



# **District Improvement Plan**

## **Mio-AuSable Schools**

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## **Introduction**

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

# Executive Summary

## **Introduction**

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

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

## **Description of the School System**

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

The district consists of two schools (elementary and high school), both contained in one building. The physical plant includes one K-12 education facility of approximately 120,000 square feet which allows for the sharing of some facilities (such as the cafeteria, gym, multi-purpose room and media center), four storage buildings, a concession building, bus garage and bus driver break room.

Mio AuSable Elementary has approximately 230 students in grades K-5. The MS/HS has approximately 299 students in grades 6-12. The number of students has decreased over the past 15 years, however this is the first year (2015-2016 school year) in the past five years that we have not lost students throughout the year, maintaining the same amount from September 2015 through June 2016 (529 students).

The school district is located in a small community in Northeast Lower Michigan in a rural area surrounded by the Huron National Forest. The district contains a high level of students living at or below poverty level, with nearly 70% of our students receiving free or reduced lunch. There continues to be very little ethnic diversity within our school.

The district employs 36 teachers and two administrators. The number of staff has also decreased substantially over the past several years as the district faces difficult financial times.

## **System's Purpose**

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

Mio AuSable Schools Mission, Vision, Belief Statements (developed during the 2010-2011 school year)

**Mission:**

The mission of the Mio AuSable School community is to provide an innovative and enthusiastic learning environment that develops knowledgeable, responsible and respectful lifelong learners.

**Vision:**

Mio AuSable Schools will empower successful learners for today and the future.

**Belief Statement:**

We believe that:

- The instructional program should challenge each child to reach his/her potential.
- Schools should be orderly, violence free, and promote the emotional and physical wellness of students and staff.
- Accountability of parents/guardians for regular school attendance and appropriate behavior is essential.
- Students need to come to school prepared and ready to take an active role in learning.
- Respect, cooperation and communication are necessary among staff, students, parents and the community to create a positive learning environment.



## **Notable Achievements and Areas of Improvement**

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

Our most recent achievements throughout the district has been in the State of Michigan we have been ranked second in the state for college readiness preparation in comparison to other schools throughout the state who share the same social economic disadvantages. Our greatest areas of concern for the past few years have been the transition to Common Core Standards with emphasis in our language arts programs in writing and in mathematics specifically towards the M-STEP.

We have been recognized by the US News and World Reports as a bronze medal school for college readiness preparation and by the Center for Michigan Group as one of the top five percent schools for academic excellence as recognized in the Bridge magazine.

In the elementary, we offered Title I After School Intervention programs which targeted specific groups of students based on data from NWEA DRA, spelling inventory and classroom teachers' recommendations. MEAP and M-Step scores in the area of math for third and fourth grades have shown improvements over the past 3 years. Our greatest area of concern has been developing a written curriculum which aligns to the Common Core State Standards with the emphasis on reading, writing, and mathematics specifically geared toward preparing the students for State Assessments. All staff has a strong understanding of the Common Core State Standards. The school is close to completing a written curriculum in the areas of math and writing. This coming year our focus will be on developing the reading curriculum. In addition to work on the curriculum, the elementary is working on regular collection and analysis of data that can be used to determine necessary student intervention and evaluate the effectiveness of the curriculum.

## **Additional Information**

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

The school continues to be the hub of our small community. Many community members are seen walking the hallways after school hours and using our other facilities. State funding to our district continues to be in the bottom 25% based on the state individual student foundation allowance, but through local capital project mileages we have been able to upgrade a physical plant that is 50 years old and continues to experience the need for significant maintain projects (roof replacement and energy conversion)

# **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 district has several ways that stakeholders can be involved in the school improvement process. We have a school improvement committee. Letters and personal contacts are sent out to invite parents and community members to participate on the committee. The meeting days and times were established based on the most convenient time frames for members outside of the school community. An overview of member roles is given at initial meetings each year and when new members join.

At the elementary level, the process to engage stakeholders in the development of the school improvement plan includes personal communication, surveys, feedback on family night events, and flyers to attend meetings. The Elementary School Improvement Team which meets the second Wednesday of the month involves all elementary teachers and involves parents. Everyone is invited, has a voice and is encouraged to express their thoughts on topics. These meetings/events are scheduled on different days and at different times of the day. This year more elementary teachers were involved in the District's School Improvement Committee meetings that are held on a monthly basis. These meetings are held on the third Wednesday of each month and typically no other school events are scheduled on that night.

