

Cass City Jr./Sr. High School School Improvement Plan 2016-2017

Cass City Jr. and Sr. High School
Cass City Public Schools

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Overview

Plan Name

Cass City Jr./Sr. High School School Improvement Plan 2016-2017

Plan Description

School Improvement Plan 2016-2017

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All student at Cass City Jr./Sr. High School will become proficient in English.	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$162080
2	All students at Cass City Jr./Sr. High School will become proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$11750
3	All students at Cass City Jr./Sr. High School will exhibit behaviors that align with our 5 pillars of positive behavior.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$22250
4	All students at Cass City Jr./Sr. High School will become proficient in Science.	Objectives: 2 Strategies: 2 Activities: 11	Academic	\$157050
5	All students at Cass City Jr./Sr. High School will become proficient in Math.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$102500

Goal 1: All student at Cass City Jr./Sr. High School will become proficient in English.

Measurable Objective 1:

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

Strategy 1:

REWARDS - Multi-Tiered System of Support (MTSS) in reading for all students. Cass City Junior/Senior High School has a strong MTSS system in place that includes Tier 1 instruction with 80/85% of students achieving identified instructional targets, supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at risk learners. English department, grades 7-12, will implement REWARDS techniques within English classes.

Category: English/Language Arts

Research Cited: REWARDS (Reading Excellence Word Attack & Rate Development Strategies), Archer et al

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

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

Tier:

Activity - REWARDS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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English classes in 7th and 8th grade use REWARDS including REWARDS PLUS to improve vocabulary comprehension through chunking for meaning. English classes in grades 9-12 use REWARDS through chunking to enhance vocabulary comprehension in regards to rhetorical skills. Included in the skills are prefixes, suffixes, roots, and bases. Monitor implementation of REWARDS strategies through vocabulary tests grades 7-12. English 11 classes use Everyday Words from Classic Origins to develop morphological skills by embedding and extending the chunking process with Latin and Greek root bases.	Academic Support Program			07/01/2016	06/30/2017	\$1455	Title I Part A	English Department
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Strategy 2:

Targeted Fluency Pull-outs - Targeted Fluency Pull-outs - Multi-Tiered System of Support (MTSS) in reading for all students. Cass City Junior/Senior High School has a strong MTSS system of

support in place to include: Tier I instruction with 80/85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring, and ensure that all students' needs are being met especially those identified as at risk learners. Students will be tested three times a year using college and career readiness benchmarks. Students not meeting or exceeding benchmark will be placed in an intervention program administered or supervised by a paraprofessional or classroom support teacher. The paraprofessional will work with students one-on-one or in small group settings (3-5 students) based upon skill deficiency(ies), as well as the direction and recommendation by the classroom teacher.

Research Cited: •Introduce literacy, which is aligned with national standards, to students.

- During 7th – 12th grade, students will take 3 probes/assessments which are aligned to and include College and Career Readiness Anchor Standards and Grade Band Standards which will be administered in their English/Language art class.

- Using classroom curriculum and/or individualized curriculum within the Study Island program, The Island program, KAHN Academy, or other instructional programs, students will build reading skills needed to be successful.

- The use of on-line assessments as a progress monitoring tool will help guide instruction on a continuous basis.

Category: English/Language Arts

Research Cited: •Introduce literacy, which is aligned with national standards, to students.

- During 7th – 12th grade, students will take 3 probes/assessments which are aligned to and include College and Career Readiness Anchor Standards and Grade Band Standards which will be administered in their English/Language art class.

- Using classroom curriculum and/or individualized curriculum within the Study Island program, The Island program, or other instructional programs, students will build reading skills needed to be successful.

- The use of on-line assessments as a progress monitoring tool will help guide instruction on a continuous basis.

