# Single Building District Improvement Plan

## Gros Cap School

### Moran Township School District

Mrs. Amy Lester
W1828 GROS CAP RD
SAINT IGNACE, MI 49781-9806

# TABLE OF CONTENTS

**Single Building District Additional Requirements Diagnostic**

**Title I Targeted Assistance Diagnostic**

**2016-17 Goals**

# Introduction

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

# Executive Summary

# Introduction

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

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

# Description of the School

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

Gros Cap School is nestled along the northern shore of Lake Michigan. Located 5 miles west of St. Ignace, our school encompasses Moran Township, Brevort Township and the city of St. Ignace students. With 94 students and a professional team of 14 staff members, our students experience intense individual instruction on a daily basis. Aside from few staff turnovers, Gros Cap School continues to pride itself on consistency. Our rural location in the Upper Peninsula of Michigan creates a population of students that benefit from programs such as free breakfast, free and reduced hot lunch, Core Academic Support throughout the school day, an after-school program and summer school.

# School's Purpose

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

Vision Statement

The Moran Township School District, in partnership with the community, endeavors to provide all students with the tools necessary to become critical, innovative thinkers and problem solvers as well as lifelong learners. Our students will be provided with the tools necessary to become responsible productive citizens and participating members of a democratic society in a diverse and complex world.

Mission Statement

The mission of Moran Township School is to develop self-esteem, positive attitudes, and effective work habits for all students within a safe, orderly environment. Our goal is for students to master essential skills and become successful, productive citizens. The district recognizes the inter-dependency of home, school, and community and seeks to enhance this relationship.

Beliefs Statement

It is the belief of the Moran Township School District that education is a continuing life-time pursuit and a shared responsibility of home, church, and community; that schools are centers of community endeavor for the improvement of the quality of living and learning for all citizens. Education is a total process and a universal concern. Every individual has worth and dignity. They are unique and learn in relation to that uniqueness. The Moran Township School District acknowledges that today's world demands quality and depth of learning as well as flexibility in meeting the rapidly changing developments in science, economics, technology, diplomacy and human aspirations. The Moran Township School District is committed to providing a comprehensive, high-quality, future-oriented educational program, assuring equal opportunity for learning to all students regardless of race, religion, sex, or ethnic heritage.

# Notable Achievements and Areas of Improvement

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

Over the last three years, Gros Cap School District has been ranked in the top percentile in the State of Michigan for our academic achievements. We have raised our reading scores school wide and strive to increase math, writing and science proficiency over the next three years. We have recently received recognition for our Academic Excellence with our innovative peer-to-peer technology program.

# Additional Information

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

Additional information for Moran Township School District can be accessed online at morantwp.eup.k12.mi.us.

# 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.**

All Moran Township School District staff members are valuable members of the school improvement plan creation and implementation. School board members, parents and community members contribute concerns as well. Team meetings are held during common times when members are available to meet.

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

Professional teaching staff, special education staff, school board members, parents and community members contributed information concerning students' academic needs. These concerns are investigated by the team and an action plan is created to address the areas of need.

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

The final improvement plan is made available on our school website and is shared at a regular school board meeting. Progress on the plan is relayed through monthly newsletters to parents, shared at staff meetings throughout the school year and is posted on our website.

# School Data Analysis

# Introduction

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

# Demographic Data

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

**Student Demographic Data**

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

Student enrollment data over the last three years has shown numbers to remain consistent. We enroll 80 - 90 students each year. This past year proved to be our highest number of enrolled students in recent years with 94 students. A problem with this higher number was larger than normal class sizes, which were still smaller than average public schools, yet larger than normal for Moran Township.

**Student Demographic Data**

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

Student attendance data over the last three years has shown a small percentage of students with more than ten absences each year. The District has put in place a truancy policy that addresses student absences.

**Student Demographic Data**

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

The three year data trend in student behaviors has shown few to no discipline referrals, suspensions or expulsions, therefore, no challenges are identified.

**Student Demographic Data**

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

No actions are necessary at this time.

