



School Improvement Plan

Cass City Elementary

Cass City Public Schools

Mr. Aaron Fernald
4805 ALE ST
CASS CITY, MI 48726-1200

TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction.....	9
-------------------	---

Improvement Planning Process.....	10
-----------------------------------	----

School Data Analysis

Introduction.....	12
-------------------	----

Demographic Data.....	13
-----------------------	----

Process Data.....	15
-------------------	----

Achievement/Outcome Data.....	17
-------------------------------	----

Perception Data.....	22
----------------------	----

Summary.....	25
--------------	----

School Additional Requirements Diagnostic

Introduction..... 27

School Additional Requirements Diagnostic..... 28

Title I Schoolwide Diagnostic

Introduction..... 31

Component 1: Comprehensive Needs Assessment..... 32

Component 2: Schoolwide Reform Strategies 36

Component 3: Instruction by Highly Qualified Staff..... 40

Component 4: Strategies to Attract Highly Qualified Teachers..... 41

Component 5: High Quality and Ongoing Professional Development..... 43

Component 6: Strategies to Increase Parental Involvement..... 45

Component 7: Preschool Transition Strategies..... 50

Component 8: Teacher Participation in Making Assessment Decisions..... 51

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 52

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 56

Evaluation:..... 59

Cass City Elementary 2016-2017 Revised

Overview..... 61

Goals Summary..... 62

Goal 1: All students at Cass City Elementary School will become proficient in the content area of Social Studies, 2016-2017..... 63

Goal 2: All students at Cass City Elementary School will become proficient in the content area of Science. 2016-2017 . . .	
64	
Goal 3: All students at Cass City Elementary School will become proficient in the content area of ELA, 2016-2017. . .	66
Goal 4: All students at Cass City Elementary School will be proficient in the content area of math, 2016-2017.	70
Goal 5: All students at Cass City Elementary School will model positive behavior expectations.	73
Goal 6: Cass City Elementary will prepare, train, and support all staff to promote student achievement.	74
Activity Summary by Funding Source	77

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

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

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

District M-Step scores continue to be one of the highest in the three county area.

School's Purpose

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

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

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

Mission Statement:

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

Our Beliefs Statement:

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

Notable Achievements and Areas of Improvement

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

We continue to improve our understanding of our new basal reading series and implement the program with fidelity. We also want to continue growth in our math program using Excellence in Education as a resource. Our M-Step scores were the first time presented and we will need to continue to review data from the state on how to improve our curriculum to ensure our scores continue to grow. As a result of the new state standards we will also need to review science and social studies standards to improve our instruction.

Additional Information

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

Not at this time.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process used to engage a variety of stakeholders in the development of the school improvement plan included perception data from parents, staff, and students. We encourage feedback from all stakeholders to be a part of the school improvement plan process. Perception data collected from all stakeholders through staff meetings, surveys, student compacts, parent nights, parent-teacher conferences, Title I parent meeting, and Skyward communications. At the Title I parent meeting, parents signed up to participate on the school improvement process along with input from the staff. Meetings are during the day, incorporated into staff meetings or professional development days. The staff reviews the school improvement plan at staff meetings. The role of the staff as stakeholders is to continue to work on the goals, provide input and make decision to help meet the needs of our students. The goals will help with curriculum instruction, where we need to improve to help with student achievement.

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

Stakeholders are staff, students, parents and community members and they all have the opportunity to provide input in the development of the improvement plan process. The goal is for all stakeholders to have input in the development of the School Improvement Plan, however this is a challenging goal to meet at times.

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

The final improvement plan was communicated to all stakeholders by posting the plan to our school website and a hard copy is also available upon request. Stakeholders meet during staff meetings and professional development days throughout the year to review the improvement plan. The school improvement process is also reviewed and updated at school improvement meetings through our local ISD.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

A challenge is our declining enrollment from year to year. Our free and reduced lunch population has also increased over the last few years. We strive to maintain our current student enrollment but this is an ongoing challenge. Our goal is to maintain student enrollment in our building. The elementary school will continue to offer curriculum that meets the needs of our students.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our overall daily student attendance is good. Our challenge is to keep a few repeat offenders in check. Those repeat offenders are turned over to truancy. Our daily attendance is 95%, our students are attending school on a regular basis.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

At the elementary level, our discipline referrals over the last three years have maintained at the same rate but this year our trend in discipline referrals have started to decline. This decline in discipline referrals is a trend we would like to continue into next school year. We want to maintain the behavior interventions that have been working into the next school year.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

The elementary will continue to screen incoming students for correct and accurate placement of students entering the building. The elementary has the challenge of keeping track of students who enroll or transfer out of the building repeatedly throughout the school year. The challenge we see in our data is having 26 students drop and 14 new students enroll throughout the year. That is a change of over 40 students since the start of the school year. The difficulty is having students come in with different backgrounds and educational levels of learning, then the challenge is catching them up to curriculum standards for our building.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The years of experience of our teaching staff and administration greatly impact student achievement. The more experience you have in a building will allow for stronger student achievement. The consistency of teacher and administration collaboration helps to build on student achievement. We continue to look for professional development opportunities to help with our teaching strategies and to make our teaching stronger to help with student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The number of years of teaching experience of teachers in our building has helped to impact student achievement in a positive direction. There is stability and a continuous conversation that is allowed to happen in our building. There is very little staff turnover in our building so that leads to teaching staff stability which helps with student achievement.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Administration or teachers out of the classroom can impact student achievement if the rate of absence is high. At the elementary, our absence rate is low so there is not a great impact on student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Anytime a teacher is out of the classroom the routine and instruction of the classroom can be affected. At the elementary, our rate of absence is low which is good for student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

The actions that can be taken to address any identified challenges regarding teacher/school leader demographics would be to maintain leadership in the building. The number of teaching staff and administration should remain constant to help with student achievement rates in our building. The goal is to keep the same teaching/school leaders in our district to avoid a high turnover rate. This is not an issue in our district, we have a low teacher/school leader turnover rate. The low turnover rate will help with student achievement.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

A strength at the elementary level would be our intervention system to support Tier Two and Tier Three students who are identified from our DIBELS Next Assessment. (Strand I, Indicator D: Effective Instructional Practices) Universal screener data is used to assess student strengths and challenges to drive instructional decisions.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Leadership and communication remain a challenge at the elementary level. The elementary has a process started however, we need to refine that process to allow communication to flow freely between the grade levels and along with administration. The challenge is to have administration provide critical information back to the staff at staff meetings or department meetings so everyone can be informed on the same information. Another challenge is the limited progress monitoring opportunities due to paraprofessional schedules and the reduction of hours per week. As a result, we cannot provide staff with progress reports as often as we would like throughout the school year.

12. How might these challenges impact student achievement?

The challenges could impact student achievement if we are not communicating within our grade level or across grade levels to help meet the needs of our students. As a result, the curriculum could vary which could cause gaps in teaching throughout the building. The lack of data for teachers to help impact change in their teaching to meet the needs of all students.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The actions that could be taken is continued communication from administration down to the teacher level. There also needs to be communication between staff members and across grade levels. The process we have at the elementary needs to be refined to assist this action. We also need to review paraprofessional schedules to see how to restructure their assignments to meet some of our scheduling challenges. This would allow us to progress monitor our student more, offer more flexibility in schedule interventions, and provide teachers with more progress information.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

intervention support. Students with disabilities, who are not provided services through Title I, are provided services through the IEP process. Students with learning disabilities are provided services through their IEP's to help support their education.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

At the elementary level, we have limited extended learning opportunities in our building. We do have a book study at the fifth grade level that helps to expand on their learning through providing more reading opportunities. The group is able to explore more genres that may not get covered at their grade level during the school year. Grades three through sixth also provide afterschool homework support to assist students in their daily learning.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

All offerings are voluntarily attended by students to help support their learning or provide more reading opportunities.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The state content standards are being implemented with fidelity through the use of lesson plans, administrative checks, the state common core and state standards, along with teacher observations. Data is also used to check if state content standards are being implemented across grade levels.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

At the elementary level we have the MTSS process school wide, we assess students using DIBELS Next assessment and review that data to help with instruction. The data is also used to offer Title I support to Tier Two and Tier Three students who need intervention support in reading. As a building, we have implemented a new core reading program to help strengthen our reading instruction and have consistency across grade levels.

19b. Reading- Challenges

A challenge is to continue to work through our new basal reading series. The paraprofessional schedules are also a challenge that needs to be address with the number of hours they can work. The schedules need to be reviewed to see how we can get enough paraprofessional help with interventions and progress monitoring throughout the school year. We continue to look for interventions at the upper elementary to help meet the need of their students but most interventions are geared to lower elementary. Another challenge is the lack of funding for resources needed at the elementary level.