Tier:

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

Activity - Reading/Writing Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be giving extra assistance in techniques for strengthening reading comprehension and fluency. 7th, 8th and 9th grade Reading Support teachers implement Compass Learning, Read Naturally, and MAZE (comprehension) probes to bolster comprehension and fluency. -Read Naturally (Read Naturally, Inc.) or other comparable techniques. A proven reading-intervention program designed to help struggling readers. Read Naturally focus is reading fluency, phonics, and vocabulary (1991) -Compass Learning Odyssey (Compass Learning) A research based curriculum and assessment to motivate students to engage, think, and learn through creative lessons to keep students interested and receptive to learning. (Founded in 1969)	Academic Support Program			07/01/2016	06/30/2017	\$52000	Section 31a	7th , 8th and 9th grade English Teachers and paraprofessionals

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Benchmark assessments and progress monitoring for individual growth progress with access to PSAT, SAT, WorkKeys, and Common Core based assessment, Reading for Information assessments, and Aspire assessments for reading, writing, and English skills providing immediately useful, relevant information for intervention analysis and instruction.	Other			07/01/2016	06/30/2017	\$1000	Title I Part A	Teachers, Principal, and Support Staff
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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will need substitute teachers three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. NOREDINK, Apperson's DataLink Evo, Grademaster equipment and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$1000	Title I Part A	Teacher, Principal, Support Staff

Measurable Objective 2:

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

Strategy 1:

Step Up to Writing - Step Up to Writing - Step Up to Writing will be used to teach rhetorical skills and the essay structure. Students will create writings of varying lengths and structures

based on the principles of effective instruction techniques and models provided by Step Up to Writing. Step Up to Writing's step by step approach is accompanied by a variety of writing frames to enhance students' understanding of writing skills and structures.

Category: English/Language Arts

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

Tier:

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

Strategy 2:

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

Category: English/Language Arts

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

Tier:

Tier:

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

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

Goal 2: All students at Cass City Jr./Sr. High School will become proficient in Social Studies.

Measurable Objective 1:

40% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 and local assessments in Social Studies by 06/30/2017 as measured by state and local assessments.

Strategy 1:

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

Category: Technology

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

Bates, T. (2011). Managing technology in higher education: strategies for transforming teaching and learning. San Francisco, CA: Jossey-Bass.

Brush, T. Integrating Technology Into K-12 Teaching And Learning: Current Knowledge Gaps And Recommendations For Future Research. Educational Technology Research and Development, 223-252.

Pellegrino, J. W. Professional Development In Integrating Technology Into Teaching And Learning: Knowns, Unknowns, And Ways To Pursue Better Questions And Answers. Review of Educational Research, 575-614.

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- Archer, A.L., Gleason, M.M. ,& Vachon, V. (2000) REWARDS: READING EXCELLENCE: WORD ATTACK AND RATE DEVELOPMENT STRATEGIES, Longmont, CO : Sopris West
- Toulmin, S. (1964). The Use of Argument, New York: Cambridge University Press
- Auman, Maureen. Step Up To Writing, 3rd . Longmont CO: Cambium Learning , 2008 Print.
- "Study Island." Study Island, LLC, 2012. Web. 22 May 2012.
<<http://www.studyisland.com>>.

Tier: Tier 1

Activity - Social Studies Power Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice a week, there will be a Social Studies Power Hour of Interventions to help struggling social studies students with their critical thinking, content knowledge, and critical reading skills.	Academic Support Program			07/01/2016	06/30/2017	\$1550	Title I Part A	Social Studies Teachers

Activity - Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology for teachers to use. In conjunction, Teachers will learn how to implement technology into classroom instruction in order to support differentiation of instruction and formative assessment by bringing additional resources into the classroom to support core subject area instruction. (Laptops, and iPads, utilizing Moodle, Edmodo to name a few programs)	Academic Support Program	Tier 1		07/01/2016	06/30/2017	\$1500	Title IV Part A	Teachers, Principal, Staff

