of iPad Apps and computer programs.	Supplemental Materials			07/01/2016	06/30/2017	\$500	Teacher, Principal, Support Staff
Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Teachers, Principal, Support Staff
Pull Out Math Support	Students will be pull out and work with in small groups and individual to work on targeted areas of math that the student is weak in. The paraprofessional will do progress monitoring through out the year and will do some work on software program IXL Math to supplement their math class.	Academic Support Program			07/01/2016	06/30/2017	\$15000	Teacher, Principal, Support Staff
Science Power Hour	Once a week, there will be a Science Power Hour of Interventions to help struggling Science students with their critical thinking, data analysis, and critical reading skills. This will also be a time for some hands-on training with the Astronomy, Robotics and Forensics Classes.	Academic Support Program			07/01/2016	06/30/2017	\$1550	Science Teacher

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Support Coach	Multi-Tiered System of support Coach to provide instructional 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	Professional Learning			07/01/2016	06/30/2017	\$1500	MTSS Coach/Reading Coach Principals, Staff
Supplemental Materials-Technology	Technology for teachers to use in conjunction with PD provided by TRIG Classroom Readiness Grant. Teachers will learn how to implement technology 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. (Laptops, Temperature Probes, Weather Stations, 3D Printers, Telescopes, iPads and Microscopes)	Technology			07/01/2016	06/30/2017	\$1000	Teachers, Principals, Support Staff
Credit Recovery	Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course.	Academic Support Program	Tier 3		07/01/2016	06/30/2017	\$2000	Teachers, Principal, Support Staff
Enrichment Courses	2/7 FTE instructors to facilitate elective courses designed to promote critical thinking, problem solving, data analysis through hands-on and engaging experiences. (Robotics, Forensic Science, Astronomy)	Direct Instruction	Tier 1		07/01/2016	06/30/2017	\$75000	Teacher, Principal
Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Teacher, Principal, Support Staff
Professional Development	Working effectively with Difficult, Defiant and Noncompliant Students	Professional Learning			07/01/2016	06/30/2017	\$500	Teachers, Principal, Behavior Staff Member

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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.	Professional Learning			07/01/2016	06/30/2017	\$20000	Behavioral staff member, ISD behavior specialist, principal, and staff
Learning.com	Progress will be monitored via the level of completion of the program on a weekly basis with posting of the completion level in Skyward to provide timely feedback to parents and the students themselves. Students continue to progress through the program in a linear fashion without skipping to maintain continuity of learning and will progress each section as it is mastered by the student. The number of missing assignments can be compared to the level of completion of goals established to success of the program. The failure to complete a weekly goal will be equivalent to having not completed all of the assignments in the week of a previous year. The number of student discipline issues can be reviewed via SWIS data on the PBIS data app.	Other			07/01/2016	06/30/2017	\$1750	Principal and Technology Teacher
Social Studies Power Hour	Twice a week, there will be a Social Studies Power Hour of Interventions to help struggling social studies students with their critical thinking, content knowledge, and critical reading skills.	Academic Support Program			07/01/2016	06/30/2017	\$1550	Social Studies Teachers
Technology in the Classroom	Technology for teachers to use. In conjunction, Teachers will learn how to implement technology 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. (Laptops, and iPads, utilizing Moodle, Edmodo to name a few programs)	Academic Support Program			07/01/2016	06/30/2017	\$1500	Teachers, Principal, Staff
Credit Recovery	Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course.	Academic Support Program			07/01/2016	06/30/2017	\$2000	Teachers, Principal, Support Staff

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Support 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	Professional Learning			07/01/2016	06/30/2017	\$2500	Teachers, Principal, MTSS Coach and Reading Coach
Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$4200	Teachers, Principal, Support Staff

Cass City Elementary

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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			07/01/2015	06/30/2016	\$3150	Teachers, Paraprofessional, Trainer from Excellence in Math

