



School Improvement Plan

Reed City High School

Reed City Area Public Schools

Mr. Monty Price, Principal
225 West Church St.
Reed City, MI 49677

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Student Demographics

The Reed City High School engages approximately 500 students that live in the Reed City area, which includes surrounding smaller communities.

Free and Reduced Poverty approximately 63.5%

Special Education Students 16.63%

Migrants 0%

English Learner Students 0%

Gender: 51.3% Males and 48.7% Females

Ethnicities: .4 American Indian, African American .6%, Asian .8%, Hispanics 1.7%; remainder 96% are Caucasian.

Homeless in 2014-2015 is approximately 11 students.

Staff Demographics

There are 21 teachers at RCHS. There are two administrators. There is one counselor. There are 2.5 secretaries. There are 3 paraprofessionals.

Bachelors = 11

Masters = 10

Ed Specialists = 0

0-3 Years = 1

4-6 Years = 3

7-9 Years = 3

10-15 Years = 3

16+ Years = 11

Community Demographics

This rural district has high unemployment rates, and for those that are employed, most have lower paying jobs. Factory work makes up a large part of the employment sector. During the economic decline, the district has lost many jobs as factories have shut down or down-sized, and some local businesses have closed their doors permanently. The decline in student enrollment can be traced to these factors. In spite of the economic challenges that plague the school and community, Reed City remains a close community with an outpouring of support for anyone in need. From untimely deaths, to house fires, to undefeated football seasons, this community knows how to rally in support of the wonderful people that call it home.

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:

Every Student, Every Day.

Mission Statement:

Reed City High School's mission is to provide opportunities that challenge and motivate students to perform at high levels academically and socially while fostering positive relationships.

Belief Statements:

1. The faculty and administration of the Reed City High School believe that all students can learn and achieve personal success.
2. There is a commitment to prepare each student for the responsibilities of life.
3. Students can learn to function within an ever-changing global society.

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.

The culture of the school has been moving in a positive direction over the past year. Staff and student morale has risen, which is a significant accomplishment.

*Band is rated a straight 1 across the board for the first time in many years.

*Several Academic All-State Teams

*Successful Athletic Teams and Individuals

*Quiz Bowl qualified for State

*Equestrian Team took 2nd at State

Areas for Improvement based on the School Systems Review 2014-2015:

1. Strand 1 - Teaching for Learning 2.3

2. Strand 3 - Professional Learning Culture 2.5

3. Strand 4 - School Family and Community Relations 2.5

Additional Information

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

RCHS implemented new academic centers for the 2013-14 school year and beyond. This program has allowed us to systemically instruct and assess progress in all ACT content areas, thereby serving as a major component of our action plan to increase student achievement in mathematics, science, reading, social studies and writing. The academic centers have demonstrated success by raising our overall composite ACT score by a full point in 14-15. We will continue this initiative in 15-16 as we transition to the SAT for College Readiness.

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 school improvement team consists of teacher representatives from each department within the school, as well as administration.

For the 2015-2016 school year, a support staff member, parent(s) and possibly student(s) will be invited by the principal to participate on the team.

Each member will be approached and asked for their willingness to participate in the process.

School improvement meetings will be scheduled during the school year and at monthly staff meetings as necessary.

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

The stakeholders that participated in the development of this plan include:

1. Administrator - facilitator; ensure all SI tasks are completed
2. Teachers - share and gather information with other teachers
3. Support staff - share and gather information with other support staff
4. Parents - share and gather information with other parents
5. Students - share and gather information with other students as needed

All team members help complete SI tasks for submission. Design, implement, and evaluate the plan.

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 SI plan will be communicated to all stakeholders by putting it on the building's website.

All staff members will have an opportunity to review the final plan before submission.

The SI team will develop a monthly calendar of SI activities and will review progress on the implementation each month at staff meetings.

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?

Decrease in funding due to the fact of declining enrollment, that is directly tied to a decrease in course offerings. As a result of a decrease in elective offerings, many of our students take the same elective multiple times.

Student Demographic Data

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

There appears to be a direct relationship between student attendance and achievement. We have identified a correlation between attendance and socioeconomic status and attendance and parent involvement.

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?

There is, without question, a direct relationship between discipline and student achievement. Students learn best when they are in the classroom. Being punished and leaving the classroom can take away from student learning. We have not been able to identify a consistent trend over the last three years because of inconclusive data. The amount of referrals and suspensions have been all over the place in the last three years.

Student Demographic Data

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

Our staff will continue to work hard, be professional, focus on relationships, and increase student achievement during these tough economic times. When recruitment is necessary, postings are sent out to college placement offices and educational professional organizations.