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course.	Academic Support Program	Tier 1		07/01/2016	06/30/2017	\$2000	Title I Part A	Teachers, Principal, Support Staff
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Activity - Support Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multi-Tiered System of support Coach to provide instruction and support for Cass City Public School teachers to learn how to incorporate instructional strategies designed to support at-risk learners in Tier II and Tier III supplemental intervention sessions. Coach will prepare materials and facilitate learning sessions for teachers K-12 focusing on supporting strategies learned in other PD related activities. Examples that the coach would be able to help teachers are: -Differentiated instruction using technology -Close and Critical reading strategies	Professional Learning			07/01/2016	06/30/2017	\$2500	Title I Part A	Teachers, Principal, MTSS Coach and Reading Coach

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2015	06/30/2016	\$4200	Title II Part A, Title I Part A	Teachers, Principal, Support Staff

Goal 3: All students at Cass City Jr./Sr. High School will exhibit behaviors that align with our 5 pillars of positive behavior.

Measurable Objective 1:

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

Strategy 1:

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

Category: Other - Behavior

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

Frelberg (1998) Feelings of safeness and school size

McEvoy and Welker, (2000) Positive Interpersonal Relationships

Tier: Tier 3

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working effectively with Difficult, Defiant and Noncompliant Students	Professional Learning			07/01/2016	06/30/2017	\$500	Title II Part A	Teachers, Principal, Behavior Staff Member

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

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Behavior staff members will be trained by local ISD behavior specialists to identify student behavioral needs and create behavioral plans for identified students. ISD behavior specialists will work with behavior staff members on individual case need. ISD behavior specialists will also train staff on CPI.	Professional Learning			07/01/2016	06/30/2017	\$20000	Section 31a	Behavioral staff member, ISD behavior specialist, principal, and staff
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Strategy 2:

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

Category: Learning Support Systems

Research Cited: N/A

Tier:

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

Goal 4: All students at Cass City Jr./Sr. High School will become proficient in Science.

Measurable Objective 1:

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

Strategy 1:

MTSS - Cass City Jr./Sr. High School will develop a strong MTSS system of support to include: Tier 1 instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met, especially those identified as at risk learners. By focusing on these areas within the daily classroom the students will be able to increase their proficiency on their state and local assessments.

Category: School Culture

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

Choi, K., Goldschmidt, P., & Yamashiro, K. (2005). Exploring models of school performance: From theory to practice. In J. L. Herman & E. H. Haertel (Eds.), Uses and misuses of data for educational accountability and improvement (NSSE Yearbook, Vol. 104, Part 2, pp. 119-146). Chicago: National Society for the Study of Education. Distributed by Blackwell Publishing.

Archer, A.L., Gleason, M.M., & Vachon, V. (2000). REWARDS: Reading excellence: Word attack and rate development strategies. Langmont, CO: Sopris West. "Study Island." Study Island, LLC, 2012. Web. 22 May 2012.

<<http://www.studyisland.com>>.

Tier: Tier 1

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

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Activity - Support Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multi-Tiered System of support Coach to provide instructional and support for Cass City Public School teachers to learn how to incorporate instructional strategies designed to support at-risk learners in Tier II and Tier III supplemental intervention sessions. Coach will prepare materials and facilitate learning sessions for teachers K-12 focusing on supporting strategies learned in other PD related activities. Examples that the coach would be able to help teachers are: -Differentiated instruction using technology -Close and Critical reading strategies	Professional Learning			07/01/2016	06/30/2017	\$1500	Title I Part A	MTSS Coach/Reading Coach Principals, Staff

Activity - Supplemental Materials- Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology for teachers to use in conjunction with PD provided by TRIG Classroom Readiness Grant. Teachers will learn how to implement technology into classroom instruction in order to support differentiation of instruction and formative assessment by bringing additional resources into the classroom to support core subject area instruction. (Laptops, Temperature Probes, Weather Stations, 3D Printers, Telescopes, iPads and Microscopes)	Technology			07/01/2016	06/30/2017	\$1000	Title IV Part A	Teachers, Principals, Support Staff

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course.	Academic Support Program	Tier 3		07/01/2016	06/30/2017	\$2000	Title I Part A	Teachers, Principal, Support Staff

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Activity - Enrichment Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2/7 FTE instructors to facilitate elective courses designed to promote critical thinking, problem solving, data analysis through hands-on and engaging experiences. (Robotics, Forensic Science, Astronomy)	Direct Instruction	Tier 1		07/01/2016	06/30/2017	\$75000	General Fund	Teacher, Principal

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Title I Part A	Teacher, Principal, Support Staff

Measurable Objective 2:

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

Strategy 1:

MTSS- Tier 2 and Tier 3 - Cass City Jr./Sr. High School will develop a strong MTSS system of support to include: Tier 1 instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met, especially those identified as at risk learners. By focusing on these areas within the daily classroom the students will be able to increase their proficiency on their state and local assessments.