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

The improvement plan is discussed throughout the school year at monthly school improvement meetings. All members of the school improvement committee, through their attendance, provide input and direction for the SIP. These are the stakeholders (parents, school board members, community members, teachers and administrators) who actively provide input in the school improvement process. Goals and strategies are discussed as data is reviewed and needs identified. Often, subcommittees may need to work on certain projects as a way to ensure things get done.

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

Final improvement plan is communicated to school improvement committee as a whole. It is a topic of discussion at each monthly meeting. Staff meetings also provide an opportunity to review and discuss goals, strategies and evaluate progress. The final improvement plan is disseminated through the postal system, through the school website and the posting of school improvement minutes to teaches, board members and administration.

# District Additional Requirements Diagnostic

## **Introduction**

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

### District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes	CIMS data is reported at school improvement meetings as the workbooks are available. This gives the committee an opportunity to discuss strategies for eliminating deficiencies.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	CIMS data is one piece that is used to prepare our plan. Specifically, our graduation and dropout rates are below state averages.	

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Currently, the school uses a Sonic Wall Content Filter from Dell.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	The school uses a Sonic Wall Content filter from Dell.	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	Yes, student acceptable use policies must be signed prior to allowing access. Board policy governs staff and student use of technology as well.	

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



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Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	The TRIG initiative has given the district an opportunity to assess its technology infrastructure. The district has surveyed its current technology and it meets the needs to successfully complete online assessments. For testing during the 2015-2016 school year we experienced numerous conflicts between the assessment websites and/or our technology hardware.	

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	Our technology needs are vast and ever-changing. We have a sufficient server and router/filter, however it could be upgraded. All classrooms have projection screens mounted (that teachers want them in). The district has a mobile laptop cart, two iPad carts and two chromebook carts (30 on each).	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	No		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	No	Technology availability and student literacy continue to improve with occasional glitches. Technology availability to student usage has improved by the two chromebook carts and upgrading of equipment within the school computer labs. Ongoing student curriculum that is technology based is embedded in the elementary, middle and high school.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Introductory and advanced computer courses are available at all appropriate grade levels.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Board Policies.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	James Gendernalik, Interim Superintendent 1110 W. 8th Street Mio, MI 48647 989.826.2483	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The District has a District Board Policy that is related to Parent Involvement.	Yes	See attached Parent Involvement Policy	Parent Involvement

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The District has additional information necessary to support your improvement plan.	No		

## 2015-16 DIP Plans & Goals

## Overview

### Plan Name

2015-16 DIP Plans & Goals

### 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 in the Mio AuSable School District will improve their math skills.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$97000
2	All students in the Mio AuSable School District will improve their reading proficiency and comprehension.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$44000
3	All students in the Mio AuSable School District will increase writing proficiency.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$10000
4	All students in the Mio AuSable School District will improve their proficiency in Science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$11000
5	All students in the Mio AuSable School District will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$12000

## Goal 1: All students in the Mio AuSable School District will improve their math skills.

### Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 in achievement data in Mathematics by 06/16/2017 as measured by NWEA, M-Step, MME, SAT, PSAT, and classroom assessments.

### Strategy 1:

Math Strategy 1 - Teachers will use systematic and explicit instructions on a regular basis and visual and graphic depictions of problems.

Category:

Research Cited: NCTM Research Brief 2007 - "Effective Strategies for Teaching Students with Difficulties in Mathematics"

Tier: Tier 1

Activity - Teacher PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional development to increase the effective implementation of academic vocabulary instruction in a research-based approach to all students.  Schools: All Schools	Professional Learning		Implement	09/06/2016	06/16/2017	\$6000	Title II Part A	Teachers, Principal
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Providing intervention for students in need outside of the regular classroom setting - after-school tutoring, summer school, after-school programs, etc. Also, the use of supplemental courses and re-teaching.  Schools: All Schools	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$80000	Title I Part A, Title II Part A	Principals, teachers
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of instructional strategies by walk-throughs, observations and individual teacher feedback.  Schools: All Schools	Walkthrough	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Principals

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Committee consisting of math teachers will regularly meet to analyze data using Data Director and other tools to monitor and evaluate instruction and learning.  Schools: All Schools	Teacher Collaboration		Evaluate	09/06/2016	06/16/2017	\$1000	Title II Part A	Teachers, principals, ISD staff
Activity - Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.  Schools: All Schools	Direct Instruction, Curriculum Development, Professional Learning		Implement	08/22/2016	06/16/2017	\$10000	Title II Part A	Principals and administrators; all staff within each department /school is responsible for their own self reflection/evaluation

## Goal 2: All students in the Mio AuSable School District will improve their reading proficiency and comprehension.

### Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 in reading fluency and comprehension in English Language Arts by 06/16/2017 as measured by NWEA, MStep, SAT, PSAT, MME, and classroom assessments.