**Teacher/School Leader(s) Demographic Data**

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

Teachers and administrators are experienced, therefore, they are able to provide quality instruction and leadership to the student population.

**Teacher/School Leader(s) Demographic Data**

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

Teachers and administrators are experienced, therefore, they are able to provide quality instruction and leadership to the student population.

**Teacher/School Leader(s) Demographic Data**

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

Majority of school leader absences were due to professional learning. This impact has a positive influence on student achievement, and supports student learning and growth.

**Teacher/School Leader(s) Demographic Data**

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

Majority of teacher absences were due to professional learning. This impact has a positive influence on student achievement, and supports student learning and growth.

**Teacher/School Leader(s) Demographic Data**

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

No actions are necessary.

# Process Data

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

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

School systems review shows strengths in the building lie within communication, student achievement and professional development.

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

None at this time, however we will assess ourselves regularly to identify any future challenges.

**12. How might these challenges impact student achievement?**

As of now, there is no challenge impacting student achievement.

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

As of now, there is no challenge impacting student achievement.

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

Intervention programs such as Title I and extended learning opportunities are offered to all students, including those with disabilities. Interventions are utilized to help all students achieve success.

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

Afterschool and summer school opportunities are available to students in grades k-8.

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

Students are identified by teacher recommendation, test scores, and in class grading reports. Parents are notified by letter and phone call of opportunities available to their student.

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

Pacing guides and curriculum maps are utilized monthly, along with detailed lessons plans.

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

No MiPHY was completed.

# Achievement/Outcome Data

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

**19a. Reading- Strengths**

Reading is a strength within student achievement, yet Moran Township pushes students for excellence and feel improvements can still be made with all students in all grade levels.

**19b. Reading- Challenges**

Challenges in reading are present at all levels with comprehension and fluency skills.

**19c. Reading- Trends**

Moderate student growth has been indicated in grades 2-4. Interventions will continue to be implemented to target this area, as well as grades 5 and 6.

**19d. Reading- Summary**

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

**tiered instruction if appropriate.**

To address the weaknesses in reading comprehension and fluency, Paraprofessional support is added to our teaching staff to offer support both small group and individual in a push in and/or pull out manner. This Tier 2 instruction is in addition to regular classroom instruction targeting those students who continue to lack relevant growth.

**20a. Writing- Strengths**

Students have demonstrated improvements in their cross-curricular writing abilities.

**20b. Writing- Challenges**

Students have made growth with their writing abilities. Moran Township School District prides itself on student excellence and continues to push our students to show even larger improvements.

**20c. Writing- Trends**

Writing has been a target for improvement over the last few years, and continues to be this year as well. The District feels this is a cross curricular area that requires continual maintenance.

**20d. Writing- Summary**

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

Improvement of writing has been a continual goal for Moran Township. Teachers will continue to monitor their usage of WriteSteps

curriculum to improve upon writing abilities and skills.

**21a. Math- Strengths**

Math has shown to be an area of growth in measurement.

**21b. Math- Challenges**

Numbers and operations are a weak area for some students.

**21c. Math- Trends**

While several areas have shown improvement, math scores in numeration still show a low area for our students.

**21d. Math- Summary**

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

The School Improvement Plan will address challenges in math through the use of paraprofessional support in small group and/or individual instruction both pushing into the classroom and pulling out.

**22a. Science- Strengths**

Science scores have shown improvement.

**22b. Science- Challenges**

Scientific inquiry continues to challenge some of our students.

**22c. Science- Trends**

The trend shows a deficit in student ability in science, however this past year has shown some marked improvements due to the project based learning incorporated last year with hands-on kits.

**22d. Science- Summary**

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

The SIP will target science, namely scientific inquiry, through the implementation of Delta module kits recently purchased. This secondary year of implementation should show growth for all students with the use of hands on learning.

**23a. Social Studies- Strengths**

Social Studies is a strength of students within the district.

**23b. Social Studies- Challenges**

As of now, there are no challenges in social studies.