Category:

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

Choi, K., Goldschmidt, P., & Yamashiro, K. (2005). Exploring models of school performance: From theory to practice. In J. L. Herman & E. H. Haertel (Eds.), Uses and

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misuses of data for educational accountability and improvement (NSSE Yearbook, Vol. 104, Part 2, pp. 119-146). Chicago: National Society for the Study of Education. Distributed by Blackwell Publishing.

Archer, A.L., Gleason, M.M., & Vachon, V. (2000). REWARDS: Reading excellence: Word attack and rate development strategies. Langmont, CO: Sopris West. "Study Island." Study Island, LLC, 2012. Web. 22 May 2012.

<<http://www.studyisland.com>>.

Tier:

Activity - Science Power Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a week, there will be a Science Power Hour of Interventions to help struggling Science students with their critical thinking, data analysis, and critical reading skills. This will also be a time for some hands on training with the Astronomy, Robotics and Forensics Classes.	Academic Support Program			07/01/2016	06/30/2017	\$2000	Title I Part A	Teacher, Principal

Activity - MTSS Support Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multi-Tiered System of support Coach to provide instructional and support for Cass City Public School teachers to learn how to incorporate instructional strategies designed to support at-risk learners in Tier II and Tier III supplemental intervention sessions. Coach will prepare materials and facilitate learning sessions for teachers K-12 focusing on supporting strategies learned in other PD related activities. Examples that the coach would be able to help teachers are: -Differentiated instruction using technology -Close and Critical reading strategies	Academic Support Program			07/01/2016	06/30/2017	\$1000	Title I Part A	MTSS Coach, Teacher, Principal and Support Staff

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course.	Academic Support Program			07/01/2016	06/30/2017	\$2000	Title I Part A	Teacher, Principal, Support Staff
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Activity - Enrichment Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 FTE instructors to facilitate elective courses designed to promote critical thinking, problem solving, data analysis through hands-on and engaging experiences. (Robotics, Forensic Science, Astronomy)	Academic Support Program			07/01/2016	06/30/2017	\$70000	General Fund	Teacher, Principal

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Title I Part A	Teachers, Principal, Support Staff

Goal 5: All students at Cass City Jr./Sr. High School will become proficient in Math.**Measurable Objective 1:**

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

Strategy 1:

MTSS and Math Support - Cass City Jr./Sr. High School will develop a strong MTSS to include: Tier I instruction with 80% of students achieving identified instructional targets; supplementary supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met, especially those identified as at risk learners. In these 7-12 supplementary intervention support class's additional instruction will be provided. Remediation will be provided when students fail to meet the identified instructional targets, with one-on-one support, E2020, and math pull-outs.

Category:

Research Cited: MTSS: Kansas State Department of Education. (2013). Kansas Multi- Tier System of Supports: Building Leadership Team Implementation Guide Mathematic. Topeka, KS: Kansas MTSS Project Technical Assistance System.