Teacher/School Leader(s) Demographic Data

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

The more knowledge and experience that our administrators have, the better our students will achieve. That experience is invaluable as they have a foundation to identify and handle specific situations. As a result, students are more comfortable in the building, which can also lead to better achievement.

Teacher/School Leader(s) Demographic Data

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

We have a wealth of teaching experience on our staff, which makes them incredibly valuable to our students. Teachers with experience are better equipped to determine how students learn best and adapt their classrooms to maximize learning. Our teachers use their experience to put students in the best possible position to succeed.

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?

We do not feel there is a direct relation between the amount of absences our school leaders had and student achievement.

Teacher/School Leader(s) Demographic Data

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

We feel there can be a direct relation between absences of a teacher and student achievement. The optimal learning environment is when the main teacher is in the classroom.

Teacher/School Leader(s) Demographic Data

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

We will continue to attempt to have our teachers/administrators visible in the building in order to foster higher student achievement. When necessary, we will strive to employ qualified substitutes to prevent any issues in the learning process.

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?

Strand 2: Leadership for Learning - 3.0

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?

Strand 1: Teaching for Learning - 2.3

Strand 3: Professional Learning Culture - 2.5

12. How might these challenges impact student achievement?

Strand 1 - The lack of curriculum alignment, both horizontally and vertically, could create gaps in student achievement.

Strand 3 - Focused and intentional professional learning opportunities can enhance student achievement and positively impact school culture.

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.

Aligned curriculum with essential outcomes.

Focused and intentional professional learning opportunities aligned to school needs and data.

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?

We provide services to students with disabilities through Section 31a and special education (both resource room and inclusive practices). Students are also provided with Apex classes for credit recovery. Extended learning opportunities are provided through inclusive/resource room support classes and pull-out interventions.

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

Grades 9-12 are provided with the extended learning opportunities of EBLI reading strategies, resource room supports, and inclusive practices. Additionally, dual enrollment college courses through Ferris State University are available to students in grades 9-12.

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 recommendations based on achievement in classes. The EBLLI interventions are based on teacher recommendations, district testing, and state determined assessments. Parents are notified for these opportunities through their students schedules/Skyward and communications sent home.

Dual enrollment is available for our students. Parents are very active in this process as they typically make this request. They must approve of this opportunity prior to scheduling.

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?

To indicate the extent to which state content standards are being implemented we have hired a full time curriculum director. Each content area has also been responsible for the alignment/development process. We provide multiple opportunities for our staff to collaborate and discuss curriculum through department and curricular area meetings.

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.

Our school did not complete a health survey/screener.

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 scores on the MME for all students increased 3% from 2013 to 2014. We also had 14% of our students with disabilities proficient in 2014, which is up from 0% in 2013.

19b. Reading- Challenges

The gap between ED and NED continues to be an issue.

19c. Reading- Trends

As a whole school, our scores are rising. We will continue to keep an eye on the subgroup data.

19d. Reading- Summary

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

We continue to focus on EBLI reading strategies in all content areas for all students. This is our second year in this initiative. We have also implemented a reading interventionist to provide focused instruction to identified students.

20a. Writing- Strengths

Our students demonstrated great growth in the multi-paragraph persuasive essay structure according to our local MyAccess data. Sub-group achievement gaps have been reduced significantly.

20b. Writing- Challenges

Writing across the curriculum will be a priority for us moving forward, especially the ability to paraphrase and summarize text.

20c. Writing- Trends

Sub group achievement data is changing in a positive direction. Focus on writing across the curriculum will help address overall proficiency scores.

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.

The challenge of writing across the curriculum will be addressed by making the MyAccess writing software the recommended writing tool for each department.

21a. Math- Strengths

Over the past two years, mathematics scores on the MME have move much closer to the state proficiency average.

21b. Math- Challenges

Our overall level of proficiency for all students is a concern. There is also a major gap between our ED and NED subgroup.

21c. Math- Trends

We are keeping an eye on our subgroup population.

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.

We are continuing to utilize our math coach to help us move forward with best instructional practices, assessment, and curriculum development.

22a. Science- Strengths

Over the last three years, our overall science scores on the MME have increased.

22b. Science- Challenges

Sub group achievement data is a concern as the gap in widening.

22c. Science- Trends

As a whole school, our scores are rising, although we are keeping an eye on our subgroup data.

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.

We will continue to focus on the MSTA conference, EBLLI, and science content vocabulary.