19c. Reading- Trends

At the elementary level we do show growth in our reading data from fall testing to winter testing. Our Tier Three students tend to be the hardest to move out of the tier when looking at our data. Another concern is Tier One students had move back to Tier Two. We need to address this issue to see why we are not maintaining our Tier One students. The bottom thirty percent do show growth but at a slow pace
SY 2016-2017

and this can be a challenge to overcome when looking at our data.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

At the elementary we continually review our data and try to accommodate students who need intervention support. The challenge is getting those Tier Three students to make adequate progress. We continue to try various interventions if appropriate. Another challenge is maintaining student growth over three months off during the summer. Data from the fall testing to the winter testing shows that summer decline can be an issue in our building when looking at tiered results. At our building level, we want to provide professional development to help teachers meet the needs of their students. We also want to review paraprofessional schedules to see if we can rework their hours to meet our needs.

20a. Writing- Strengths

At the elementary level, we have the Step Up to Writing strategies being used to provide common instruction and language across the grade levels. Reading and writing are reciprocal so a lot of teaching at the elementary level incorporate strategies together. During interventions, writing is also incorporated in many intervention programs to help support our students.

20b. Writing- Challenges

A challenge would be getting all staff members on board with the Step Up to Writing strategies. Overall, majority of our staff use the program but we have a few that supplement when that may not be needed. A challenge moving forward would be to become more consistent with our writing instruction across grade levels.

20c. Writing- Trends

At the elementary, looking at data shows we need to review parts of the writing process again with our students. Grammar and spelling seem to be issues that need to be addressed across grade levels. We need to provide more opportunities for staff training to assist our

students when looking at informational writing. Students need more practice at informational writing to be comfortable with the process.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

A challenge will be providing professional development for the staff in informational writing. We do support students through interventions with writing but we could always expand on this process during interventions. At the elementary level we need to reevaluate if our writing assessment tool is the best tool to use to drive instruction.

21a. Math- Strengths

At the elementary level we have a math coach this year to help support teachers, we have a common math program Kindergarten through fifth grade, DIBELS Math assessment is administered three times a year and data is shared with staff. We have math interventions running to help our needy students in appropriate grades. We are using several online computer programs to help supplement and enhance our math curriculum.

21b. Math- Challenges

At the elementary, our data shows that math growth has been slow over the last few years. We have struggled to find math interventions to use across grade levels to support our students.

21c. Math- Trends

Our data shows slow growth in our math results and we continue to look for appropriate interventions.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Providing our staff with appropriate math interventions has been a challenge. We continue to review our data to see trends in why are students are making slow growth in math.

22a. Science- Strengths

At the elementary, science is being taught Kindergarten through sixth grade and the State content standards are being followed. We use several online computer programs (TrueFlix, Go-grolier, Discovery Education) to support our science instruction.

22b. Science- Challenges

At the elementary, we do not have a consistent science curriculum established. We follow State common core but this curriculum is changing due to the new science standards. We need to review these new changes and review how these changes will impact each grade level with new content they need to address in their instruction.

22c. Science- Trends

We are looking for state guidance when looking at science curriculum. There have been so many changes over the years that it becomes difficult to know what to cover in science at different grade levels to help inform our instruction.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenge is to review and implement the new science standards. We need to review our science curriculum and make appropriate changes. Teacher may need to be trained and materials may need to be relocated based on the new science standards. Professional development may also need to be provided to help teachers when accommodating changes that have been made.

23a. Social Studies- Strengths

At the elementary, social studies is being taught Kindergarten through sixth grade following the state common core. We use several online computer programs (TrueFlix, GoGrolier) to help support our social studies instruction.

23b. Social Studies- Challenges

A challenge is the need of a consistent curriculum, perhaps with text books, grades Kindergarten through sixth. We could use professional development to help incorporate social studies into our current curriculum or reading instruction.

23c. Social Studies- Trends

We are looking for state guidance when looking at social studies curriculum. There is a need for more common language across our grade levels in the area of social studies.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenge is getting the state to provide guidance in social studies. We need to develop a Kindergarten through sixth grade curriculum in social studies since there have been so many changes in content. Professional development may also need to be provided to help teachers when accommodating changes that have been made. We need to provide professional development to help support our teachers.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

The overall climate of the school. The student survey showed that for the most part the majority of student feel the teachers and staff are very helpful. Students feel safe at school as well.

24b. Student Perception Data

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

The students feel that there is too much homework and not enough recess.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

In terms of students not having enough recess we are looking at way to get students more gym time in a week. The concern about too much homework we will continue to offer guided study for students during the school day and homework support after school.

25a. Parent/Guardian Perception Data

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

Parent indicated that they feel the school is doing a good job with the education of their child. The overall environment of the school is clean and safe. Also the parents like the Skyward system for communication purposes.

25b. Parent/Guardian Perception Data

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

Parents expressed the concern of not having consistent communication between grade levels. They expressed that at some grades they would receive information about their child but when their child moved to another grade they may not receive that information. The school
SY 2016-2017

parking lot was a concern during pick-up and drop off. Bullying was also a issue that showed up in the survey.

25c. Parent/Guardian Perception Data**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

To help address the issue of communication, a data explanation document was created that would be used across the grade levels. This way parents would be giving information on their child in a consistent way from grade to grade. We will continue to look at better ways to solve the parking lot issues. We are planning to re-stripe the parking lot with better indicators to help the flow of traffic. We continue to educate our students, staff and parents on how to report bullying and deal with it when it occurs.

26a. Teacher/Staff Perception Data**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Overall, staff members felt supported by the administration but communication was still an issue. There is a great deal of support for struggling students built into our days but they felt this is still a goal to improve upon for select students.

26b. Teacher/Staff Perception Data**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

Communication between staff and administration seems to be a big concern. Provide more money for teaching supplies. More time for teachers to work collaboratively.

26c. Teacher/Staff Perception Data**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

We will look for better ways to communicate with staff. There needs to be a way to share data and information with staff members other than at staff meetings or data reviews. Communication is a goal that we know we need to continue to work on but have not found the most effective way to achieve this goal.

27a. Stakeholder/Community Perception Data**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

The community seems to be confident with the teaching staff and their dedication to educating their child. They also indicated how much they appreciate the after school homework support. Overall, the community felt the school provided good communication on their child's

academic progress.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The drop off and pick-up of students in the parking lot. Class size was also a concern for many parents.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Parking lot we will continue to try new things to improve the overall traffic flow. Class size is always a concern at certain grade levels we will continue to look at ways to reduce class size.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The strengths seems to be the overall education that our students are receiving. The perception is that we have good teachers, clean and safe building and the perception is that children are receiving a good education. The biggest challenge that come up from the data is the drop off and pick up of students and the lack of resources for needed teaching supplies and smaller class size.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The parking lot concern should not impact student achievement. The concern for smaller class sizes would potentially impact student achievement but this may not be an option. We will continue to look at ways to provide teachers with the resources they need to help deliver the best instruction.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

We will continue to work through our new basal reading series and make appropriate changes to the curriculum with the new state standards that have been released. This will be noted in our school Title I plan as part of our goals. We will also continue to work on parent concerns with communication. We have created a common data sheet to use across grade levels. We will also include behavior goals in our plan to address any issues with bullying.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	DIBELS Reading K-6 DIBELS Math K-6 Peli Young 4's and 5's M-Step 3-6	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The AER will be updated according to the new timelines of the state of Michigan.	

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

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

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

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

School Improvement Plan

Cass City Elementary

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

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

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Conducting the comprehensive needs assessment is in its restructuring stages at the elementary level. We have the components of the comprehensive needs assessment done but the process we use needs to be more clearly defined and laid out. The goal for next year is to strengthen this process and make it a more cohesive procedure so all stakeholders have a better understanding of this school improvement work and can therefore have ownership. As a result of having a more clear and unified approach, we as a school will be better able to meet the needs of our students and staff. This is something that cannot be fixed in one year but we can take the steps to insure a stronger cohesive approach.

To help facilitate this change, the school improvement team (formerly SAM team) will take on this task to review and analyze data, write goals, formulate perception data questions, and continue the school improvement process in a more unified way. Currently, the school improvement team consist of stakeholder representatives from all key groups and next year the goal will be parent engagement.

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

Demographic Data

Cass City Elementary School is a K-6 building. There are 27 teachers who have been teaching an average of 15.4 years. Due to declining enrollment, Cass City Elementary School has reduced our overall teaching staff each of the last five years. Cass City Elementary School enrollment for the 2016-2017 school year is projected to be 539 students. Our district overall enrollment has continued to decline by 3%, while our economically disadvantaged population has increased, placing our free and reduced lunch at 53%. At Cass City Elementary School the majority of the student population is Caucasian. Our overall attendance for the year is about 96%. We have a very small group that have truancy issues here at Cass City Elementary. The students that do have truancy issues are turned over to the Tuscola ISD and meetings are set up to address the student's attendance. The overall discipline in the building is good. Our discipline data is recorded in a system called SWIS. Major and minor referrals were down this year. Minor referrals are handled by our student responsibility room staff and major referrals are sent to the office. We are far below the national average of major referrals for a school our size. Our M-Step data shows we are above state averages in 3rd, 4th, and 6th grade; while 5th grade was below state averages. As a result of our current economic situation, the implications of staffing, fiscal resources allocated, facility planning, and professional development are an always changing trend.