**23c. Social Studies- Trends**

NA

**23d. Social Studies- Summary**

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

NA

# Perception Data

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

**24a. Student Perception Data**

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

Student perception data has indicated highest levels of overall expectations clearly identified to them.

**24b. Student Perception Data**

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

Satisfaction is lowest with overall newness of school facilities.

**24c. Student Perception Data**

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

A plan is in place to upgrade all building restrooms in the summer of 2017.

**25a. Parent/Guardian Perception Data**

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

Parent and guardians indicate highest levels of satisfaction to be among clearly defined expectations and content delivery.

**25b.  Parent/Guardian Perception Data**

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

Parent and guardian indicate low levels of satisfaction similar to the students, with the overall image of the building and grounds.

---

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

Students are now taking an active role in the presentation of the building through our school-wide PBIS program, as well as a plan in place to upgrade all building restrooms in the summer of 2017.

**26a. Teacher/Staff Perception Data**

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

Teachers and staff indicate high levels of satisfaction with professional development and available resources.

**26b. Teacher/Staff Perception Data**

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

None. Teachers were satisfied across the board.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

NA

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakholders/community?**

Highest levels of satisfaction among community stakeholders indicated to be community involvement.

**27b. Stakeholder/Community Perception Data**

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

---

Community stakeholders indicate low levels of satisfaction with overall cleanliness of building.

**27c. Stakeholder/Community Perception Data**

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

Students are active part of building appearance with an implemented school-wide PBIS. Additionally, building bathrooms will be upgraded in the summer of 2017.

# Summary

**28a. Summary**

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

The District has strengths with clearly defined expectations, professional development offered to staff, community involvement and overall content delivery among staff. The challenges indicated show an overall need to improve the image/appearance of our building and grounds. This will be met with our PBIS program as well as planned upgrades to the buildings restrooms in the summer of 2017.

**28b. Summary**

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

Students may be impacted by distractedness in learning if there is something about the building that distracts them from learning, or if they are not comfortable in their learning environment.

**28c. Summary**

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

These challenges are not addressed within the school improvement plan. They are cosmetic, and will be addressed with a    PBIS program, as well as a construction project for the summer of 2017.

# Single Building District Additional Requirements Diagnostic

# Introduction

This diagnostic tool contains certification requirements for single building districts.  All single building districts must complete this diagnostic.

# Single Building District Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Literacy and math are tested annually in grades 1-5. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 2. | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below. | Yes | www.morantwp.eup.k12.mi.us | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 3. | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 4. | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes | | |

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

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 6. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.  If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Amy Lester Superintendent W1828 Gros Cap Road Saint Ignace, Michigan 49781 906-643-7970 | |

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

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

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 9. | The School has additional information necessary to support your improvement plan. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 10. | The School Improvement Team reviews the CIMS data. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 11. | CIMS data is used to prepare our Improvement Plan. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 12. | 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 13. | The district has a process to monitor adult and student use of the internet. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 14. | The district has an Internet Safety Policy in place. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 15. | The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 16. | The district has a process to provide public notice and hearings about the Internet Safety Policy. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 17. | 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 18. | 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 | The District uses school-wide assessment data to identify the need for wireless internet connections and one-to-one computing in all classrooms and offices. Updated software needs to be functional and age appropriate with hardware available to all students and staff throughout the building. Professional development is made available to staff members in need of additional support. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 19. | The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section. | Yes | 1. Compass Learning<br>2. SmartBoard, notebook lessons<br>3. Khan Academy<br>4. A to Z Learning<br>5. Ipads in classrooms<br>6. Edmodo, blog sites, various interactive apps such as Handouts, WordlyWise 3000 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 20. | The district adjusts its curriculum to include technology literacy for all students. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 21. | The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section. | Yes | Moran Township School District adjusts our instructional program by utilizing older students in the building to work with younger students on basic computer skills. Electronic additions of newspaper and magazines are available for students to study weekly news and events. Online games and activities are available for students to reinforce concepts throughout the school year. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 22. | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 23. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Amy Lester Superintendent W1828 Gros Cap Road Saint Ignace, Michigan 49781 906-643-7970 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 24. | The District has a District Board Policy that is related to Parent Involvement. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 25. | The District has additional information necessary to support your improvement plan. | Yes | | |