23a. Social Studies- Strengths

Over the last three years, our social studies scores on the MME have increased. Students with disabilities proficiency has also increased.

23b. Social Studies- Challenges

Our ED and NED sub group data is our biggest concern. We believe that this is directly related to our reading data.

23c. Social Studies- Trends

While our scores are improving, our focus will be on our sub group population and reading strategies through EBLLI.

23d. Social Studies- Summary

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

The Social Studies department will continue to address reading, and improving reading comprehension, through the use of EBLLI reading strategies.

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?

Looking at each of the standards individually, our students seem to be the most satisfied with Standard 3 - Teaching and Assessing for Learning. This is surprising as we perform 3 full ACT batteries with our students each year. We were under the impression that students were becoming overwhelmed with testing.

24b. Student Perception Data

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

The area/standard that scores the lowest is in the area of Governance and Leadership. This will be an area of concern and change for our administration and staff.

24c. Student Perception Data

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

We are looking at developing opportunities for students to have their voice heard. As a result, we are contemplating organizing some student-leadership committees to help work with climate and challenges within the building.

25a. Parent/Guardian Perception Data

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

The highest level of satisfaction among parents had to do with the area of Purpose and Direction. Parents have noted that they like the direction of our building because there is a strong emphasis on relationships.

25b. Parent/Guardian Perception Data

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

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The lowest level of satisfaction had to do with the area of Governance and Leadership. Parents cite frustration with our Board of Education running interference with the day to day operation of our schools.

25c. Parent/Guardian Perception Data

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

Better communication and transparency.

26a. Teacher/Staff Perception Data

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

The overall highest level of satisfaction among teachers/staff is in Standard 1 - Purpose and Direction.

26b. Teacher/Staff Perception Data

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

The lowest overall area is in Standard 3 - Teaching and Assessing for Learning. Areas of concern seem to be with regard to the use of data and technology.

26c. Teacher/Staff Perception Data

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

We are currently in the process of updating our technology, as well as, creating some more computer labs in the HS/MS. We are also working on an initiative to develop processes to analyze data with regard to the teacher evaluation process.

27a. Stakeholder/Community Perception Data

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

The school did not administer a community survey in 2014-2015.

27b. Stakeholder/Community Perception Data

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

The school did not administer a community survey in 2014-2015.

27c. Stakeholder/Community Perception Data

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

The school did not administer a community survey in 2014-2015.

Summary

28a. Summary

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

Strengths: Purpose and direction of school, positive student and teacher relationships, many scores are improving, special ed. proficiency is improving.

Challenges: Gaps between ED and NED, technology, student voice in building organization, Governance and Leadership, professional learning opportunities, effective use of data.

28b. Summary

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

Student-leadership committees may help students take ownership of their academics. Focused and intentional PD will help unify stakeholders and initiatives. Focused and intentional interventions with identified students to help close the gap in reading and math.

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?

Goals are going to target increasing student learning in the areas of reading, math, and writing.

Unified EBLI reading strategies to all students, including interventions.

Math Coach to assist with best instructional practices, curriculum development, and assessment.

Writing across the curriculum with MyAccess program for all content areas.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	N/A. Our building serves grades 9-12	

Label	Assurance	Response	Comment	Attachment
	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.reedcity.k12.mi.us	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A Our building serves grades 9-12.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The high school counselor meets with students to update EDPs.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. 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	Board Policy 3122	

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Tim Webster, Superintendent 225 W. Church Street Reed City, MI 49677 231 832-2224	

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Label	Assurance	Response	Comment	Attachment
	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.	No		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	HS PD Plan HS Comprehensive Data Collection	Data Analysis and Reflections RCHS 2015 2015-2016 RCHS PD Plan

2015-2016 Goals/Plans SIP

Overview

Plan Name

2015-2016 Goals/Plans SIP

Plan Description

2015-2016 Goals/Plans SIP

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Reed City High School will proficient in Science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$3349
2	All students at Reed City High School will be proficient in reading.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$114511
3	All students at Reed City High School will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5040
4	All students at Reed City High School will be proficient in mathematics.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$13116
5	All students at Reed City High School will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: All students at Reed City High School will proficient in Science.

Measurable Objective 1:

A 19% increase of All Students will demonstrate a proficiency on state standards in Science by 06/03/2016 as measured by the state assessment..

Strategy 1:

Progress Monitoring Science Achievement - RCHS teachers will utilize student science data which will be an indicator that will continually be used to revise the science instruction with the best practices to meet the needs of all learners. Science team will attend the Michigan Science Teachers Conference to learn best practices involving STEM. We will use local data at minimum twice (beginning and middle of each semester) per semester to evaluate and revise instructional goals.