Program/Process Data

Cass City Elementary School needs to continue to work on a process for developing, collecting, reviewing and revision of perception data surveys and program evaluations. As we identify gaps, looking at the four sources of data, we determined our deficient areas. Goals were created based on those gaps. The process we are currently using does not allow all stakeholders to have ownership. There needs to be more consistency and communication within this new process. We need to create a communication plan. We have several ways to communicate, but do not have an actual plan in place. We need to look at professional development for teachers based on their evaluations along with professional development based on our school improvement plan. With new state curriculum changes, we need to revise our current materials and lesson plans to meet these changing guidelines. Curriculum documents/lesson plans need to be revised and updated.
SY 2016-2017

School Improvement Plan

Cass City Elementary

As a staff we need to review our curriculum maps, pacing guides, and discuss changes in content between grade levels at grade level meetings. Each grade level has curriculum maps and pacing guides that are discussed and reviewed at grade level meetings and staff meetings. Our principal does fidelity checks through the use of walk-throughs, observations, and lesson plan content. Technology is an area of concern that needs to be addressed. Our technology is in need of replacement or upgrade.

The outcome of the School Process Rubric 40/90 showed a need for further communication among the staff. There is a need for continued collaboration among grade levels and between grade levels looking at data, curriculum, and sharing general information. We need to create a professional learning community across grade levels.

Perception Data

Staff Data

Overall the staff felt they knew the expectations of the administration and felt supported by the administration. Professional development opportunities are available for all staff but staff would like more options when looking at professional development. With the new changes to state content material, staff would like professional development time to discuss the new changes in content, have time to review pacing guides, lesson plans and materials to help strengthen our curriculum. Staff are encouraged to take a leadership role and most staff members feel encouraged to collaborate with their colleagues.

Parent Data

Parents surveyed felt Cass City Elementary School provides a safe learning environment for their child. This safe learning environment allows their child to reach their full academic potential. Parent and staff communication is very strong due to our Skyward Family Access (technology program that helps staff and parents communicate on a daily basis) however communication is still an ongoing goal. Overall parents are pleased with the communication between school and home and parents felt adequately informed about their child's progress. As a school, we need to continue to work to maintain and strengthen this communication.

Almost all of our parents stated they felt the school met their child's academic needs and of those most reported that their child enjoys coming to school.

Question 1: Do you feel that the school meets your child's academic needs? 92% yes, 8% no

Question 10: How safe do you feel the Elementary School is with regards to student safety and well-being? 91% felt very secure, secure, or too secure while only 9% felt somewhat secure

Student Data

Overall students enjoyed coming to school and felt they were learning new things to help their future. Students knew their teacher wanted them to do their best work. Students felt their families knew what they did in school and how they were doing academically. A common request from students was more recess time due to a decline in recess minutes over the last few years to acquire more instructional time.

Student Achievement Data

Cass City Elementary School was above state and county averages in 3rd, 4th, and 6th grade in the content area of ELA and Math on M-Step Assessment while 5th grade was below state and county averages. (3rd Grade: ELA 61% Math 77%, 4th Grade: ELA 62% Math 56%, 5th Grade: ELA 39% Math 22%, 6th Grade: 57% Math 60%). Science and Social Studies M-Step data showed we need to improve our instruction and with the new state content standards we need to reevaluate our science and social studies curriculum.

Our DIBELS Next reading data shows strong growth with an overall composite score of 72% for all students, K-6. The goal is to be at 80% proficiency. Cass City Elementary School is very close to reaching this 80% goal, however, there seems to be a leveling off where we do not make as much progress from fall to winter data and winter to spring data. To address this concern, we recently adopted a new basal reading

series (Scott Foresman Reading Street, PEARSON). The new reading series will help to address some of our needs; to provide uniform and cohesive instruction with fidelity.

Three times a year following the DIBELS Next Reading and DIBELS Math test windows, we review and analyze data to identify student for interventions groups, classroom group instruction and curricular adjustments. We have a 90 minute reading block along with a math block for instruction. We focus our reading instruction on the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and with a new basal reading series have a consistent curriculum K-5 in reading. (Sixth grade has adopted the Jr/Sr High reading series for continuity and ease of transition to seventh grade.) When looking at our data next year, we will be able to evaluate the effectiveness of our new reading series and make any needed changes. Another goal for next year will be to use the intervention materials that came with the new reading series. With a vast array of new content and material, we were not able to utilize the intervention portion of the new basal reading program this past year.

Our math data shows consistent gains in math composite data. Most grades have reached near 70% with the ultimate goal being 80%. Our data shows Kindergarten and First grade have the area of need with growth not as substantial as other grades (Kindergarten Fall 38%, Spring 38%, First Grade Fall 36%, Spring 47%). A possible explanation for this trend is the content tested at Kindergarten and First Grade has the most variance in what is accessed. Kindergarten and First Grade have more modules assessed and those modules change quicker compared to other grades. The slow gains in math may mean we need to reevaluate our math curriculum Saxon Math. Through Excellence in Education we will be continuing to use math strategies provided to help with classroom instruction.

Our Science and Social Studies M-Step data is limited and our curriculum needs to be aligned with the new state changes. The state needs to provide more data from the M-Step test so curriculum adjustments can be made.

Conclusion

Cass City Elementary School has an excellent teaching staff with many years of experience. We continue to offer a quality education and hold our students to the highest standard. As a school, we collect and analyze data to determine our strengths, our weaknesses, and areas of need. Cass City Elementary School will evaluate our new basal reading series to determine if there are any further needs. When looking at next year's math data, we will need to determine if we need to reevaluate our math series. Staff will need time to update curriculum changes in Science and Social Studies due to new state expectations. Cass City Elementary School has a strong curriculum and hopefully by strengthening the process at which we acquire our data, we will be better able to meet the needs of our students and strengthen student achievement.

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

The goals in the plan are aligned with the findings of the comprehensive needs assessment, using multiple types of data. After analyzing data, the school improvement team selected the following goals for school improvement:

Goal 1: All Students at Cass City Elementary School will become proficient in the content area of Social Studies.

Measurable Objective: 50% of all students will demonstrate a proficiency on State Assessment Test in the area of Social Studies measured by the State Assessment.

Goal 2: All students at Cass City Elementary School will become proficient in the content area of Science.

Measurable Objective: 50% of all students will demonstrate a proficiency on State Assessment Test in Science as measured by the State

School Improvement Plan

Cass City Elementary

Assessment.

Goal 3: All students at Cass City Elementary School will become proficient in the content area of ELA.

Measurable Objective 1: 80% of all students will demonstrate a proficiency on DIBELS Next Assessment in reading competency in ELA as measured by DIBELS Next Assessment.

Measurable Objective 2: 60% of all students will demonstrate a proficiency on the State Assessment Test in ELA measured by the State Assessment Test.

Goal 4: All students at Cass City Elementary School will be proficient in the content area of Math.

Measurable Objective 1: 80% of all students will demonstrate a proficiency on the DIBELS Math Assessment in Math as measured by DIBELS Math Assessment

Measurable Objective 2: 60% of all students will demonstrate a proficiency on State Assessment Test in Mathematics as measured by State Assessment Test.

Goal 5: All students at Cass City Elementary School will model positive behavior expectations.

Measurable Objective: Demonstrate a proficiency to be eight months below the national average to decrease major discipline referrals for all students as measured by SWIS.

We do not have any specific subgroups other than male/female and economically disadvantaged. We use our assessment data to determine if students need support. We do not base our decision on subgroups because the subgroups are so small we let the data drive our decision making on who receives support.

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

The goals that were developed in the school improvement plan address the needs of the whole school population, while paying special recognition to meeting the needs of students who are disadvantaged, by monitoring the progress of students and the effectiveness of the program. Students in Tier I, who are making adequate progress and are on target for meeting benchmark goals at their grade level, are still provided the opportunity to enrich their learning within the classroom through intervention support or reinforcement from the classroom teacher. Students who are Tier II or Tier III, who need intervention support, are given the opportunity for whole classroom support provided by the teacher along with one-on-one pull out or small group intervention support provided by the teacher, Title I teacher or paraprofessionals.

Component 2: Schoolwide Reform Strategies

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

Through the use of a multi-tiered support system, in all content areas, we are striving to create an environment of differentiated instruction in which our goal is that all students will be proficient on the state assessment.