# Title I Targeted Assistance Diagnostic

# Introduction

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

# Component 1: Needs Assessment

**1. How was the comprehensive needs assessment process conducted?**

Moran Township School District has shown success in the areas of Reading, Math, Science, and Social Studies as evident through the regionally administered grade level assessment devices and nationally normed standardized tests like AIMSweb Math. Reading fluency and comprehension has become a key component for the student success in these areas and has become our focus for the Title IA funds. Writing and Literacy are subjects that can be taught within all subjects in school. Science and Social Studies curriculum lend themselves to the use of non-fiction text strategies, decoding methods, and summarizing information through writing process such as note taking and comprehensive essays. Writing and Literacy can also be used in Math with problem solving strategies and written responses to example processes used for mathematical reasoning.

Moran Township School District uses multiple, educationally bound, objective criteria to establish assessments that evaluate our best practices. These include:

1.M-Step assessment results for 3-8 grade

a.Using cut scores of 1 or 2 to consider a student passing

2.AIMSweb Math three times a year for all students K-8 as a method of progress monitoring for identification of students that may be missing content knowledge or Common Core State Standards

a.Using cut scores that identify the bottom 20th percentile as a base line for this nationally normed assessment

3.Regionally designed Grade Level Assessment Devices in Math and Language Arts

a.Reading (K-8 three times a year)

b.Math (K-8 three times a year)

c.Writing (3-8 three times a year)

4.District Common Assessments in:

a.Math (K-8 after each unit)

b.Science (K-8 after each unit)

c.Social Studies (K-8 after each unit)

d.Writing (K-8 after each unit)

e.Reading (K-8 after each unit)

i.Multiple assessments are also used in each grade level to evaluate student progress

1.MLPP assessment for sight word knowledge (K-3)

2.Decoding Practices (1-8)

a.Multiple reading assessments (grades K-5) including Hearing and Recording sounds, Letter Sound Identification, Informal Reading Inventories, and much more.

5.In addition to these tests, students have the opportunity to participate in After School Programs and in-school Academic Support programs that are designed with their needs in mind. Parents of the students are encouraged to be part of this process and are welcome to come and sit in on both programs to learn strategies that will be useful at home. This will help bridge the school to home gap.

**Data is kept in charts that are distributed to staff members and discussed in Professional Learning Communities (PLCs) frequently.***

**2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

At the beginning of each school year, teachers are responsible for testing student ability levels in reading, writing and mathematics. Student data that supports below average levels will be recommended for additional Title I paraprofessional support. These students are then progress monitored to track growth. Consideration is also given to prior year data, and analyzing where students left off the previous spring.

**3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

1.AIMSweb Math three times a year for all students K-8 as a method of progress monitoring for identification of students that may be missing content knowledge or Common Core State Standards

a.Using cut scores that identify the bottom 20th percentile as a base line for this nationally normed assessment

2.Regionally designed Grade Level Assessment Devices in Math and Language Arts a.Reading (K-8 three times a year)

b.Math (K-8 three times a year)

c.Writing (3-8 three times a year)

3.District Common Assessments in:

a.Math (K-8 after each unit)

b.Science (K-8 after each unit)

c.Social Studies (K-8 after each unit)

d.Writing (K-8 after each unit)

e.Reading (K-8 after each unit)

i.Multiple assessments are also used in each grade level to evaluate student progress

1.MLPP assessment for sigh word knowledge (K-3)

2.Decoding Practices (1-8)

a.Multiple reading assessments (grades K-5) including Hearing and Recording sounds, Letter Sound Identification, Informal Reading Inventories, and much more.

**4. For schools with preschool through grade 2:   Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

Moran Township School District has Response to Intervention implemented in all K-2 elementary classrooms. This comprehensive process ensures that all students in K-2 have their literacy needs assessed three times a year through AIMSweb Literacy, and/or OS.
Students in K-2 are also paired for reading assessments in Literacy Groups based on their most current reading level using the Reading Recovery Model of text evaluation. Reading Recovery is offered to students that are not meeting their current goals and is used K-2 exclusively.
In addition Kindergarten students are identified from parent interviews at Kindergarten screenings, preschool assessments and questionnaires that are shared with Kindergarten staff from previous teachers, as well as teacher judgment.