Research Cited: A Framework for K-12 Science Education: Practices, Cross Cutting Concepts, and Core Ideas. Helen Quinn, Heidi Schweingruber, Thomas Keller. (2012). The National Academy Press. Website: http://www.nap.edu/openbook.php?record_id13165

Tier: Tier 1

Activity - MSTA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science Staff (3) will be attending Michigan Science Teacher Conference in March 2016 to learn more about NGSS and implement those standards into the RCHS Science Classes. Staff will be gone for two school days. Information obtained from this conference will be utilized to review and revise current curriculum documents to best serve the needs of students.</p> <p>3 registrations x 150 = \$450 3 people x 3 days x \$40 = \$360 Mileage x .575 x 267 = \$154 Lodging x 3 rooms x \$150 x 2 nights = \$900 Sub Cost: 2 days x 3 teachers @ \$82.50 = \$495</p>	Professional Learning	Tier 1	Implement	03/04/2016	03/05/2016	\$2359	Title II Part A	Brad Smith, Dave Zielinski, and Jestin Vanscoyoc

Activity - Mid Semester Progress Monitoring Evaluation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Brad Smith, Jestin VanScoyoc, and Dave Zielinski will meet to monitor, evaluate, and analyze data from local assessments. This information will be used to identify common science learning trends and adjust instructional methods to better suit our student population.</p> <p>Costs for this activity will include sub costs. 3 staff members will need 2 days per semester (6 days per semester/12 days for the year). 12 total days @ \$82.50 = \$990</p>	Teacher Collaboration, Professional Learning, Monitor, Evaluation, Technology	Tier 1	Getting Ready	09/01/2015	06/15/2016	\$990	Title II Part A	Brad Smith, Jestin VanScoyoc, Dave Zielinski, and Building Administrator.

School Improvement Plan

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Strategy 2:

EBLI - EBLI (Evidence-Based Literacy Instruction) training focuses upon direct instruction strategies that will enable students to segment words (i.e. prefix, suffix, root) to enhance spelling capabilities, comprehend written passages, and derive contextual meaning. EBLI staff training summer of 2015. EBLI will be utilized across the curriculum, particularly content vocabulary to enhance comprehension skills in all core classrooms.

Research Cited: 1. National Reading Panel Report, Dec. 2000, Washington D.C.: National Institute of Child Health and Human Development.

2. Bear, D.R., Templeton S., Invernizzi, M. Johnston, F. (1999). Words Their Way: Words Study for Phonics, Vocabulary and Spelling Instruction, New Jersey; Prentice Hall.

3. Blachman, B.A., Tangel, D.M., Ball, E.W., Black, R, McGraw, C.K. 1999. Developing Phonological Awareness and Word Recognition Skills: A Two Year Intervention with Low-Income, Inner-City Children. Reading and Writing: Interdisciplinary Journal, 11, 239-273.

4. The EBLI research above can be found at the following website: www.eblireads.com

Tier: Tier 1

Activity - EBLI Teacher In-Service	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EBLI Training focuses upon direct instruction strategies that will enable students to segment words (ie. prefix, suffix, root) to enhance spelling capabilities, comprehend written passages, and derive contextual meaning. Training will take place in July and August. Registration \$1500 x 2 members = \$3000 mileage .575 x 272 = \$157 Hotel 3 nights x \$150 per night x 2 nights = \$900 \$40 per day x 3 days + \$20 for first night x 2 members = \$280 Cost is listed in Reading Goal.	Professional Learning	Tier 1	Getting Ready	06/03/2015	08/28/2015	\$0	Title II Part A	2 science teachers (Dave Zielinski and Jestin Vanscoyoc) Building Administrator

Activity - Science Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will evaluate the building science program to determine if the objective was met. (MDE Program Evaluation Tool).	Evaluation	Tier 1	Getting Ready	05/01/2016	06/10/2016	\$0	No Funding Required	School Improvement Team Building Principal

Goal 2: All students at Reed City High School will be proficient in reading.

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency on state standards in Reading by 06/08/2016 as measured by state assessments..

School Improvement Plan

Reed City High School

Strategy 1:

EBLI - EBLI (Evidence-Based Literacy Instruction) training focuses upon direct instruction strategies that will enable students to segment words (i.e. prefix, suffix, root) to enhance spelling capabilities, comprehend written passages, and derive contextual meaning. Continuing EBLI staff training as well as refresher training August 2016. EBLI will be utilized across the curriculum, particularly content vocabulary to enhance comprehension skills in all EBLI trained staff classrooms a minimum once a week.