Strategies to help ALL student reach State's standards include:

A. ELA/Reading

1. Balanced Literacy Instruction on the five pillars of reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension)
2. School-wide Reading and MTSS
 - a. New Scott Foresman basal reading series, Use of Marzano strategies, Anita Archer Comprehension strategies and Peer Assisted Learning
3. Tier II and Tier II interventions
4. Daily Language
5. Web based programs (Read Live, Reading Eggs, among others)
6. DIBELS Next Assessment three times a year to monitor strengths/weaknesses

B. Math

1. Everyday Math instruction (Saxon Math) tied in to Excellence in Education
2. Classroom intervention or pull out support
3. Daily Math
4. Web based programs (ixl math, Moby Max, Compass Learning, among others)
5. DIBELS Math Assessment three times a year to monitor strengths/weaknesses

C. Writing

1. Step up to Writing (in all curriculum areas)
2. Handwriting Without Tears/D'Nealian
3. Inclusion of writing support during interventions or through pullout support

D. Science

1. Battle Creek Math and Science Implementation
2. Realignment of curriculum to new state content standards

E. Social Studies

1. Realignment to new state content standards
2. Supplemental Support--Scholastic TrueFlix and GoGrolier

F. Behavior

1. Modeling and teaching expected behaviors in common areas throughout the school

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

The research-based strategies will increase the quality and quantity of instruction in a variety of ways which includes:

- a. Providing teachers with necessary training activities and preparing them to better teach the content increases the quality of instruction.
- b. Providing teacher with the necessary tools, including consistent curricular resources, needed to implement the strategies increases the quality of instruction.
- c. Providing parent engagement activities will increase the quality of home instructional support for families that choose to participate.
- d. Providing accountability of strategy implementation and fidelity of implementation of the adopted curriculum through principal walk-throughs will increase the quantity of instruction, as principal walk-throughs will hold all staff accountable to implement the schoolwide strategies.
- e. The continuation of Excellence in Education will increase the quantity of instruction providing teachers with additional tools to engage student learning.
- f. Providing additional time for students who need supplementary help, through interventions and small group pullout, by highly-qualified teachers, Title I teacher or paraprofessionals.
- g. The research-based strategies used will improve quantity of instruction when teachers use strategies across the curriculum daily. Students will have multiple attempts to practice skills.

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

Our needs assessment showed we needed to improve our core reading program. We had several different basal reading programs being used in the elementary therefore there were gaps in the curriculum and a lack of direction. By adopting the new basal reading program (Scott Foresman Reading Street), this gave everyone one common direction to follow. Fidelity checks will occur with principal walk-throughs to evaluate the effectiveness of the program and to determine if additional resources or training will be required.

Our research-based reading intervention programs will continue through intervention support for identified students.

Areas of need were identified in each core area and the team selected research-based strategies and curricular resources that align to pre-teaching and re-teaching of the deficit skills. As a result of our data, Excellence in Education will also be continued to help close the achievement gap.

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

Strategies in the schoolwide plan which provide a level of interventions for students who need the most instructional support in the identified subgroups with gaps are:

Reading Interventions:

Grade Span-K-6 for strategic (Tier Two) or intensive (Tier Three)

After the analysis of data, students identified as needing additional support receive interventions, provided by highly-qualified teachers, Title I teacher, or paraprofessionals. Those students who are identified as Tier Two or Tier Three receive Title I services in reading through small group or one-on-one intervention support.

Reading Interventions: My Sidewalks (K), Teacher Directs PALS (1st grade), Phonics for Reading (2nd,-4th grades), REWARDS (4th, 5th

grades), Read Live (2nd-6th grades), Reading Eggs (1st-4th grades), Six Minute Solution (1st-3rd grades), among other interventions.

Math Interventions:

Grade Span-K-6 for strategic (Tier Two) or intensive (Tier Three)

Students also receive math support daily through small group or one-on-one support for those student identified as needing additional assistance. Interventions for pre-teaching and re-teaching of basic math skills occurs through our math series. Additional math support is provided through math manipulatives, technology websites such as ixl math or Moby Max, and other hands-on tools are used for differentiation.

Math Interventions: PALS Math (K), Compass Learning Odyssey (K-6), Study Island (2nd-6th grades), ixl Math, Moby Max, among other interventions.

Writing Interventions:

Grade Span-K-6 for strategic (Tier Two) or intensive (Tier Three)

Students also receive writing support daily through small group or one-on-one support through the incorporation of reading interventions. Many of our reading interventions has a writing component since reading and writing are reciprocal. Teachers also support students in writing through the use of a common writing program Step Up to Writing reinforced across the curriculum. Teachers also use Handwriting Without Tears and D'Nealian to support students writing.

Writing Interventions: Step Up to Writing (K-6), Handwriting Without Tears (K-6), 6+1 Traits

At this grade level, Science and Social Studies support is more related to reading mastery and comprehension.

Science Interventions:

Grade Span-K-6 for strategic (Tier Two) or intensive (Tier Three)

Teachers support students by re-teaching concepts and key vocabulary.

Science Interventions: Scholastic TrueFlix (2nd-6th grade), Scholastic GoGrolier (2-6), Compass Learning (K-6)

Social Studies Interventions:

Grade Span-K-6 for strategic (Tier Two) or intensive (Tier Three)

Teachers support students by re-teaching concepts and key vocabulary.

Science Interventions: Scholastic TrueFlix (2nd-6th grade), Scholastic GoGrolier (2-6), Compass Learning (K-6)

Students receive math and writing support through paraprofessionals assigned to help with Guided Study (small groups where support is given to students to help learn content material, in all content areas.) Paraprofessionals are assigned to classrooms to support learning in the classroom environment. During reading intervention groups where the teacher, Title I teacher or paraprofessionals work in small groups; working with reading strategies like phonics, decoding skills, phonemic awareness, reading practice, and fluency; also incorporate writing as part of the intervention. If the focus of an intervention group is decoding word chunks or parts, we would incorporate those same work chunks or parts into writing practice. The intervention support provided through Title I would be our Kindergarten through Sixth grade intervention groups, mostly in reading but we incorporate writing with reading, after all they are reciprocal. Some of our intervention groups also focus on math support. Teachers and or paraprofessionals support students in math strategies or through additional practice to support math fluency skills. Scholastic TrueFlix and GoGrolier are used to support all content areas for intervention support. All intervention groups are using researched based intervention materials or strategies and are run by the classroom teachers, Title I teacher and or paraprofessionals.

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

We assess all students three times a year in the area of reading, math, and writing. This data helps to drive our instruction and determine if student need additional support through interventions. Tier Two and Tier Three students are progress monitored in reading. The staff uses this data to determine interventions and drive their core instruction. Staff will use State assessment data to determine if targets are being met and to identify any gaps.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>Yes, one hundred percent of the Cass City Elementary School's paraprofessionals are highly qualified. All paraprofessionals meet the NCLB requirements for highly qualified.</p> <p>Paraprofessionals show evidence of meeting at least one of the following options: have taken a minimum of 90 college credit hours and/or have passed the Work Key Assessment.</p>	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

At this point Cass City Public Schools and consequently Cass City Elementary School have no open teaching positions. High teacher turnover rate is not a problem at this school. Over 56% of teachers have 15 or more years of service. The district offers competitive salary and benefits in comparison to surrounding districts which helps to attract and keep highly qualified teachers.

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

We have a total of 27 teachers on our staff

0-4 years	2 teacher	7%
5-10 years	4 teachers	14%
10-15 years	6 teachers	22%
15-20 years	3 teachers	11%
20-25 years	7 teachers	26%
25-30+ years	5 teacher	20%

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

Cass City Elementary school has no open teaching positions. High teacher turnover rates are not a problem at this school. We usually just recalled staff members who have been laid off. Our staff history is that most stay until retirement. Over 56% of teachers have 15 or more years of service. We have common planning time for grade level collaboration, duty free lunch and recess, along with promoting our school on our website. We also mentor student teachers assigned to our district through our local university offering them a high quality educational program.

Other initiatives include:

- 1. A full time nurse and social worker
- 2. Computer labs for staff and student use
- 3. School (and District) wide participation in Multi-Tiered System of Supports (MTSS) through our local ISD
- 4. School participation in Excellence in Education
- 5. Located to nearby field trip opportunities like the Octagon Barn
- 6. Close-knit, small, safe community

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

Our district offers competitive salary and benefits in comparison to surrounding districts which help to attract and keep highly qualified

teachers. Teachers receive MESSA insurance along with dental coverage. Our district has not had to hire teachers outside of the school system due to declining enrollment and spending cuts. Our staff history is which most stay until retirement. We promote our school on our website. We also mentor student teachers assigned to our district through our local university offering them a high quality educational experience.