District Improvement Plan

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Reading Interventions	Paraprofessionals (and/or teachers) will conduct small intervention groups to eligible identified Title I students who are at-risk or working below proficiency. Paraprofessionals will conduct the intervention groups under the supervision of a classroom teacher or Title I teacher in order to meet the needs of these at-risk learners. Instruction will occur in all content areas, but the main focus will be reading. Interventions will use research based strategies or programs like Teacher Directed PALS, Six Minute Solution, Phonics, for Reading, My Sidewalks, Grolier online, TrueFlix, Road to the Code, Road to Reading, Read Live, Reading Eggs/Eggspress among other resources. An additional paraprofessional would be needed to support all intervention groups. Students will work in small group using research-based programs or strategies to work towards proficiency.	Academic Support Program, Technology			07/01/2016	06/30/2017	\$177000	Teachers, Title I Teacher, Paraprofessionals, and Principal. Resources
Professional Development	Professional development to facilitate, with fidelity, the use of the new basal reading series. Along with supporting any new learning needed on the new basal reading series, staff could also use professional development in regards to the new state assessment (M-Step). Professional development may also be needed to help teach skills and strategies in the content area of reading. Using a multi-tiered approach and differentiated instruction may help student achievement.	Professional Learning			07/01/2016	06/30/2017	\$334	Principal, Teachers, Professional Development Committee
Classroom Interventions	Staff use supplemental language arts materials to help teach strategies in all content areas. Supplemental resources for language arts can also be used to teach science or social studies content. Supplemental materials may include: Phonics for Reading, REWARDS, K-Pals, Time for Kids, Scholastic News, Guided Reading Six Pack Books, Moby Max, Rebecca Sitton Spelling, Ticket to Read, TrueFlix, GoGrolier, ScienceFlix, IXL Language arts, Express Writing (2nd), Study Island, Weekly Reader, Scholastic News, Time for Kids, Easy Tech Learning.com digital literacy program, among others. Students will use supplemental materials or strategies to work towards proficiency of reaching content standards.	Academic Support Program			07/01/2016	06/30/2017	\$2500	Principals, Teachers, Support Staff Resources

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Reading Interventions Team	Staff will continue to support the core Reading Leadership Team and layout of new basal reading series grades K-5. The Reading Leadership Team will continue to monitor the implementation of the new basal reading series, with fidelity, and determine if further training or materials are necessary. (estimated \$334) The Reading Leadership team and staff will also incorporate a Multi-tiered System of Support to help meet the needs of all students. Teachers will incorporate reading strategies and technologies into their teaching to help support all learners. Parent Engagement—Parents will be provided informative parent newsletters, created by Title I, at least three times a year with comment section to obtain parent feedback. The newsletters will be created with staff input to provide parents with helpful information. Parent updates and helpful tips will be added to the weekly school email bulletin. Helpful tips could be about reading suggestions, math strategies, M-Step reminders, test taking strategies, homework reminders among other topics. The newsletter and school email bulletin will be sent electronically but hard copies can be sent home to families who do not have email access. Other parent friendly materials will be used throughout the year to provide parents with information and to acquire feedback (possible examples, helpful bookmarks with reading suggestions or strategies, parent/student surveys, nutrition information.) Parents will also help to evaluate student programs with parent perception data. Parents will have the opportunity to recommend suggestions and provide feedback. Parent feedback will help us monitor and evaluate our educational program. (estimated \$200)	Curriculum Development			07/01/2016	06/30/2017	\$200	Principal, Teachers , Reading Leadership Team, Professional Development Committee
Writing Across the Curriculum	Staff will incorporate writing into other content areas using strategies from Step Up to Writing, Writers Workshop, Handwriting Without Tears, D'Nealian and Rebecca Sitton.	Curriculum Development			07/01/2016	06/30/2017	\$0	Staff, Principal
After School Support	After school support provided to students who need additional time to learn key concepts or who need more attention and assistance in getting work done.	Academic Support Program			07/01/2016	06/30/2017	\$7000	Teachers, Principal
Summer Enrichment	Remediation would be available during the summer in reading or math to those sixth graders who need more time learning key concepts before transitioning to seventh grade content material.	Academic Support Program			07/01/2016	06/30/2017	\$0	Staff, Principal