# Component 2: Services to Eligible Students

**1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Moran Township School District provides eligible students with a variety of services throughout the calendar year. These services include:

1.Highly qualified academic support staff that are provided to all eligible students

a.This teacher serves as a pull out support or in class support for eligible students K-8.

2.Scholastic Guided Readers are used grade K-8 to help students read and comprehend informational text.

3.Summer School Program that offers Title I students a nine (9) week intensive teaching focusing on math, science, literacy, and writing.

4.Web-based programs K-8 that offer students a chance to enhance educational outcomes by utilizing the schools iPads and netbooks that are distributed to each student at the beginning of the year

# Component 3:  Incorporated Into Existing School Program Planning

**1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Moran Township School District is committed to the continuous school improvement in all areas of education. Administrators, teachers, support staff, community members, parents, and students are committed to working together to develop a plan to help every students find their success in education. By utilizing this systematic approach, the use of Professional Learning Communities (PLCs), Regional Curriculum Review Teams, and Parent Teacher Organizations models are used district wide.

Moran Township School District is an exemplary school district that is committed to the continued success of all students in all areas. Moran Township School District has achieved district and region wide acknowledgments for our practices, yet we continue to strive to be better.

## Component 4: Instructional Strategies

**1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Differentiated small group instruction by highly qualified staff that focuses on the student's level of literacy and helps scaffold their growth.

**2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

Implementation of leveled classroom libraries

Implementation of Lucy Calkins new grade level writing curriculum customized by grade level and adapted to student needs

Problem based learning training

Informational text comprehension strategies

**3. Describe your extended (supplemental) learning program,  including how it provides an accelerated quality curriculum.**

State standardized test scores have increased with this targeted population after additional Title I support was provided in both upper elementary reading and K-8 math and science the past two years.

The focus for our extended learning program this year will collaborate with teachers to provide additional quality instruction to those students in need of additional support in mastering state requirements through push in and pull out services.

**4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

A summer school program offering math and reading support is offered. Title I support pushed into the classroom during reading and math time and the use of Grades 2-4 leveled literacy groups also minimized the amount of time students are pulled from their regular classroom to receive instruction.

# Component 5: Title I and Regular Education Coordination

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Moran Township School District prides itself in ensuring the success of all students and expects the continuous improvement in all core academic areas as well as in the development of all students into well-rounded, responsible citizens in our community. Students receive Title I support based on the inability to successfully master state required standards through our comprehensive needs assessment process. The coordination of Title I and General Education is done through teacher collaboration and both long and short term planning by all staff members. Title I services providing paraprofessional support within the classroom enables students to receive the support necessary to be successful.

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Area preschool programs, as well as preschool age students, are given opportunities throughout the school year to come into Moran Township School District and our kindergarten classroom. Aside from a formal arranged visit in the spring, we also offer an open House in the fall for all community members, a holiday program, various science and social studies fairs displaying student work and an annual spaghetti dinner. These opportunities allow preschool age students chances to be in the school and in their future classroom in a nonthreatening manner.

# Component 6: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| | 1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this. | Yes | All paraprofessionals meet the NCLB requirement for highly qualified. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| | 2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this. | Yes | All professional teaching staff meet the NCLB requirement for highly qualified. | |

## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

The comprehensive needs assessment is used by the district to create a professional development plan that identifies ongoing, sustained professional development that is aligned to the goals, objectives and strategies of our district and school improvement plans. Activities are created for both the general education and Title I eligible students.

Staff have received regular staff development in the areas of reading, writing, social studies, science, and math using several different methods including train the trainers, bringing in experts from the local EUPISD and our own district, model teaching classrooms, and much more.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

At Moran Township School District, parents are invited to a yearly Open House, Parent Teacher Conferences, and Parent Teacher Organization Carnival. We host several events throughout the year that include pulling in students from a local college to perform a Science Day. Local Historians are invited yearly to give all students information about our diverse history in the Eastern Upper Peninsula.