Other initiatives include:

1. Technology in all classrooms (document cameras, projectors, wireless access, desktop computers, i-pad cart)
2. High academic standards
3. Early Childhood/Day Care Center
4. MTSS and Excellence in Education participation

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

We do not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

The Cass City Elementary School staff receives ongoing and sustained professional development that is aligned with the Comprehensive Needs Assessment and with the goals of the school improvement plan.

Cass City Elementary staff will be provided professional development time to evaluate and implement research based reading strategies and implement MTSS intervention programs.

Professional development events/activities described are intended to directly focus on achieving the school wide goals and on improving teaching and student learning and achievement. Designing professional development calendars and agendas are contractual issues for this district and pre-empts detailed scheduling in advance for the purpose of this document. Any variance from this written plan is a result of that issue.

Staff will participate in professional development determined from our comprehensive needs assessment and aligned to the goals in order to increase the quality of their instructional teaching.

Teacher Evaluation Training: Teacher evaluation updates and clarifications will be provided to all staff. Training Date: August 30, 2016 (8:00 a.m.-3:15 p.m.)

Reading: Staff will participate in a refresher training of the new basal reading series. The staff needs training on the intervention materials that came with the core reading program. Training Date: August 31, 2016 (8:00 a.m.-3:15 p.m.)

Math: Excellence in Education training will be provided to give teachers a refresher in the math materials or strategies provide for classroom and supplemental support. Training Date: September 1, 2016 (8:00 a.m.-3:15 p.m.)

Science: Building wide professional development in science will be presented by Cereal City. This professional development will discuss the changes in science content and provide staff needed training in the science kits that will help teach science content. Training Date: October 28, 2016 (8:00 a.m.-3:15 p.m.)

Social Studies: Teachers will review differentiated instruction options that are available at the building level. (Examples: TrueFlix, GoGrolier, among others) Training Date: Incorporated into Staff Meetings

Behavior: Revised behavior expectation will be shared and reviewed as a building. Training Date: Incorporated into Staff Meetings and School Improvement Meetings.

PD activities are reviewed throughout the year as need arises via grade level meetings, school improvement meetings, and staff meetings.

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

Staff will participate in the identified building professional development ensuring that training is sustained and ongoing. Professional
SY 2016-2017

development time is offered throughout the school year, while additional professional development is offered during staff meetings, school improvement meetings, and through grade level meetings. Staff meet by grade levels to continually discuss assessment data and ways to adjust instruction as needed. The principal and professional development team collaborate to determine what PD is needed based on data and staff evaluations. Professional development is tied to the comprehensive needs assessment data and the school improvement plan. All professional learning is ongoing throughout the year via school improvement meetings, grade level meetings, staff meetings, MTSS trainings, and Excellence in Education trainings provided by our local ISD.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Education Calendar 2016-2017

Component 6: Strategies to Increase Parental Involvement

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

Cass City Elementary school believes that effective partnership between the school and parents/guardians promote student achievement. In order to foster this partnership:

- Parents will be involved in the planning, implementation, evaluation, and improvement of the Title I Schoolwide program through parent perception data, survey data, and parent engagement/parent feedback.
- Parents will be invited to attend the annual Title I informational meeting which will include: presentation of current Title I services, student selection process for eligibility, helpful hints for parents for success in reading, writing, and math, solicitation of parents for involvement in the Title I program via a Title I parent committee, open discussion for planning, implementation, evaluation, and improvement of the program.
- Parents will have access to Skyward Family Access to obtain information on their child's progress.
- Progress monitoring reports will be sent home along with a new data sheet that explains the assessments given three time a year.
- Parents will have available open communication throughout the school year via school email bulletin, newsletters, conferences, phone calls, emails, progress reports, child study meetings, and Skyward assess.

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

Parents are involved in the implementation of the school wide plan in the following ways:

1. Participation of the school improvement team via parent engagement surveys/feedback.
2. Participation of completing perception data surveys
3. Participation in parent events such as parent night, Title I Parent meeting, and conferences
4. Participation on the Title I parent committee

Parent involvement is encouraged and pertinent information on the key school wide components are obtained via surveys, emails, direction communication, and parent meetings.

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

Parents will be involved in the evaluation of the schoolwide plan in the following ways:

1. Participation by providing feedback on surveys
2. Participation at parent involvement events (conferences, Title I meeting, parent night)
3. Participation in the evaluation process through school improvement via parent engagement feedback/surveys.

School Improvement Plan

Cass City Elementary

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

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

1118(e) (1) Cass City Elementary School provides information and assists parents regarding state and local academic standards and assessments via parent/teacher conferences, Title I informative meeting, parent night along with other communications shared throughout the school year. Parents are provided information through our Skyward Family Access computer system that enables communication between school and home.

Other ways parents are assisted with understanding state content/ assessment standards are:

- Parent/Teacher Conferences--staff and parents discuss students' academic progress
- School Email Bulletin and Newsletters--provide parents updates. In the fall a newsletter goes home to explain the tests given and how to interpret the data.
- Parents are provided overview of the Three Tier Model

1118(e) (2) Staff will provide parents with appropriate materials and offer training to help parents support their child's academic progress.

Materials and training are provide through:

- Title I Annual Parent meeting-
- Child Study meetings
- Parent Night
- Parent/Teacher Conferences
- Newsletters or School email bulletin
- school website
- Love and Logic Training
- Leveled books available to send home and return

1118(e) (3) Cass City Elementary Staff will provide training in how to read DIBELS Next and DIBEL Math assessment data graphs at the beginning of the school year with updates at grade level meetings. Teaching and paraprofessional staff will review the Three Tier Model and Title I interventions that would be available for students who need further support in core areas. Parent involvement training, will be provided through our social worker and Title I department, to provide training to all staff to assist in effective parent communication. Communication between staff and parents will be done through Skyward Family Access and parent conferences. Parents through the use of survey feedback, will educate staff on the value and utility of parents as educational partners to strengthen student achievement.

1118(e) (4) Cass City Elementary School strongly supports active involvement with the Parent Teacher Organization (PTO) that meets regularly with families, staff, and administration. Cass City Elementary School also supports volunteer programs and any community programs that promote student growth and development. Parents are actively involved in volunteer programs and reading programs such as RIF (Reading is Fundamental) an initiative to get books into students hands. We invite parents to become actively involved with the planning and development of our school improvement annual planning team as well as with this committee. Parents are also invited to participate in the annual Title I planning meeting. With the corporation of Early Childhood Center, Daycare, and other Early Childhood programs; parents are encouraged to participate early in the early education or school process of their child.

Collaboration with other programs to coordinate parent involvement includes:

-Open House, PTO, PE-Nut staff, ISD support staff, community members, and teaching staff.

1118(e)(5) Information is shared with parents in a language and format they can understand. Examples include:

- (Title I)Newsletters are written in a parent friendly language
- School email bulletins are written in a easy to understand format
- Skyward Family Access provide parents with information in many key areas (attendance, discipline, grades, homework, teacher comments)
- Progress monitoring reports, DIBELS reports, our data sheet (data sheet Title I teacher created to explain tests given at each grade level and provides student data scores).
- Report Cards

1118(e)(14)Cass City Elementary School will make every possible effort to accommodate parental request that ensure the success of the students in meeting individual needs of parents or students. These are usually met through child study meetings with staff, parents, and administration in attendance. Other reasonable accommodations are:

- Teachers are able to reschedule a parent/teacher conference (alternative conference time) to accommodate parent schedules
- Teachers provide tutoring recommendations for students
- Teachers will provide daily behavior information as requested (check in, check out)
- Teachers provide homework and materials for students who are absent for an extended period of time

1118(f) Cass City Elementary School provides opportunities for full participation of parents with disabilities, Limited English Proficiency, and Migratory parents by:

- Offering flexible meeting times
- Handicapped assessable facilities
- School/classroom communications written in a language understood by parents and any other accommodations that may arise.
- Language interpreter on site, as needed
- Skyward Family Access

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

Parent involvement activities are evaluated with parent surveys. Parent involvement participation at parent events is another important evaluation process which will be used to track numbers of parent that participate. The school improvement team will monitor the implementation of the parent involvement activities.

After parent involvement activities, parent/teacher conferences, and the Annual Title I meeting, parents will be surveyed and the results will be reviewed at staff meetings or school improvement meetings. Discussions on the effectiveness of the parent involvement activities including strengths and weaknesses will determine if this is an activity that should continue or what changes can be made to make it more successful.

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

The results of the parent participation data, survey data, and implementation data will be discussed and used to improve the schoolwide program. Results of the evaluation will be analyzed and discussed at building staff meetings or school improvement meetings as deemed appropriate. Effectiveness of activities will be discussed. This will determine the continuation or the changes that need to be made in order to make the activities/programs more successful.