Research Cited: 1. National Reading Panel Report, Dec. 2000, Washington D.C.: National Institute of Child Health and Human Development. 2. Bear, D.R., Templeton, S., Invernizzi, M., Johnston, F. (1999). Words their Way; Word Study for Phonics, Vocabulary and Spelling Instruction, New Jersey; Prentice Hall. 3. Blachman, B.A., Tangel, D.M., Ball, E.W., Black, R. and McGraw, C.K. 1999. Developing Phonological Awareness and Word Recognition Skills: A Two Year Intervention with Low-income, Inner-City Children. Reading Writing: An Interdisciplinary Journal, 11, 239-273. 4. The EBLI research listed above can be found at the following website; www.ebli.com.

Tier: Tier 1

Activity - EBLI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EBLI Training focuses upon direct instruction strategies that will enable student to segment words (i.e. prefix, suffix, root) to enhance spelling capabilities, comprehend written passages, and derive contextual meaning. EBLI Staff Training, June-August 2015 3 day training x 1500 conference fee x 4 staff = \$6,000; +\$150 per night hotel x 3 nights x 4 staff = \$1,800; + food \$40 per day x 4 staff x 3 days = \$480; \$20 x 4 staff for first night = \$80 + mileage fee = 3 cars @ 266 miles (Flushing) 798 miles x .575 = \$459 total mileage cost. School visitation cost = \$1200 x 1 visit = \$1,200. Total Cost (including ELA, Science, and SS teachers): \$10,019	Professional Learning	Tier 1	Implement	09/02/2015	06/09/2016	\$10019	Title II Part A	EBLI 4 staff/ 3 day training: Dave Zielinski, Jestin VanScoyoc, Paula Justin, ELA to be hired. EBLI staff training @ RCHS.

Activity - Reading Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will evaluate the building reading program to determine if the objective was met. (MDE Program Evaluation Tool).	Evaluation	Tier 1	Implement	05/06/2016	06/08/2016	\$0	No Funding Required	School Improvement Team Building Principal

Measurable Objective 2:

32% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on state standards in Reading by 06/08/2016 as measured by state assessments..

School Improvement Plan

Reed City High School

Strategy 1:

EBLI Interventions - Students who have been identified as at-risk in reading will participate in weekly reading interventions with an EBLI interventionist.

These students will be provided pre-teaching and re-teaching skills in reading which can be applied across the content areas.

Research Cited: 1. National Reading Panel Report, Dec. 2000, Washington D.C.: National Institute of Child Health and Human Development. 2. Bear, D.R., Templeton, S., Invernizzi, M., Johnston, F. (1999). Words their Way; Word Study for Phonics, Vocabulary and Spelling Instruction, New Jersey; Prentice Hall. 3. Blachman, B.A., Tangel, D.M., Ball, E.W., Black, R. and McGraw, C.K. 1999. Developing Phonological Awareness and Word Recognition Skills: A Two Year Intervention with Low-income, Inner-City Children. Reading Writing: An Interdisciplinary Journal, 11, 239-273. 4. The EBLI research listed above can be found at the following website; www.ebli.com.

Tier: Tier 2

Activity - EBLI Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EBLI strategies will be provided to identified students on a weekly basis. The interventionist will pull out students and also push into classrooms to provide the needed supplemental instruction.	Academic Support Program	Tier 2	Implement	09/02/2015	06/09/2016	\$104492	Section 31a	Interventionist Building Principal
Activity - Reading Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will evaluate the building reading program to determine if the objective was met by closing the achievement gap between SWD and SWOD as well as ED and NON ED students. (MDE Program Evaluation Tool).	Evaluation	Tier 2	Getting Ready	05/02/2016	06/09/2016	\$0	No Funding Required	School Improvement Team Building Principal

Goal 3: All students at Reed City High School will be proficient in writing.

Measurable Objective 1:

A 26% increase of All Students will demonstrate a proficiency on state standards in Writing by 06/09/2016 as measured by state assessments.

Strategy 1:

My Access Writing - MyAccess Writing - English department teachers will implement weekly MYACCESS writings to provide students, bimonthly, the best practice of instant feedback and support for improvement of their writing skills while generating data by implementing pre and post grade level writing tests to generate student data that will drive instruction.