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

Activity - Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Qualified Math Teachers will instruct students that have been identified as at risk math students in a supplemental math course designed to assist students in reaching identified instructional targets through supplemental instruction using IXL Math and remediation. Students will also have the opportunity to take E2020 courses to earn credits.	Academic Support Program			07/01/2016	06/30/2017	\$86000	Section 31a	Teacher, Principal, Support Staff

Activity - Data Analysis for Support Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will need substitute teachers for one day before course scheduling to provide teaching staff within the math department time to analyze data to determine which students will require math support.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Title I Part A	Teachers, Principal, Guidance Councilor, and Support Staff

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Activity - Supplementary Materials- iPads/Techonogly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to implement technology into classroom instruction in order to support differentiation of instruction and formative assessments by bringing additional resources into the classroom to support core subject area instruction through the use of iPad Apps and computer programs.	Supplemental Materials			07/01/2016	06/30/2017	\$500	Title I Part A	Teacher, Principal, Support Staff

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Title I Part A	Teachers, Principal, Support Staff

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology in the Classroom	Technology for teachers to use. In conjunction, Teachers will learn how to implement technology into classroom instruction in order to support differentiation of instruction and formative assessment by bringing additional resources into the classroom to support core subject area instruction. (Laptops, and iPads, utilizing Moodle, Edmodo to name a few programs)	Academic Support Program	Tier 1		07/01/2016	06/30/2017	\$1500	Teachers, Principal, Staff
Supplemental Materials-Technolgy	Technology for teachers to use in conjunction with PD provided by TRIG Classroom Readiness Grant. Teachers will learn how to implement technology into classroom instruction in order to support differentiation of instruction and formative assessment by bringing additional resources into the classroom to support core subject area instruction. (Laptops, Temperature Probes, Weather Stations, 3D Printers, Telescopes, iPads and Microscopes)	Technology			07/01/2016	06/30/2017	\$1000	Teachers, Principals, Support Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Learning.com	Progress will be monitored via the level of completion of the program on a weekly basis with posting of the completion level in Skyward to provide timely feedback to parents and the students themselves. Students continue to progress through the program in a linear fashion without skipping to maintain continuity of learning and will progress each section as it is mastered by the student. The number of missing assignments can be compared to the level of completion of goals established to success of the program. The failure to complete a weekly goal will be equivalent to having not completed all of the assignments in the week of a previous year. The number of student discipline issues can be reviewed via SWIS data on the PBIS data app.	Other - Self-guided Curriculum		Getting Ready	07/01/2016	06/30/2017	\$1750	Principal and Technology Teacher
Science Power Hour	Once a week, there will be a Science Power Hour of Interventions to help struggling Science students with their critical thinking, data analysis, and critical reading skills. This will also be a time for some hands-on training with the Astronomy, Robotics and Forensics Classes.	Academic Support Program			07/01/2016	06/30/2017	\$1550	Science Teacher
Monitoring Student Growth	Students will be pulled out based on college readiness scores until benchmarks are met. Paraprofessionals and support teachers will use the following research based learning activities: AIMS Web Maze Word Search, Reading and Thinking Critical Workbook Series (Donald Barnes and Arlene Burg), Timed Reading Plus Books (Edward Spargo), and Practice PSAT,SAT Reading Tests, Reading for Information, Locating Information,(ACT) or other comparable activities.	Academic Support Program			07/01/2016	06/30/2017	\$100000	English teachers and paraprofessionals in grades 7-12.
Science Power Hour	Once a week, there will be a Science Power Hour of Interventions to help struggling Science students with their critical thinking, data analysis, and critical reading skills. This will also be a time for some hands on training with the Astronomy, Robotics and Forensics Classes.	Academic Support Program			07/01/2016	06/30/2017	\$2000	Teacher, Principal
Supplementary Materials- iPads/Techonogly	Teachers will learn how to implement technology into classroom instruction in order to support differentiation of instruction and formative assessments by bringing additional resources into the classroom to support core subject area instruction through the use of iPad Apps and computer programs.	Supplemental Materials			07/01/2016	06/30/2017	\$500	Teacher, Principal, Support Staff