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

The School-Parent Compact was designed years ago by staff and is part of our school enrollment package, and since it was developed it has been shared with parents annually for input at Parent Night or Parent-Teacher Conferences. The compact is discussed individually at parent teacher conferences to promote parent, teacher, and student collaboration for achievement. The School-Parent Compact is also shared at the Title I Parent Meeting for input. The Compact was reviewed with parent input through surveys. The document was reviewed and revised at our spring school improvement meeting with parent input through surveys and suggestions.

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

Cass City Elementary School shares the School-Parent Compact at the beginning of the year with families. Parents and students sign and return the compact to school. Parents will be provided a copy for personal review and discussion at parent-teacher conferences. During parent-teacher conferences, the compact can be reviewed individually to address any questions or concerns.

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

NA

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

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

Student progress is reported to parents in several different ways, at a variety of times throughout the school year including:

- Via Email and Phone Calls
- Parent/Teacher Conferences
- Friday Folders contain student work for parents to view
- Planners contain student work for parents to view
- Parents receive DIBELS reports, our data sheets that explain the test and provide student data, progress reports
- School Email Bulletin/Newsletters

School Improvement Plan

Cass City Elementary

- Parents are provided Report cards
- Language interpreter, as needed
- Social Worker

The individual student academic assessment results will be communicated to parents in a format they can understand. If parents need further explanation or discussion, they can contact their child's teacher or the Title I teacher for clarification.

Component 7: Preschool Transition Strategies

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

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

Kindergarten Transition Activities for Staff Include:

- Maintaining positive and effective working relationships with staff of programs from which children will transition
- Scheduling a personal visit with parents (parent-teacher conferences);
- Holding a Kindergarten Open House
- Working with parents to set goals for their students
- Assisting with the completion of necessary paperwork, such as birth certificate, social security card, immunization record
- Talking with parents about practicing new routines for bedtime, waking up, eating breakfast

Kindergarten Transition Activities for Parents Include:

- Participating in Parent-Teacher Conferences
- Accompanying their child on Kindergarten visits or open house
- Reading to their child books about going to Kindergarten
- Attending a personal visit with their child and the Kindergarten teacher
- Highly recommend attending a Title I Parent Night (pending this year)
- Offering GSRP full and half day programs to make sure all students have an opportunity to attend pre-school before going to kindergarten.

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

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

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

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

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

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

Students are identified for support using multiple assessments which include:

- DIBEL Next Reading
- DIBELS Math
- DRA (Developmental Reading Assessment)
- M-Step
- Teacher observations

Reading support through reading interventions are four days a week for 25 minutes, group size on average of three or four students, using research-based programs such as: My Sidewalks, Teacher Directed Pals, Sound Partners, Road to the Code, Road to Reading, Read Live, REWARDS, Phonics for Reading, Six Minute Solution, among other interventions. Progress monitoring is done throughout the year to monitor growth.

To enter, students must be performing below grade level on any of the following as applicable per grade level: DIBELS Next, teacher recommendation based on classroom performance and common assessments. Students in the most "at risk" category will be given first priority for intervention services at grade level meetings with Title Staff and classroom teachers. Schoolwide benchmark assessments are given three times a year; in fall, winter, and spring in grades K-6. Identification occurs not only at these benchmark times, but any time during the school year as concerns arise.

For DIBELS, any student with a composite score that is in the intensive range this is not receiving special education services in that area, will enter into Title I. Any student with a composite score that is in the strategic range will receive Title I interventions based on the number of students currently in the program for that grade level and the staff available to provide services. For students who do not receive small group intervention support, they will be targeted for support in the classroom during small group support.

To exit, students must be performing at grade level consecutively on progress monitoring assessments anytime throughout the year. Classroom teachers and Title I staff discuss changes to intervention groups and if a student is ready to exit interventions, the decision is mutually agreed upon.

Students new to our building are evaluated soon after enrolling in the building using assessment tools and placement testing if necessary.

Paraprofessional responsibilities may include but are not limited to the following:

- Working with small group reading interventions
- Working with students one-on-one during classroom support times
- Providing additional practice or re-teaching of specific skills to small group
- Working with students on math or other content areas

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

At Cass City Elementary School we have a timely, effective, additional assistance provided to assist students experiencing difficulty mastering State academic achievement assessment standards. Through the MTSS and Title I processes; teachers identify students having academic and or behavioral difficulties mastering content expectations.

Reading Interventions are offered to students identified by data in a variety of ways:

Paraprofessionals, teachers, and Title I teacher use research-based reading interventions, in addition to core instruction, four days a week for 25 minutes in small group setting.

- Paraprofessionals provide reading small group or one-on-one support for student during non-core instruction.

- Classroom teachers also provide additional support through the use of web-based programs and supplemental materials.

- Paraprofessional also provides student with math support through small groups or one-on-one time during non-core instruction.

- Classroom teachers provide additional support by pre-teaching and re-teaching Science and Social Studied content and also provide additional support through the use of web-based programs (such as Scholastic TrueFlix and GoGrolier).

We currently provide timely, effective, additional assistance to students who are experiencing academic difficulty in all subject areas first through Tier I classroom interventions in all grades K-6.

Strategies in the schoolwide plan which provide a level of interventions for students who need the most instructional support in the identified subgroups with gaps are:

Reading Interventions:

Grade Span-K-6 for strategic (Tier Two) or intensive (Tier Three)

After the analysis of data, students identified as needing additional support receive interventions, provided by highly-qualified teachers or paraprofessionals. Those students who are identified as Tier Two or Tier Three receive Title I services in reading through small group or one-on-one intervention support.

Reading Interventions: My Sidewalks (K), Teacher Directs PALS (1st grade), Phonics for Reading (2nd,-4th grades), REWARDS (4th, 5th grades), Read Live (2nd-6th grades), Reading Eggs (1st-4th grades), Six Minute Solution (1st-3rd grades), among other interventions.

Math Interventions:

Grade Span-K-6 for strategic (Tier Two) or intensive (Tier Three)

Students also receive math support daily through small group or one-on-one support for those student identified as needing additional assistance. Interventions for pre-teaching and re-teaching of basic math skills occurs through our math series. Additional math support is provided through math manipulatives, technology websites such as ixl math or Moby Max, and other hands-on tools are used for differentiation.

Math Interventions: PALS Math (K), Compass Learning Odyssey (K-6), Study Island (2nd-6th grades), ixl Math, Moby Max, among other interventions.

Writing Interventions:

Grade Span-K-6 for strategic (Tier Two) or intensive (Tier Three)

Students also receive writing support daily through small group or one-on-one support through the incorporation of reading interventions.

Many of our reading interventions has a writing component since reading and writing are reciprocal. Teachers also support students in writing through the use of a common writing program Step Up to Writing in all core areas. Teachers also use Handwriting Without Tears and

School Improvement Plan

Cass City Elementary

D'Nealian to support students writing.

Writing Interventions: Step Up to Writing (K-6), Handwriting Without Tears (K-6), 6+1 Traits

At this grade level, Science and Social Studies support is more related to reading mastery and comprehension.

Science Interventions:

Grade Span-K-6 for strategic (Tier Two) or intensive (Tier Three)

Teachers support students by re-teaching concepts and key vocabulary.

Science Interventions: Scholastic TrueFlix (2nd-6th grade), Scholastic GoGrolier (2-6), Compass Learning (K-6)

Social Studies Interventions:

Grade Span-K-6 for strategic (Tier Two) or intensive (Tier Three)

Teachers support students by re-teaching concepts and key vocabulary.

Science Interventions: Scholastic TrueFlix (2nd-6th grade), Scholastic GoGrolier (2-6), Compass Learning (K-6)

Students receive math and writing support through paraprofessionals assigned to help with Guided Study (small groups where support is given to students to help learn content material, in all content areas. Paraprofessionals are assigned to classrooms to support learning in the classroom environment. During reading intervention groups where the Title I teacher or paraprofessionals work in small groups; working with reading strategies like phonics, decoding skills, phonemic awareness, reading practice, and fluency; also incorporate writing as part of the intervention. If the focus of an intervention group is decoding word chunks or parts, we would incorporate those same work chunks or parts into writing practice. The intervention support provided through Title I would be our Kindergarten through Sixth grade intervention groups, mostly in reading but we incorporate writing with reading, after all they are reciprocal. Some of our intervention groups also focus on math support. Teachers and or paraprofessionals support students in math strategies or through additional practice to support math fluency skills. All intervention groups are using researched based intervention materials or strategies and are run by the classroom teachers, Title I teacher and or paraprofessionals.

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

Classroom teachers provide the "first good instruction." They use formative assessment data to identify students that did not master the lesson and provide re-teaching of concepts or supplemental support. Teachers conduct guided reading groups, which are set up based upon the instructional level of students in the group, as differentiated instruction based upon the specific skills that assessment data shows students in that group need additional instructional support. Teachers are able to differentiate math with technology websites and manipulatives. Ixl math and Moby Max are just two examples of technology websites that provide math support.