### Strategy 1:

Strategy 1 - Teachers will use direct, explicit comprehension instruction (instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, etc.), effective reading principles embedded in content and intensive writing.

Category:

Research Cited: Reading Next Report ([www.all4ed.org/files/ReadingNext.pdf](http://www.all4ed.org/files/ReadingNext.pdf))

Tier: Tier 1

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Activity - Colloboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly to collaborate on student achievement/progress and adjust/align instructional practices accordingly.  Schools: All Schools	Teacher Collaboration		Evaluate	09/06/2016	06/16/2017	\$4000	Title II Part A	Teachers, Administrators
Activity - Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate the use of informational reading comprehension in their classrooms.  Schools: All Schools	Direct Instruction		Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Teachers, Principals
Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Peer review and instructional coaching relative to standardized test scores to identify individual improvement and skill status  Schools: Mio-AuSable Elementary School	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration		Monitor	08/22/2016	06/16/2017	\$0	Title I Part A	Administrators, writing coach, instructional coach, and staff
Activity - Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.  Schools: All Schools	Direct Instruction, Curriculum Development, Professional Learning		Implement	08/22/2016	06/16/2017	\$10000	Title II Part A	All staff within each department /school are responsible for their own self evaluation; principals and administrators



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### Strategy 2:

Instructional Coach - Instructional coach to provide individualized support and professional development to instructional staff on an individual basis to improve the teaching of reading.

Category: Other - Professional Learning

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach to provide individualized support and professional development to instructional staff on an individual basis to improve the teaching of reading. Schools: Mio-AuSable Elementary School	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$30000	Title II Part A	Administrators and reading instructional coach

## Goal 3: All students in the Mio AuSable School District will increase writing proficiency.

### Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 and improvement in their writing assessments in English Language Arts by 06/16/2017 as measured by NWEA, MStep, SAT, PSAT, MME, and classroom assessments.

### Strategy 1:

Strategy 1 - All students will receive writing instruction across all content areas.

Category:

Research Cited: Writing Next Report ([www.all4ed.org/files/WritingNext.pdf](http://www.all4ed.org/files/WritingNext.pdf))

Tier: Tier 1

Activity - Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Writers' Workshop (MAISA) through classroom walkthroughs and observations. Schools: Mio-AuSable Elementary School	Walkthrough		Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Principal

Activity - Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

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Teachers will teach writing strategies for planning, revising and editing compositions. Teachers will also instruct students on summarizing texts.  Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Teachers
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Activity - Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.  Schools: All Schools	Direct Instruction, Curriculum Development, Professional Learning		Implement	08/22/2016	06/16/2017	\$10000	Title II Part A	Principals and administrators; all staff within each department /school is responsible for their own self reflection/evaluation.

## Goal 4: All students in the Mio AuSable School District will improve their proficiency in Science.

### Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 in science assessments in Science by 06/16/2017 as measured by NWEA, Mstep and classroom assessments, MME, SAT, PSAT.

### Strategy 1:

Strategy 1 - Next Generation Science Standards (NGSS) Rollout - Staff will unpack the NGSS. Training provided by COOR ISD staff or other providers. This training will include connection with STEM and CCSS.

Category:

Research Cited: A Framework for K-12 Science Education. NRC (2012), Stiggins, NSTA

Tier:

Activity - NGSS Rollout	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All science teachers will participate in rollouts through COOR ISD, MDE or other providers of quality professional development to improve teachers' understanding of NGSS including the incorporation of STEM and the connection to CCSS.  Schools: All Schools	Professional Learning		Getting Ready	09/06/2016	06/16/2017	\$1000	Title II Part A	Teachers, Administrators
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Activity - Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.  Schools: All Schools	Direct Instruction, Curriculum Development, Professional Learning		Implement	08/22/2016	06/16/2017	\$10000	Title II Part A	Principals and administrators; all staff within each department /school is responsible for their own self-reflection and evaluation.

**Goal 5: All students in the Mio AuSable School District will be proficient in social studies.**

**Measurable Objective 1:**

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 in achievement data in Social Studies by 06/16/2017 as measured by MStep, MME, NWEA, SAT, PSAT and classroom assessments.