Research Cited: Research Cited: Studies have consistently found that the MYACCESS writing program improves students' writing ability (Title: Online writing program walks the walk: MYACCESS boosts scores across all categories: Publication: District Administration: Date: August 1, 2004: Publisher: Professional Media Group LLC:

Volume: 40

Additionally, in "Classroom Instructions that Work-Based Strategies for Increasing Student Achievement," Dr. Marzano discusses the importance of setting objectives and providing speedy feedback, which is an integral component of the program (Marzano, Robert J. Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development. 2001. ISBN 0871205041)

Tier: Tier 1

Activity - My Access	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will implement the My Access writing program and have bi-monthly writing conferences between the teacher and students. Licenses Needed: 9th grade: 122 x \$14 = \$1708 10th grade: 134 x \$14 = \$1876 11th grade: 104 x \$14 = \$1456 Total: \$5040	Direct Instruction	Tier 1	Implement	09/02/2015	06/09/2016	\$5040	General Fund	ELA teachers Building Principals

Goal 4: All students at Reed City High School will be proficient in mathematics.

Measurable Objective 1:

A 24% increase of All Students will demonstrate a proficiency of state standards in Mathematics by 06/08/2016 as measured by state assessments..

Strategy 1:

Teacher Collaboration - The RCHS math staff will work with a math coach to develop and implement best practice strategies to support student success by providing model lesson and immediate feedback to math teachers on a monthly basis.

Math teachers will have time to collaborate on instruction based on coaching feedback during early release time.

Research Cited: 1. According to the National Council of Teachers of Mathematics, beginning research on mathematics coaches has indicated positive improving in instructional practice. McGatha, Maggie. "Mathematic Specialists and Mathematic Coaches: What Does the Research Say?" Professional Development Research Brief. The National Council of Teachers of Mathematics. March 17, 2009.

2. Marzano, Robert J. Waters, Timothy and McNulty, Brian. (2005) School Leadership the Works. ASCD. Alexandria, Virginia. P. 43, 54, 55, 59, 60.

3. Research from Marzano and his team indicate 21 responsibilities that correlate with improving student achievement. Three of these responsibilities align with these strategies: knowledge of the curriculum, instruction, and assessment. Monitoring the effectiveness of school practices provides teachers with professional development necessary to execute their job.

Tier: Tier 1

School Improvement Plan

Reed City High School

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuing in the 2015-2016 school year, RCHS math staff will work with a math consultant in order to support the following: reflective teaching with staff, best practices, content standards alignment, common assessments, and parent support guides. 1 Math Coach daily rate 800/day x 10 days = 8000 1 Math Coach mileage = .55/mile x 180 miles x 10 days = 990.00 Substitutes for 7 days x 5 staff = 82.50/day x 7 x 5 = 2887.50	Professional Learning	Tier 1	Implement	08/17/2015	06/08/2016	\$11878	Title II Part A	Principal, Math Staff
Activity - Math Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through data analysis and reflection, the school improvement team will evaluate the impact of reflective teaching on student learning using the MDE evaluation tool. The school improvement team will use the results to determine if the math objectives were met.	Evaluation	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$0	No Funding Required	School Improvement Team Building Principal
Activity - Mid Semester Progress Monitoring Evaluation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math department teachers (5) will meet to monitor, evaluate, and analyze data from local assessments. This information will be used to identify common math learning trends and adjust instructional methods to better suit our student population. 5 teachers x 3 days x 82.50/day = 1237.50	Teacher Collaboration, Professional Learning, Monitor, Evaluation, Technology	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$1238	Title II Part A	Math department staff

Measurable Objective 2:

A 31% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on state standards in Mathematics by 06/08/2016 as measured by state assessments..

Strategy 1:

Timely and Additional Assistance - In order to close the achievement gap between under-performing students and proficient students, we will provide extended learning opportunities to enrich and accelerate the academic achievement of at-risk students.

Research Cited: "Closing the gap through extended learning opportunities" NEW Education Policy and Practice Department PB04 (2008): 1-4

Tier: Tier 2

Activity - At-risk additional instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Reed City High School

Classroom teachers will identify eligible at-risk students for math assistance and re-teaching. The at-risk instructor will provide reteaching of math strategies by engaging the student through different forms of instruction to increase math skills and support regular classroom content.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/08/2016	\$0	No Funding Required	1 math interventionist and classroom math teachers
Activity - Math Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through data analysis and reflection, the school improvement team will evaluate the impact of reflective teaching on student learning using the MDE evaluation tool. The school improvement team will use the results to determine if the math objectives were met to close the achievement gap between SWD and SWOD, and ED and non-ED students.	Evaluation	Tier 2	Getting Ready	09/08/2015	06/08/2016	\$0	No Funding Required	School Improvement Team Building Principal

Goal 5: All students at Reed City High School will be proficient in social studies.

Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency on state standards in Social Studies by 06/09/2016 as measured by State Assessment..

Strategy 1:

EBLI - EBLI (Evidence-Based Literacy Instruction) training focuses upon direct instruction strategies that will enable students to segment words (i.e. prefix, suffix, root) to enhance spelling capabilities, comprehend written passages, and derive contextual meaning. EBLI staff training August 2014. EBLI will be utilized across the curriculum, particularly content vocabulary to enhance comprehension skills in all core classrooms.

Research Cited: Research Cited: National Reading Panel Report, Dec 2000, Washington D.C.: National Institute of Child Health and Human Development. 2. Bear, D.R., Templeton, S., Invernizzi, M., Johnston, F. (1999). Words Their Way; Word Study for Phonics, Vocabulary and Spelling Instruction, New Jersey: Prentice Hall, 3, Blachman, B.A., Tangel, D.M., Ball, E.W., Black, R., and McGraw, D.K. 1999. Developing Phonological Awareness and Word Recognition Skills: a Two Year Intervention with Low-income, Inner-City Children. Reading and Writing: An Interdisciplinary Journal, 11. 239-273, 4. The EBLI research listed above can be found at the following website; www.ebli.com.

Tier: Tier 1

Activity - EBLI Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Reed City High School

Staff will be attending a 3 day intensive EBLLI training in the summer of 2015 (June through August). One social studies teacher will attend (Paula Justin). All costs are found in the Reading goal.	Professional Learning	Tier 1	Getting Ready	06/04/2015	08/31/2015	\$0	Title II Part A	RCHS Principal, SS Staff
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Activity - Social Studies Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will evaluate the building social studies program to determine if the objective was met. (MDE Program Evaluation Tool).	Evaluation	Tier 1	Getting Ready	05/02/2016	06/09/2016	\$0	No Funding Required	SS Staff Building Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EBLI Interventions	EBLI strategies will be provided to identified students on a weekly basis. The interventionist will pull out students and also push into classrooms to provide the needed supplemental instruction.	Academic Support Program	Tier 2	Implement	09/02/2015	06/09/2016	\$104492	Interventionist Building Principal

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
My Access	ELA teachers will implement the My Access writing program and have bi-monthly writing conferences between the teacher and students. Licenses Needed: 9th grade: 122 x \$14 = \$1708 10th grade: 134 x \$14 = \$1876 11th grade: 104 x \$14 = \$1456 Total: \$5040	Direct Instruction	Tier 1	Implement	09/02/2015	06/09/2016	\$5040	ELA teachers Building Principals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
At-risk additional instruction	Classroom teachers will identify eligible at-risk students for math assistance and re-teaching. The at-risk instructor will provide reteaching of math strategies by engaging the student through different forms of instruction to increase math skills and support regular classroom content.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/08/2016	\$0	1 math interventionist and classroom math teachers

School Improvement Plan

Reed City High School

Math Intervention Evaluation	Through data analysis and reflection, the school improvement team will evaluate the impact of reflective teaching on student learning using the MDE evaluation tool. The school improvement team will use the results to determine if the math objectives were met to close the achievement gap between SWD and SWOD, and ED and non-ED students.	Evaluation	Tier 2	Getting Ready	09/08/2015	06/08/2016	\$0	School Improvement Team Building Principal
Science Program Evaluation	The school improvement team will evaluate the building science program to determine if the objective was met. (MDE Program Evaluation Tool).	Evaluation	Tier 1	Getting Ready	05/01/2016	06/10/2016	\$0	School Improvement Team Building Principal
Reading Intervention Evaluation	The school improvement team will evaluate the building reading program to determine if the objective was met by closing the achievement gap between SWD and SWOD as well as ED and NON ED students. (MDE Program Evaluation Tool).	Evaluation	Tier 2	Getting Ready	05/02/2016	06/09/2016	\$0	School Improvement Team Building Principal
Social Studies Program Evaluation	The school improvement team will evaluate the building social studies program to determine if the objective was met. (MDE Program Evaluation Tool).	Evaluation	Tier 1	Getting Ready	05/02/2016	06/09/2016	\$0	SS Staff Building Principal
Reading Program Evaluation	The school improvement team will evaluate the building reading program to determine if the objective was met. (MDE Program Evaluation Tool).	Evaluation	Tier 1	Implement	05/06/2016	06/08/2016	\$0	School Improvement Team Building Principal
Math Evaluation	Through data analysis and reflection, the school improvement team will evaluate the impact of reflective teaching on student learning using the MDE evaluation tool. The school improvement team will use the results to determine if the math objectives were met.	Evaluation	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$0	School Improvement Team Building Principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mid Semester Progress Monitoring Evaluation of Data	Math department teachers (5) will meet to monitor, evaluate, and analyze data from local assessments. This information will be used to identify common math learning trends and adjust instructional methods to better suit our student population. 5 teachers x 3 days x 82.50/day = 1237.50	Teacher Collaboration, Professional Learning, Monitor, Evaluation, Technology	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$1238	Math department staff