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Teaching Materials/Curriculum Development	Staff will review state data, as it is released, and continue to evaluate the effectiveness of our core curriculum and teaching strategies. Through data analysis, staff will determine the effect of student achievement and make appropriate curriculum changes. Additional resources may be needed such as: Scholastic News, Study Island, Compass Learning, TrueFlix, GoGrolier, Discovery Education, among others.	Professional Learning, Curriculum Development, Technology			07/01/2016	06/30/2017	\$334	Principal, Teachers, Professional Development Committee Resources
Professional Development	Professional development to assist staff with data analysis and to promote a better understanding of the State Assessment. Professional learning for curriculum development will also be key to student achievement.	Professional Learning			07/01/2016	06/30/2017	\$334	Principal, Teachers, Professional Development Committee Resources
Math Support	Paraprofessionals and/or teachers will provide students with math support who are identified as needing additional assistance. Students identified as needing additional support will be provided supplemental assistance through in class or pull out instruction.	Academic Support Program			07/01/2016	06/30/2017	\$3000	Principal, Staff, Excellence in Education Support Staff, Paraprofessionals
Classroom Interventions	Staff will use supplemental materials to provide students who needed additional support or time learning content material. Supplementary programs would be Study Island, Compass Learning, IXL Math, Moby Max, and Xtra Math. Students will use supplemental math programs or technology to learn math content to improve student achievement.	Supplemental Materials, Academic Support Program			07/01/2016	06/30/2017	\$3665	Teachers, Principals
Excellence in Education	Excellence in Education support staff will be hired to design and deliver intensive supplemental interventions, based on researched best practices, for students in need of support. The lessons will be designed to close learning gaps based on local assessment (DIBELS Math).	Academic Support Program			07/01/2016	06/30/2017	\$5000	Principal, Teacher, Excellence in Education Support Staff,

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Professional Development	Professional development will be provided for staff to review the effectiveness of our math series. Staff will determine areas that need to be revisited then be provided collaboration time within and between grade levels. Staff may determine that a company representative may need to come in to reteach key concepts. A possible resource to help evaluate our math series and provide professional development would be Dr. Nicki Newton (drnickiZ@gmail.com) along with Discovery Education professional development.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Principal, Teachers, Excellence In Education Support Staff
Professional Development	Professional development to assist staff with data analysis and to promote a better understanding of the State Assessment. Professional learning for curriculum development will also be key to student achievement.	Professional Learning			07/01/2016	06/30/2017	\$334	Principal, Staff, Professional Development Committee
Curriculum Alignment	Staff will evaluate their Science curriculum to determine areas of change between grade levels and areas of need based on new state standards. Staff will determine needed resources, materials, and training to assist in the teaching of the new state social studies standards. Activities may include: curriculum alignment/pacing guides, the inclusion of deeper thinking questions and strategies into the curriculum to help students express their understanding of content material, professional development, needed materials/resources. (Some needed materials/resources: Study Island, Scholastic News, Step Up to Writing, Battle Creek Area Math & Science Kits, per grade level)	Curriculum Development			07/01/2016	06/30/2017	\$334	Teachers, Principal, Support Staff Resources
Supplemental Materials and Technology	Staff will utilize supplemental materials and/or technology, where needed, to provide differentiated instruction when teaching Science. Supplemental materials or technology could include Scholastic News, Time for Kids, iPad apps, Study Island (Science), Compass Learning, GoGrolier, TrueFlix, Discovery Education, Moby Max Science, among other resources. Additional technology (such as laptops) would also be a needed resource for classroom use. Students will use supplemental materials or technology to help learn content material to strengthen student achievement.	Academic Support Program, Technology			07/01/2016	06/30/2017	\$3665	Teachers, Principal, Support Staff