**Strategy 1:**

Strategy 1 - Classroom teachers will receive PD for teaching informational/Expository and Narrative Complex Text.

Category:

Research Cited: Batsche, Bender, Marzano, NIRN, CCSSO

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.C. Duffy, 1992. "Developing Expertise in Reading Comprehension."

Tier:

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

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<p>All social studies teachers will participate in rollouts through professional development, round tables and after-school curriculum meetings to develop understanding and implementation of the C3 Framework, including the inquiry arc.</p> <p>Schools: All Schools</p>	<p>Policy and Process</p>		<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/16/2017</p>	<p>\$2000</p>	<p>Title II Part A</p>	<p>Teachers, Principals</p>
<p>Activity - Enacted Curriculum</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Curriculum Development, Professional Learning</p>		<p>Implement</p>	<p>08/22/2016</p>	<p>06/16/2017</p>	<p>\$10000</p>	<p>Title II Part A</p>	<p>Principals and administrators; all staff within each department /school is responsible for their own self-reflection and evaluation.</p>

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Review	Peer review and instructional coaching relative to standardized test scores to identify individual improvement and skill status	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration		Monitor	08/22/2016	06/16/2017	\$0	Administrators, writing coach, instructional coach, and staff
Intervention	Providing intervention for students in need outside of the regular classroom setting - after-school tutoring, summer school, after-school programs, etc. Also, the use of supplemental courses and re-teaching.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$30000	Principals, teachers

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring	Monitor the implementation of instructional strategies by walk-throughs, observations and individual teacher feedback.	Walkthrough	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Principals
Writing Strategies	Teachers will teach writing strategies for planning, revising and editing compositions. Teachers will also instruct students on summarizing texts.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Teachers
Reading Instruction	All teachers will incorporate the use of informational reading comprehension in their classrooms.	Direct Instruction		Implement	09/06/2016	06/16/2017	\$0	Teachers, Principals
Writer's Workshop	Monitor the implementation of Writers' Workshop (MAISA) through classroom walkthroughs and observations.	Walkthrough		Implement	09/06/2016	06/16/2017	\$0	Principal

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**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Enacted Curriculum	Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.	Direct Instruction, Curriculum Development, Professional Learning		Implement	08/22/2016	06/16/2017	\$10000	Principals and administrators; all staff within each department /school is responsible for their own self-reflection and evaluation.
Teacher PD	Teachers will engage in professional development to increase the effective implementation of academic vocabulary instruction in a research-based approach to all students.	Professional Learning		Implement	09/06/2016	06/16/2017	\$6000	Teachers, Principal
Data Analysis	Math Committee consisting of math teachers will regularly meet to analyze data using Data Director and other tools to monitor and evaluate instruction and learning.	Teacher Collaboration		Evaluate	09/06/2016	06/16/2017	\$1000	Teachers, principals, ISD staff
Enacted Curriculum	Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.	Direct Instruction, Curriculum Development, Professional Learning		Implement	08/22/2016	06/16/2017	\$10000	Principals and administrators; all staff within each department /school is responsible for their own self-reflection and evaluation.

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Enacted Curriculum	Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.	Direct Instruction, Curriculum Development, Professional Learning		Implement	08/22/2016	06/16/2017	\$10000	All staff within each department /school are responsible for their own self evaluation; principals and administrators
Enacted Curriculum	Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.	Direct Instruction, Curriculum Development, Professional Learning		Implement	08/22/2016	06/16/2017	\$10000	Principals and administrators; all staff within each department /school is responsible for their own self reflection/evaluation
Collaboration	Teachers will meet regularly to collaborate on student achievement/progress and adjust/align instructional practices accordingly.	Teacher Collaboration		Evaluate	09/06/2016	06/16/2017	\$4000	Teachers, Administrators
Rollout	All social studies teachers will participate in rollouts through professional development, round tables and after-school curriculum meetings to develop understanding and implementation of the C3 Framework, including the inquiry arc.	Policy and Process		Getting Ready	09/06/2016	06/16/2017	\$2000	Teachers, Principals
NGSS Rollout	All science teachers will participate in rollouts through COOR ISD, MDE or other providers of quality professional development to improve teachers' understanding of NGSS including the incorporation of STEM and the connection to CCSS.	Professional Learning		Getting Ready	09/06/2016	06/16/2017	\$1000	Teachers, Administrators
Instructional Coach	Instructional coach to provide individualized support and professional development to instructional staff on an individual basis to improve the teaching of reading.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$30000	Administrators and reading instructional coach
Intervention	Providing intervention for students in need outside of the regular classroom setting - after-school tutoring, summer school, after-school programs, etc. Also, the use of supplemental courses and re-teaching.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$50000	Principals, teachers