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Progress Monitoring	Benchmark assessments and progress monitoring for individual growth progress with access to PSAT, SAT, WorkKeys, and Common Core based assessment, Reading for Information assessments, and Aspire assessments for reading, writing, and English skills providing immediately useful, relevant information for intervention analysis and instruction.	Other			07/01/2016	06/30/2017	\$1000	Teachers, Principal, and Support Staff
Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2015	06/30/2016	\$3000	Teachers, Principal, Support Staff
Data Analysis	Teachers will need substitute teachers three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. NOREDINK, Apperson's DataLink Evo, Grademaster equipment and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$1000	Teacher, Principal, Support Staff
Credit Recovery	Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course.	Academic Support Program	Tier 3		07/01/2016	06/30/2017	\$2000	Teachers, Principal, Support Staff
Credit Recovery	Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course.	Academic Support Program	Tier 1		07/01/2016	06/30/2017	\$2000	Teachers, Principal, Support Staff
Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Teachers, Principal, Support Staff

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Data Analysis for Support Classes	Teachers will need substitute teachers for one day before course scheduling to provide teaching staff within the math department time to analyze data to determine which students will require math support.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Teachers, Principal, Guidance Councilor, and Support Staff
Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Teachers, Principal, Support Staff
Support Coach	Multi-Tiered System of support Coach to provide instructional and support for Cass City Public School teachers to learn how to incorporate instructional strategies designed to support at-risk learners in Tier II and Tier III supplemental intervention sessions. Coach will prepare materials and facilitate learning sessions for teachers K-12 focusing on supporting strategies learned in other PD related activities. Examples that the coach would be able to help teachers are: -Differentiated instruction using technology -Close and Critical reading strategies	Professional Learning			07/01/2016	06/30/2017	\$1500	MTSS Coach/Reading Coach Principals, Staff
Credit Recovery	Secondary RTI Instructor will be available during the school year and summer months. Students will be assigned to the class when they are identified as failing in core content course work and will remain in the class until they reach proficiency in the course.	Academic Support Program			07/01/2016	06/30/2017	\$2000	Teacher, Principal, Support Staff
MTSS Support Coach	Multi-Tiered System of support Coach to provide instructional and support for Cass City Public School teachers to learn how to incorporate instructional strategies designed to support at-risk learners in Tier II and Tier III supplemental intervention sessions. Coach will prepare materials and facilitate learning sessions for teachers K-12 focusing on supporting strategies learned in other PD related activities. Examples that the coach would be able to help teachers are: -Differentiated instruction using technology -Close and Critical reading strategies	Academic Support Program			07/01/2016	06/30/2017	\$1000	MTSS Coach, Teacher, Principal and Support Staff

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Pull Out Math Support	Students will be pull out and work with in small groups and individual to work on targeted areas of math that the student is weak in. The paraprofessional will do progress monitoring through out the year and will do some work on software program IXL Math to supplement their math class.	Professional Learning			07/01/2016	06/30/2017	\$15000	Teacher, Principal, Support Staff
Support Coach	Multi-Tiered System of support Coach to provide instruction and support for Cass City Public School teachers to learn how to incorporate instructional strategies designed to support at-risk learners in Tier II and Tier III supplemental intervention sessions. Coach will prepare materials and facilitate learning sessions for teachers K-12 focusing on supporting strategies learned in other PD related activities. Examples that the coach would be able to help teachers are: -Differentiated instruction using technology -Close and Critical reading strategies	Professional Learning			07/01/2016	06/30/2017	\$2500	Teachers, Principal, MTSS Coach and Reading Coach
Monitoring Student Growth	Students will be pulled out based on college readiness scores until benchmarks are met. Paraprofessionals and support teachers will use the following research based learning activities: AIMS Web Maze Word Search, Reading and Thinking Critical Workbook Series (Donald Barnes and Arlene Burg), Timed Reading Plus Books (Edward Spargo), and Practice PSAT,SAT Reading Tests, Reading for Information, Locating Information,(ACT) or other comparable activities.	Academic Support Program			07/01/2016	06/30/2017	\$500	English teachers and paraprofessionals in grades 7-12.
NOREDINK.COM Professional Development	Virtual training provided by vendor	Professional Learning			07/01/2016	06/30/2017	\$500	English Department and paraprofessionals
Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2016	06/30/2017	\$500	Teacher, Principal, Support Staff
Social Studies Power Hour	Twice a week, there will be a Social Studies Power Hour of Interventions to help struggling social studies students with their critical thinking, content knowledge, and critical reading skills.	Academic Support Program			07/01/2016	06/30/2017	\$1550	Social Studies Teachers