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | 3. Your school's professional development/learning plan or calendar is complete. | Yes | | 2016-17 School Calendar |

## Component 8: Strategies to Increase Parental Involvement

**1. How are parents involved in the design of the Targeted Assistance program plan?**

Building targeted assistance plans are presented to parents through PTO meetings, school newsletters, and parents involved in the school improvement committee for school.The Moran Township School Distrist has a Parent Advisory Committee that annually reviews our district parent involvement policy.

**2. How are parents involved in the implementation of the Targeted Assistance program plan?**

Title I parents are active participants in Title I programming. Parents are notified regularly of student progress for all interventions. Parents are encouraged to be classroom volunteers and observe the programs directly. Parents are invited to district and building events. Parents participate in annual Title I surveys.

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| | 3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan? | Yes | Parents are able to give input into all Title I activities, policies and compacts at our Open house and through our annual spring Title I Parent Survey. Parents are always invited to share feedback with the superintendent, classroom teacher, or interventionist at any time during the year as well. | |

**4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.**

Title I parents are active participants in Title I programming. Parents are notified regularly of student progress for all interventions. Parents are encouraged to be classroom volunteers and observe the programs directly. Parents are invited to district events. Parents participate in annual Title I surveys.

**5. Describe how the parent involvement activities are evaluated.**

Parents are invited to voice any suggestions to any teacher or administrator in the form of email or face to face conversations that happen on a daily basis. Evaluations of events are performed after the event through online and face to face means.

**6. Describe how the school-parent compact is developed.**

The school parent compact is developed by all stakeholders including the school reading specialist, interventionists, superintendent,

classroom teachers, and Title I parents.

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| | 7. Do you have a Title I School-Parent Compact? | Yes | | school parent compact |

**8. How does the school provide individual student academic assessment results in a language parents can understand?**

The school communicates assessment results with parents in multiple, simple to understand formats.

- Report cards are written in simple terms and explained thoroughly at conferences.

- Individual reports are sent home to parents in K-2 in the Response to Intervention program (Tier II and III) for each reporting period. Language was written to limit educational jargon.

- Grades 3-5 have parent Title I Scholastic Guided Reading Intervention progress reports sent home at regular reporting periods.

- Parent Literacy Booklets are sent home with Parent School Compacts giving parents easy to use ideas for promoting literacy at home.

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| | 9. Does the school have a Title I Parental Involvement Policy/Plan? | Yes | | District policy on parent involvement |

**10. Describe how the parent compact is used at elementary-level parent teacher conferences.**

The parent compact promises to provide meaningful instruction and a high quality curriculum and so all students will be successful in meeting the Common Core State Standards. This is implemented at parent teacher conferences by communiation of the student's progress in the general education setting as well as his or her progress with Title I interventions and goals.

Opportunities for parents to ask questions and learn about the Title program are given. Current Title assessments are shared.

# Component 9: Coordination of Title I and Other Resources

**1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

The following federal, state, and local grants or programs are coordinated at the Central Office level for Moran Township School District:
- Response to Intervention was derived from federal mandates through IDEA 2004 and is fully implemented in our elementary buildings for K-2
- Every student is given access to a breakfast at the school.

**2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

The following federal, state, and local grants or programs are coordinated at the Central Office level for Moran Township School District:
- Response to Intervention was derived from federal mandates through IDEA 2004 and is fully implemented in our elementary buildings for K-2
- Every student is given access to a breakfast at the school.

# Component 10: Ongoing Review of Student Progress

**1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Student progress is monitored frequently and efficient record keeping is in place for all K-8 students.

Students in grades K-8 are monitored through collective assessments. All students go through a universal screening process three times a year using the AIMSWeb test for mathematics and literacy along with a paired literacy assessment. These universal screens define eligible Title I students as well as show their specific needs.