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Professional Development	Staff will be provided professional development or curriculum release time, with a paid stipend, to better understand the changes in State curriculum expectations. Staff will also be provided training in how to incorporate writing and research skills into other content areas.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Principal, Staff, Professional Development Committee
Curriculum Alignment	Staff will evaluate their Social Studies curriculum to determine areas of change between grade levels and areas of need based on new state standards. Staff will determine needed resources, materials, and training to assist in the teaching of the new state social studies standards. Activities may include: curriculum alignment/pacing guides, the inclusion of deeper thinking questions and strategies into the curriculum to help students express their understanding of content material, professional development, needed materials/resources. (Some needed materials/resources: Study Island, Scholastic News, Step Up to Writing, Trueflix, GoGrolier, Spelling City Premium)	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Staff, Principal
Supplemental Materials and Technology	Staff will utilize supplemental materials and/or technology, where needed, to provide differentiated instruction when teaching Social Studies. Supplemental materials or technology could include Scholastic News, Time for Kids, iPad apps, Compass Learning, Study Island, GoGrolier, TrueFlix, Discovery Education, Moby Max, among other resources. Students will use supplemental materials or technology to help learn content material to strengthen student achievement.	Academic Support Program, Technology			07/01/2016	06/30/2017	\$3665	Teachers, Principal, support staff
Professional Development	Staff will be provided professional development or curriculum release time, with a paid stipend, to better understand the changes in State curriculum expectations. Staff will also be provided training in how to incorporate writing and research skills into other content areas.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Principal, Staff, Professional Development Committee

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Positive Behavior Expectations	Staff will revise behavior lesson plans and behavior expectations to help meet our goals. Staff will review major and minor definitions for consistent implementation and to clarify the referral process. Staff and behavior team will review, communicate, and make decisions based on SWIS data. Staff will review the expectation of responsibility of homework completion across grade levels and incorporate a consequence of discipline for lack of this responsibility. Staff will continue to use research based behavioral strategies across grades K-6. (i.e. Student Responsibilities, Responsible Thinking Process, and a uniform process for sending students to SRC) The following are other action steps: - Counseling for students will be provided who are experiencing problems. -Parents will be informed on behavior expectations and on the discipline process. -Strategies will be shared on positive behavior expectation for all students. Students will follow our behavior expectations to promote positive behavior to increase student achievement.	Behavioral Support Program			07/01/2016	06/30/2017	\$23000	Assistant Principal, Principal, Social Worker
Behavioral Training	Behavior staff members will be trained by local ISD social work team to identify student behavioral needs and create behavioral plans for identified students. ISD behavior team will work with behavior staff members on individual case need. ISD behavior team will also train staff on CPI.	Behavioral Support Program			07/01/2016	06/30/2017	\$0	Principal, Social Worker, ISD Staff
Scott Foresman Reading Street (Basal Reading) Program	Staff will be provided professional development of the new basal reading series. The Reading Leadership Team and staff will determine if further training and materials are necessary to continue the program with fidelity.	Professional Learning, Direct Instruction, Curriculum Development, Technology			07/01/2016	06/30/2017	\$334	Staff, Principal, Reading Leadership Team, and Pearson representative for Scott Foresman Reading Street.
Professional Development	Staff will be provided professional development or curriculum release time, with a paid stipend, to better understand the changes in State curriculum expectations. Staff will need collaboration time with peers to determine the changes in content, at what grade level, and to determine needed materials. Staff will also be provided training in how to incorporate writing and research skills into other content areas.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Staff, Principal

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Saxon Math	Our math series, Saxon Math, may need to be reviewed for effectiveness with company representative assistance if necessary.	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$2000	Principal, Staff
Paraprofessional	An additional paraprofessional would be needed to support all intervention groups.	Other			07/01/2016	06/30/2017	\$24500	Principal, Title I staff