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Enacted Curriculum	Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.	Direct Instruction, Curriculum Development, Professional Learning		Implement	08/22/2016	06/16/2017	\$10000	Principals and administrators; all staff within each department/school is responsible for their own self reflection/evaluation.
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## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher PD	Teachers will engage in professional development to increase the effective implementation of academic vocabulary instruction in a research-based approach to all students.	Professional Learning		Implement	09/06/2016	06/16/2017	\$6000	Teachers, Principal
Intervention	Providing intervention for students in need outside of the regular classroom setting - after-school tutoring, summer school, after-school programs, etc. Also, the use of supplemental courses and re-teaching.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$80000	Principals, teachers
Monitoring	Monitor the implementation of instructional strategies by walk-throughs, observations and individual teacher feedback.	Walkthrough	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Principals
Collaboration	Teachers will meet regularly to collaborate on student achievement/progress and adjust/align instructional practices accordingly.	Teacher Collaboration		Evaluate	09/06/2016	06/16/2017	\$4000	Teachers, Administrators
Reading Instruction	All teachers will incorporate the use of informational reading comprehension in their classrooms.	Direct Instruction		Implement	09/06/2016	06/16/2017	\$0	Teachers, Principals
Writing Strategies	Teachers will teach writing strategies for planning, revising and editing compositions. Teachers will also instruct students on summarizing texts.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Teachers
NGSS Rollout	All science teachers will participate in rollouts through COOR ISD, MDE or other providers of quality professional development to improve teachers' understanding of NGSS including the incorporation of STEM and the connection to CCSS.	Professional Learning		Getting Ready	09/06/2016	06/16/2017	\$1000	Teachers, Administrators
Rollout	All social studies teachers will participate in rollouts through professional development, round tables and after-school curriculum meetings to develop understanding and implementation of the C3 Framework, including the inquiry arc.	Policy and Process		Getting Ready	09/06/2016	06/16/2017	\$2000	Teachers, Principals

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Data Analysis	Math Committee consisting of math teachers will regularly meet to analyze data using Data Director and other tools to monitor and evaluate instruction and learning.	Teacher Collaborati on		Evaluate	09/06/2016	06/16/2017	\$1000	Teachers, principals, ISD staff
Enacted Curriculum	Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.	Direct Instruction, Curriculum Developme nt, Professiona l Learning		Implement	08/22/2016	06/16/2017	\$10000	All staff within each department /school are responsible for their own self evaluation; principals and administrat ors
Enacted Curriculum	Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.	Direct Instruction, Curriculum Developme nt, Professiona l Learning		Implement	08/22/2016	06/16/2017	\$10000	Principals and administrat ors; all staff within each department /school is responsible for their own self reflection/e valuation.
Enacted Curriculum	Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.	Direct Instruction, Curriculum Developme nt, Professiona l Learning		Implement	08/22/2016	06/16/2017	\$10000	Principals and administrat ors; all staff within each department /school is responsible for their own self reflection/e valuation

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Enacted Curriculum	Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.	Direct Instruction, Curriculum Development, Professional Learning		Implement	08/22/2016	06/16/2017	\$10000	Principals and administrators; all staff within each department/school is responsible for their own self-reflection and evaluation.
Enacted Curriculum	Self-evaluation of rigor for lesson planning and teaching of curriculum within classroom.	Direct Instruction, Curriculum Development, Professional Learning		Implement	08/22/2016	06/16/2017	\$10000	Principals and administrators; all staff within each department/school is responsible for their own self-reflection and evaluation.

### Mio-AuSable Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writer's Workshop	Monitor the implementation of Writers' Workshop (MAISA) through classroom walkthroughs and observations.	Walkthrough		Implement	09/06/2016	06/16/2017	\$0	Principal
Data Review	Peer review and instructional coaching relative to standardized test scores to identify individual improvement and skill status	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration		Monitor	08/22/2016	06/16/2017	\$0	Administrators, writing coach, instructional coach, and staff

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Instructional Coach	Instructional coach to provide individualized support and professional development to instructional staff on an individual basis to improve the teaching of reading.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$30000	Administrators and reading instructional coach
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