**2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

Moran Township School District is constantly reviewing our assistance program and changes are made as the school sees fit.

**3. Describe how teachers have been trained to identify students who need additional assistance or  how to implement student achievement standards in the classroom based on the review of student progress.**

Professional Development of teachers and Title I staff stems from the building School Improvement goals which are based on current student data and academic achievement. The evaluation of all targeted assistance programming mentioned previously will also guide the building Title I staff and principal when planning for curriculum development and improvement.

# Evaluation

NOTE:  This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of  the process of Continuous School Improvement.  This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates  the implementation of the Targeted Assistance program at least annually.**

Staff, Parents, and Administration reviews the targeted assistance program bi-annually to ensure all students are given the best opportunities to reach their full potential.

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

Grades K-8 District Common Assessments, M-Step scores, AIMSweb assessments, informal reading inventories and progress monitoring of the Guided Reading intervention will be reviewed for which objectives and/or state CCSS are not being met. Intervention groups will be adjusted according to the data submitted at regular intervals. Frequency and duration of the Title I Paraprofessional support is adjusted as needed throughout the year.

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

Grades K-8 District Common Assessments, M-Step scores, AIMSweb assessments, informal reading inventories and progress monitoring of the Guided Reading intervention will be reviewed for which objectives and/or state CCSS are not being met. Intervention groups will be adjusted according to the data submitted at regular intervals.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

Staff, Parents, and Administration reviews the targeted assistance program bi-annually to ensure all students are given the best opportunities to reach their full potential.

# 2016-17 Goals

# Overview

**Plan Name**

2016-17 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 will demonstrate proficiency in scientific inquiry. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic | $0 |
| 2 | All students will improve math profiency in numeration and operation | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Academic | $15197 |
| 3 | All students will improve their end of the year writing outcomes. | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Academic | $0 |
| 4 | All students will improve their overall reading fluency and comprehension. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic | $23000 |

# Goal 1: All students will demonstrate proficiency in scientific inquiry.

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth 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 inquiry and content knowledge in Science by 06/10/2016 as measured by M-Step, Stanford or classroom assessments with an increase of 5%.

**Strategy 1:**

Project-based learning - To promote increased achievement in scientific inquiry and content knowledge, teachers will implement project-based learning activities.

Category:

Research Cited: Marzano, R. (2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. Alexandria, Virginia: ASCD.

Tier:

| Activity - Monitor Implementation of Delta Modules | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Monitor the implementation of the Delta Modules through curriculum alignment records and monthly pacing guides. | Supplemental Materials | Tier 1 | Monitor | 09/07/2015 | 06/10/2016 | $0 | General Fund | Superintendent and classroom teachers in grades k-8. |

# Goal 2: All students will improve math profiency in numeration and operation

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth 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 numeration and operation further defined as fluency with operations in Mathematics by 06/10/2016 as measured by M-Step, GLAD, AIMSWeb, Stanford or classroom assessments by an increase of 5%.

**Strategy 1:**

Assessment of mathematic progress - To promote increased achievement in mathematics, teachers will implement the use of AIMSWeb math and weekly assessments in grades k-8 to build consistency and monitor progress.

Category:

Research Cited: Marzano, R. (2001). Classroom Instruction that Works: Researched-based strategies for increasing student achievement. Alexandria, Virginia: ASCD.

Tier:

Gros Cap School

| Activity - Progress Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Monitor the implementation of effective mathematical instruction through monthly pacing guides and curriculum alignment records. | Curriculum Development | | Implement | 09/07/2015 | 06/10/2016 | $0 | No Funding Required | Superintendent and all teachers in grades k-8 |

**Strategy 2:**

After school and summer school support - After school and summer school will be made available to support mathematics, English language arts, science and social studies during the 2015-16 school year.

Category: Mathematics

Research Cited: Marzano, R. (2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. Alexandria, Virginia: ASCD.