Teachers also use preferential seating for students with attention difficulties, hearing or visual problems. Our classroom audio systems provide our hearing impaired students support with hearing the teacher present the lesson more clearly.

Other examples of differentiated instruction are:

- modified lesson plans
- teacher provided notes/outlines
- students work at own pace or level on computer programs
- peer to peer learning
- additional time or instruction to complete work
- choral response, partner reading, visual modeling among others

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

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

Cass City Elementary School coordinates its Federal, State, and Local resources to implement the School-wide plan. The funds and resources that are used in the building include:

General Funds

Title I Part A

Title II Part A

Title VI

IDEA

Section 31A

Free and Reduced Lunch Program

Backpack Program

Penny Foundation

MEEMIC Foundation

PTO

Federal programs coordinated with school improvement plan.

Cass City School uses Federal funds to maintain staff necessary to implement interventions needed by students who are not meeting state standards. Federal and State funds will be used to purchase materials required to implement interventions. State and Local funds will be used to supply the general education program. Cass City Public Schools does consolidate Title I and Section 31A funds in our consolidated application to fulfill specific needs of our students. We also include some of the Title II A funds that we transferred over to Title I.

Title I program provides resources for teachers and paraprofessionals who focus on the needs of the lowest achieving students. Supplemental materials are purchased to support all content areas.

Title II funds are used to implement professional learning. Title II A helps to fund our Excellence in Education Math program at the elementary level along with other professional learning needs.

Title VI funds are used to purchase technology or web based intervention programs.

IDEA supports our special education programming which services are special education students.

Per Pupil State Aid pays for staff, supplies, transportation, maintenance and utilities for the district. Our Compass Learning program, a web based program, students can access during school, after school, or through the summer to work on content area skills.

The Penny Foundation provides grants for teachers for special projects, supplies, or events for the district.

MEEMIC provides grants for teachers for special projects, supplies, or events for the district.

The PTO provides funding for classroom supplies, field trips, assemblies, and family activities.

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

Federal, State, and local funds are used to implement the School-wide components in the following ways:

Comprehensive Needs Assessment is completed using general funds and staff time. Title II is used for professional development, Title VI to provide technology or web based programs, and General funds to buy testing materials, technology, and staff time to conduct the needs assessment. The Tuscola Intermediate School provides data review days for staff to analyze data and determine areas of need.

Schoolwide Reform Strategies are implemented using general fund dollars for Tier I strategies and Title I Part A funds for Tier II strategies. Title I A is used for staffing, instructional materials. General funds are used for materials, direct operating expenses. Title IIA provides professional development while Title VI provides technology to support student learning. The Tuscola ISD offers workshops to support staff in the writing of the school improvement plan.

Highly Qualified Staff needs are met using general fund dollars. Title IA-salaries and benefits for identified Title staff and paraprofessionals, Title II A-professional development, General fund for direct operating expenses.

Attracting and Retaining HQ staff needs are met using general fund dollars. Title IA-salaries and benefits, Title IIA-professional development, General fund-supplies.

Professional Development activities in the School-wide plan are implemented using general fund dollars, teacher time, and Title II Part A funds. Title IA and Title IIA-stipends, PD facilitators, Title VI-technology, General Fund-staffing, materials. Tuscola ISD provides professional learning using Excellence in Education Math to support local initiatives. The ISD also provides data review days for staff to analyze data and create a plan of action.

Parent Involvement Activities in the School-wide plan are implemented using general funds, Title I Part A funds. Title IA-parent night staffing and supplies, General Fund-district operating expenses, PTO-fundraising for fieldtrips or supplies.

Preschool Transition activities in the School-wide plan are implemented using general fund dollars. Young 4 and Young 5 programs provide early intervention programs for preschools students to prepare for Kindergarten.

Teachers making decisions in the School-wide plan are implemented using general fund dollars and teacher time. Title IIA provides professional development for staff, Title VI provides technology, and General fund provides testing materials, technology, and payment of staff who provide testing. The Tuscola ISD provides data review days.

Timely and Additional Assistance in the School-wide plan are implemented using Title I Part A funds. Title I and General Funds pay for staff salaries and benefits to provide additional assistance and Title VI provides technology resources.

Coordination of Federal, State, and local funds are completed with Central Office and the building principal (time and general fund). Title I,

School Improvement Plan

Cass City Elementary

Title II, Title VI, IDEA, General Fund, Local Grants and funding sources such as PTO are coordinated to support the schoolwide program and initiatives in the school improvement plan in the following ways:

- Highly Qualified teaching and support staff
- Multi-Tiered System of Support (MTSS)
- Interventions as supplemental to core grade level instruction
- Interventions
- Tuscola Intermediate School District provides professional learning, workshops, and data review days.
- Coordination of Services with Tuscola County Health Department and Thumb Behavioral Health Services

Evaluations are completed by building staff and administration using general fund dollars.

Federal programs coordinated with school improvement plan.

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

The school coordinates and integrates the following Federal, State, and Local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals.

Nutrition program: Cass City Elementary School participates in the National School Lunch Program

Head Start: The district partners with the Head Start program to develop positive early literacy development and support achievement.

PE-Nut: A Tuscola ISD sponsored program to encourage healthy eating and exercise habits to promote good overall health.

Health Ed: A Tuscola ISD program run by ISD staff to promote a healthy lifestyle.

Vocational and technical education would be offered at our local ISD Technology Center but this is not applicable at the elementary level.

Evaluation:

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

The team will evaluate the implementation of the Schoolwide plan by monitoring the plan and activities and collecting evidence such as agendas, sign in sheets, and documents supporting strategy and plan activities. The committee will look at National, State, and Local assessment data to see if what the schools is doing is being effective to increase student achievement. The team will use parent participation through parent engagement emails or surveys to help evaluate the program.

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

The school will use the evaluation tool to determine if Tier I objectives were met using data. If objectives are not met, staff will discuss how to adjust the plan based on research, professional development, resources, and accountability needs. The team will used parent engagement feedback through the use of emails or surveys to help evaluate the program.

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

The school will use the evaluation tool to determine if Tier II and Tier III objectives were met in closing the achievement gap for those students identified for interventions using data. If Tier II and Tier III objectives are not met, staff will discuss how to adjust the plan based on research, professional development, resources, and accountability needs. The team will used parent engagement feedback through the use of emails or surveys to help evaluate the program.

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

Using the final program evaluations for Tier I, Tier II and Tier III programs and strategies, staff will use the findings to revise the school improvement plan accordingly. Staff will also use data, from various data sources, to determine progress and continuous improvement of the programs. The team will use parent participation through parent engagement emails or surveys to help evaluate the program.

Cass City Elementary 2016-2017 Revised

Overview

Plan Name

Cass City Elementary 2016-2017 Revised

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Cass City Elementary School will become proficient in the content area of Social Studies, 2016-2017.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$4333
2	All students at Cass City Elementary School will become proficient in the content area of Science. 2016-2017	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$4333
3	All students at Cass City Elementary School will become proficient in the content area of ELA, 2016-2017.	Objectives: 2 Strategies: 2 Activities: 9	Academic	\$188036
4	All students at Cass City Elementary School will be proficient in the content area of math, 2016-2017.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$12333
5	All students at Cass City Elementary School will model positive behavior expectations.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$23000
6	Cass City Elementary will prepare, train, and support all staff to promote student achievement.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$33218

Goal 1: All students at Cass City Elementary School will become proficient in the content area of Social Studies, 2016-2017.

Measurable Objective 1:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 on State Assessment Tests (M-Step) in the area of Social Studies by 06/30/2017 as measured by the State Assessment..

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
---------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Cass City Elementary

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		Evaluate	07/01/2016	06/30/2017	\$334	Title II Part A	Staff, Principal
--	---	--	----------	------------	------------	-------	-----------------	------------------

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

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

Goal 2: All students at Cass City Elementary School will become proficient in the content area of Science. 2016-2017

Measurable Objective 1:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, 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 on State Assessment Test (M-Step) in Science by 06/30/2017 as measured by the State Assessment..

School Improvement Plan

Cass City Elementary

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 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)	Curriculum Development			07/01/2016	06/30/2017	\$334	Title II Part A	Teachers, Principal, Support Staff

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

School Improvement Plan

Cass City Elementary

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
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

Goal 3: All students at Cass City Elementary School will become proficient in the content area of ELA, 2016-2017.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, 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 on DIBELS Next Assessment in reading competency in English Language Arts by 06/30/2017 as measured by DIBELS Next Assessment..

Strategy 1:

DIBELS Next - 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.