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REWARDS	English classes in 7th and 8th grade use REWARDS including REWARDS PLUS to improve vocabulary comprehension through chunking for meaning. English classes in grades 9-12 use REWARDS through chunking to enhance vocabulary comprehension in regards to rhetorical skills. Included in the skills are prefixes, suffixes, roots, and bases. Monitor implementation of REWARDS strategies through vocabulary tests grades 7-12. English 11 classes use Everyday Words from Classic Origins to develop morphological skills by embedding and extending the chunking process with Latin and Greek root bases.	Academic Support Program			07/01/2016	06/30/2017	\$1455	English Department
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Enrichment Courses	1 FTE instructors to facilitate elective courses designed to promote critical thinking, problem solving, data analysis through hands-on and engaging experiences. (Robotics, Forensic Science, Astronomy)	Academic Support Program			07/01/2016	06/30/2017	\$70000	Teacher, Principal
Enrichment Courses	2/7 FTE instructors to facilitate elective courses designed to promote critical thinking, problem solving, data analysis through hands-on and engaging experiences. (Robotics, Forensic Science, Astronomy)	Direct Instruction	Tier 1		07/01/2016	06/30/2017	\$75000	Teacher, Principal
NOREDINK.COM	Students will complete a beginning of the semester Diagnostic test correlated to grade-level and content level English and writing.	Direct Instruction, Technology			07/01/2016	06/30/2017	\$5625	English Department and paraprofessionals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Data Analysis	Teachers will need a substitute teacher three times within the school year to provide teaching staff time to analyze data and collaboration with staff to determine whether the gap has decreased and to ensure that curriculum that is being taught is aligned. Apperson's DataLink Evo and Grademaster assessment forms will be used to progress monitor students and give timely feedback.	Teacher Collaboration			07/01/2015	06/30/2016	\$1200	Teachers, Principal, Support Staff
Professional Development	Working effectively with Difficult, Defiant and Noncompliant Students	Professional Learning			07/01/2016	06/30/2017	\$500	Teachers, Principal, Behavior Staff Member

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Support	Highly Qualified Math Teachers will instruct students that have been identified as at risk math students in a supplemental math course designed to assist students in reaching identified instructional targets through supplemental instruction using IXL Math and remediation. Students will also have the opportunity to take E2020 courses to earn credits.	Academic Support Program			07/01/2016	06/30/2017	\$86000	Teacher, Principal, Support Staff
Reading/Writing Support	Students will be giving extra assistance in techniques for strengthening reading comprehension and fluency. 7th, 8th and 9th grade Reading Support teachers implement Compass Learning, Read Naturally, and MAZE (comprehension) probes to bolster comprehension and fluency. -Read Naturally (Read Naturally, Inc.) or other comparable techniques. A proven reading-intervention program designed to help struggling readers. Read Naturally focus is reading fluency, phonics, and vocabulary (1991) -Compass Learning Odyssey (Compass Learning) A research based curriculum and assessment to motivate students to engage, think, and learn through creative lessons to keep students interested and receptive to learning. (Founded in 1969)	Academic Support Program			07/01/2016	06/30/2017	\$52000	7th , 8th and 9th grade English Teachers and paraprofessionals

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Behavior Training	Behavior staff members will be trained by local ISD behavior specialists to identify student behavioral needs and create behavioral plans for identified students. ISD behavior specialists will work with behavior staff members on individual case need. ISD behavior specialists will also train staff on CPI.	Professional Learning			07/01/2016	06/30/2017	\$20000	Behavioral staff member, ISD behavior specialist, principal, and staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Essay Structure	Prior to beginning the writing process, an informal outline, provided by Step Up to Writing, to plan expository, argumentative and narrative essay structures will be given to students and model examples provided to demonstrate the initial stages of the writing process. Additional Step Up to Writing steps will be added as the essays progresses.	Direct Instruction			07/01/2016	06/30/2017	\$0	English Department and paraprofessionals