Tier: Tier 1

| Activity - Academic Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Implementation of after school program and summer school program will be made available to students to support and enhance their academics, focusing on mathematics, English language arts, science and social studies. | Academic Support Program | Tier 1 | Implement | 01/04/2016 | 09/02/2016 | $15197 | Title I Part A | Superintendent and staff hired to provide instruction during academic support time. |

# Goal 3: All students will improve their end of the year writing outcomes.

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth 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 writing in English Language Arts by 07/01/2016 as measured by M-Step, GLAD, or classroom assessments using rubrics based on state benchmarks by an increase of 5%.

**Strategy 1:**

Consistent Writing Instruction - Through the use of consistent language, rubrics and scoring, students will have a clear understanding of teacher expectations.

Category:

Research Cited: Calkins, L. (1994). The Art of Teaching Writing. Ann Arbor, Michigan: Heinemann

SY 2015-2016                                                                                                       Page 51

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Culham, R. (1995). 6+1 Traits of Writing: The complete guide grades 3 and up. Portland, Oregon: Scholastic Professional Books.

Tier:

| Activity - Cross-curricular Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will continue to focus on process writing across the curriculum using consistent language and rubrics. | Other | | Implement | 09/07/2015 | 06/10/2016 | $0 | No Funding Required | Superintendent and all teachers in grades k-8. |

| Activity - Implentation of Write Steps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will monitor an updated version of The Write Steps program to strengthen and improve student writing skills. | Supplemental Materials | | Monitor | 09/07/2015 | 07/01/2016 | $0 | No Funding Required | Superintendent and all teachers in grades k-5 |

# Goal 4: All students will improve their overall reading fluency and comprehension.

**Measurable Objective 1:**

80% of Second, Third and Fourth grade students will demonstrate a proficiency in fluency and comprehension in Reading by 06/10/2016 as measured by a Title I intervention paraprofessional as well as through the use of DIBELs literacy assessments and progress monitoring.

**Strategy 1:**

Title I Paraprofessional Support - A Title I paraprofessional will work in the classrooms with small group instruction to improve student achievement in reading fluency and comprehension.

Category:

Research Cited: Marzano, R. (2001). Classroom Instruction that Works. Alexandria: Virginia.

Tier: Tier 2

| Activity - Paraprofessional Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Paraprofessional support in the classroom utilizing small group instruction to enhance reading comprehension and fluency. | Academic Support Program | Tier 2 | Implement | 09/07/2015 | 06/10/2016 | $23000 | Title I Part A | Superintendent |

# 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 |
|---|---|---|---|---|---|---|---|---|
| Paraprofessional Support | Paraprofessional support in the classroom utilizing small group instruction to enhance reading comprehension and fluency. | Academic Support Program | Tier 2 | Implement | 09/07/2015 | 06/10/2016 | $23000 | Superintendent |
| Academic Support | Implementation of after school program and summer school program will be made available to students to support and enhance their academics, focusing on mathematics, English language arts, science and social studies. | Academic Support Program | Tier 1 | Implement | 01/04/2016 | 09/02/2016 | $15197 | Superintendent and staff hired to provide instruction during academic support time. |

### General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Monitor Implementation of Delta Modules | Monitor the implementation of the Delta Modules through curriculum alignment records and monthly pacing guides. | Supplemental Materials | Tier 1 | Monitor | 09/07/2015 | 06/10/2016 | $0 | Superintendent and classroom teachers in grades k-8. |

### No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Progress Monitoring | Monitor the implementation of effective mathematical instruction through monthly pacing guides and curriculum alignment records. | Curriculum Development | | Implement | 09/07/2015 | 06/10/2016 | $0 | Superintendent and all teachers in grades k-8 |

| Cross-curricular Writing | Teachers will continue to focus on process writing across the curriculum using consistent language and rubrics. | Other | | Implement | 09/07/2015 | 06/10/2016 | $0 | Superintendent and all teachers in grades k-8. |
|---|---|---|---|---|---|---|---|---|
| Implentation of Write Steps | Teachers will monitor an updated version of The Write Steps program to strengthen and improve student writing skills. | Supplemental Materials | | Monitor | 09/07/2015 | 07/01/2016 | $0 | Superintendent and all teachers in grades k-5 |