SY 2016-2017

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Cass City Elementary

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
<p>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.</p> <p>An additional paraprofessional would be needed to support all intervention groups.</p> <p>Students will work in small group using research-based programs or strategies to work towards proficiency.</p>	Academic Support Program, Technology			07/01/2016	06/30/2017	\$177000	Title I Part A	Teachers, Title I Teacher, Paraprofessionals, and Principal.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p>	Professional Learning			07/01/2016	06/30/2017	\$334	Title II Part A	Principal, Teachers, Professional Development Committee

School Improvement Plan

Cass City Elementary

Activity - Classroom Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Students will use supplemental materials or strategies to work towards proficiency of reaching content standards.</p>	Academic Support Program, Technology			07/01/2016	06/30/2017	\$2500	Title I Part A	Principals, Teachers, Support Staff

Activity - Reading Leadership Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>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)</p>	Academic Support Program, Curriculum Development			07/01/2016	06/30/2017	\$534	Title II Part A, Title I Part A	Principal, Teachers, Reading Leadership Team, Professional Development Committee

School Improvement Plan

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	General Fund	Staff, Principal
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
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.	Academic Support Program			07/01/2016	06/30/2017	\$0	Other	Staff, Principal

Measurable Objective 2:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, 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 on 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
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	Title II Part A	Principal, Teachers, Professional Development Committee
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.	Professional Learning			07/01/2016	06/30/2017	\$334	Title II Part A	Principal, Teachers,, Professional Development Committee

Goal 4: All students at Cass City Elementary School will be proficient in the content area of math, 2016-2017.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, 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 on the DIBELS Math Assessment in Mathematics by 06/30/2017 as measured by the DIBELS Math Assessment..

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.

School Improvement Plan

Cass City Elementary

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
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	Title I Part A	Principal, Staff, Excellence in Education Support Staff, Paraprofessionals
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.	Academic Support Program, Supplemental Materials, Technology			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).	Academic Support Program			07/01/2016	06/30/2017	\$5000	Title I Part A	Principal, Teacher, Excellence in Education Support Staff,

School Improvement Plan

Cass City Elementary

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>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.</p>	Professional Learning, Curriculum Development			07/01/2016	06/30/2017	\$334	Title II Part A	Principal, Teachers, Excellence In Education Support Staff

Measurable Objective 2:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 on State Assessment Test (M-Step) in Mathematics by 06/30/2017 as measured by the State Assessment (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.	Professional Learning			07/01/2016	06/30/2017	\$334	Title II Part A	Principal, Staff, Professional Development Committee

Goal 5: All students at Cass City Elementary School will model positive behavior expectations.

Measurable Objective 1:

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

Strategy 1:

Training and Implementing - 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 Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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)</p> <p>The following are other action steps:</p> <ul style="list-style-type: none"> -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. <p>Students will follow our behavior expectations to promote positive behavior to increase student achievement.</p>	Behavioral Support Program			07/01/2016	06/30/2017	\$23000	Section 31a	Assistant Principal, Principal, Social Worker,

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

School Improvement Plan

Cass City Elementary

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 - 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 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			07/01/2015	06/30/2016	\$0	Other	Principal, Social Worker, ISD Staff

Goal 6: Cass City Elementary will prepare, train, and support all staff to promote student achievement.

Measurable Objective 1:

demonstrate a proficiency of preparing, training, and supporting staff through the use of educational strategies learned through PD or staff collaboration by 06/30/2017 as measured by walk-through's, observations, and data..

Strategy 1:

Preparing, training and supporting staff to promote student achievement - Administration will provide staff on-going professional learning in all content areas to promote student achievement. Professional learning may include differentiated instruction, a multi-tiered system of support, technology integration, and collaborative leadership to strengthen our academic environment.

Staff will attend professional learning to reinforce their instructional practices and provide students a quality education.

Category: Other - Professional Learning for Staff

School Improvement Plan

Cass City Elementary

Tier:

Activity - Excellence in Education-Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided training and support from trainer in Excellence in Education (Math). Trainer will provide training and resources to all staff in areas of small group and whole class instruction.	Professional Learning			07/01/2016	06/30/2017	\$5000	Title I Part A	Principal, Teachers, Excellence in Education Trainer
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.	Professional Learning, Teacher Collaboration, Curriculum Development, Technology, Direct Instruction		Implement	07/01/2015	06/30/2016	\$334	Title II Part A	Staff, Principal, Reading Leadership Team, and Pearson representative for Scott Foresman Reading Street.
Activity - Michigan Reading Association Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff maybe provided the opportunity to attend the Michigan Reading Association Conference, March 10-13, 2017 in Grand Rapids, MI. (2 staff to attend) Cost of conference: \$200 x 2 Cost of sub: 101.31 x 2 Mileage//Hotel costs: \$97 +\$200=\$900	Professional Learning			07/01/2016	06/30/2017	\$900	Title II Part A	Principal, staff
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	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

School Improvement Plan

Cass City Elementary

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	Title II Part A	Staff, Principal
Activity - Saxon Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	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.	Other - hire additional paraprofessional			07/01/2016	06/30/2017	\$24500	Title I Part A	Principal, Title I staff

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	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
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
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
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, Teacher Collaboration, Curriculum Development, Technology, Direct Instruction		Implement	07/01/2015	06/30/2016	\$334	Staff, Principal, Reading Leadership Team, and Pearson representative for Scott Foresman Reading Street.

School Improvement Plan

Cass City Elementary

Michigan Reading Association Conference	Staff maybe provided the opportunity to attend the Michigan Reading Association Conference, March 10-13, 2017 in Grand Rapids, MI. (2 staff to attend) Cost of conference: \$200 x 2 Cost of sub: 101.31 x 2 Mileage//Hotel costs: \$97 +\$200=\$900	Professional Learning			07/01/2016	06/30/2017	\$900	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
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

School Improvement Plan

Cass City Elementary

Reading Leadership Team	<p>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.</p> <p>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.)</p> <p>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)</p>	Academic Support Program, Curriculum Development			07/01/2016	06/30/2017	\$334	Principal, Teachers , Reading Leadership Team, Professional Development Committee
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
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

School Improvement Plan

Cass City Elementary

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
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
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
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
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		Evaluate	07/01/2016	06/30/2017	\$334	Staff, Principal

School Improvement Plan

Cass City Elementary

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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
Excellence in Education-Math	Staff will be provided training and support from trainer in Excellence in Education (Math). Trainer will provide training and resources to all staff in areas of small group and whole class instruction.	Professional Learning			07/01/2016	06/30/2017	\$5000	Principal, Teachers, Excellence in Education Trainer
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,
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.	Academic Support Program, Supplemental Materials, Technology			07/01/2016	06/30/2017	\$3665	Teachers, Principals,

School Improvement Plan

Cass City Elementary

Reading Leadership Team	<p>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.</p> <p>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.)</p> <p>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)</p>	Academic Support Program, Curriculum Development			07/01/2016	06/30/2017	\$200	Principal, Teachers , Reading Leadership Team, Professional Development Committee
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

School Improvement Plan

Cass City Elementary

Supplemental Materials and Technology	<p>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.</p> <p>Students will use supplemental materials or technology to help learn content material to strengthen student achievement.</p>	Academic Support Program, Technology			07/01/2016	06/30/2017	\$3665	Teachers, Principal, Support Staff
Classroom Interventions	<p>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.</p> <p>Students will use supplemental materials or strategies to work towards proficiency of reaching content standards.</p>	Academic Support Program, Technology			07/01/2016	06/30/2017	\$2500	Principals, Teachers, Support Staff
After School Support	<p>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.</p>	Academic Support Program			07/01/2016	06/30/2017	\$7000	Teachers, Principal

School Improvement Plan

Cass City Elementary

Reading Interventions	<p>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.</p> <p>An additional paraprofessional would be needed to support all intervention groups.</p> <p>Students will work in small group using research-based programs or strategies to work towards proficiency.</p>	Academic Support Program, Technology			07/01/2016	06/30/2017	\$177000	Teachers, Title I Teacher, Paraprofessionals, and Principal.
Supplemental Materials and Technology	<p>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.</p> <p>Students will use supplemental materials or technology to help learn content material to strengthen student achievement.</p>	Academic Support Program, Technology			07/01/2016	06/30/2017	\$3665	Teachers, Principal, support staff

Section 31a

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

School Improvement Plan

Cass City Elementary

Positive Behavior Expectations	<p>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)</p> <p>The following are other action steps:</p> <ul style="list-style-type: none"> -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. <p>Students will follow our behavior expectations to promote positive behavior to increase student achievement.</p>	Behavioral Support Program			07/01/2016	06/30/2017	\$23000	Assistant Principal, Principal, Social Worker,
--------------------------------	--	----------------------------	--	--	------------	------------	---------	--

General Fund

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

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Training	Behavior staff members will be trained by local ISD 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			07/01/2015	06/30/2016	\$0	Principal, Social Worker, ISD Staff

School Improvement Plan

Cass City Elementary

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
-------------------	---	--------------------------	--	--	------------	------------	-----	------------------