School Improvement Plan

Reed City High School

MSTA Conference	<p>Science Staff (3) will be attending Michigan Science Teacher Conference in March 2016 to learn more about NGSS and implement those standards into the RCHS Science Classes. Staff will be gone for two school days. Information obtained from this conference will be utilized to review and revise current curriculum documents to best serve the needs of students.</p> <p>3 registrations x 150 = \$450 3 people x 3 days x \$40 = \$360 Mileage x .575 x 267 = \$154 Lodging x 3 rooms x \$150 x 2 nights = \$900 Sub Cost: 2 days x 3 teachers @ \$82.50 = \$495</p>	Professional Learning	Tier 1	Implement	03/04/2016	03/05/2016	\$2359	Brad Smith, Dave Zielinski, and Jestin Vanscoyoc
EBLI Teacher Training	<p>Staff will be attending a 3 day intensive EBLI training in the summer of 2015 (June through August). One social studies teacher will attend (Paula Justin).</p> <p>All costs are found in the Reading goal.</p>	Professional Learning	Tier 1	Getting Ready	06/04/2015	08/31/2015	\$0	RCHS Principal, SS Staff
Mid Semester Progress Monitoring Evaluation of Data	<p>Brad Smith, Jestin VanScoyoc, and Dave Zielinski will meet to monitor, evaluate, and analyze data from local assessments. This information will be used to identify common science learning trends and adjust instructional methods to better suit our student population.</p> <p>Costs for this activity will include sub costs. 3 staff members will need 2 days per semester (6 days per semester/12 days for the year). 12 total days @ \$82.50 = \$990</p>	Teacher Collaboration, Professional Learning, Monitor, Evaluation, Technology	Tier 1	Getting Ready	09/01/2015	06/15/2016	\$990	Brad Smith, Jestin VanScoyoc, Dave Zielinski, and Building Administrator.
EBLI Teacher In-Service	<p>EBLI Training focuses upon direct instruction strategies that will enable students to segment words (ie. prefix, suffix, root) to enhance spelling capabilities, comprehend written passages, and derive contextual meaning.</p> <p>Training will take place in July and August. Registration \$1500 x 2 members = \$3000 mileage .575 x 272 = \$157 Hotel 3 nights x \$150 per night x 2 nights = \$900 \$40 per day x 3 days + \$20 for first night x 2 members = \$280 Cost is listed in Reading Goal.</p>	Professional Learning	Tier 1	Getting Ready	06/03/2015	08/28/2015	\$0	2 science teachers (Dave Zielinski and Jestin Vanscoyoc) Building Administrator

School Improvement Plan

Reed City High School

<p>Math Coach</p>	<p>Continuing in the 2015-2016 school year, RCHS math staff will work with a math consultant in order to support the following: reflective teaching with staff, best practices, content standards alignment, common assessments, and parent support guides.</p> <p>1 Math Coach daily rate 800/day x 10 days = 8000 1 Math Coach mileage = .55/mile x 180 miles x 10 days = 990.00 Substitutes for 7 days x 5 staff = 82.50/day x 7 x 5 = 2887.50</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/17/2015</p>	<p>06/08/2016</p>	<p>\$11878</p>	<p>Principal, Math Staff</p>
<p>EBLI</p>	<p>EBLI Training focuses upon direct instruction strategies that will enable student to segment words (i.e. prefix, suffix, root) to enhance spelling capabilities, comprehend written passages, and derive contextual meaning.</p> <p>EBLI Staff Training, June-August 2015 3 day training x 1500 conference fee x 4 staff = \$6,000; +\$150 per night hotel x 3 nights x 4 staff = \$1,800; + food \$40 per day x 4 staff x 3 days = \$480; \$20 x 4 staff for first night = \$80 + mileage fee = 3 cars @ 266 miles (Flushing) 798 miles x .575 = \$459 total mileage cost. School visitation cost = \$1200 x 1 visit = \$1,200. Total Cost (including ELA, Science, and SS teachers): \$10,019</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2015</p>	<p>06/09/2016</p>	<p>\$10019</p>	<p>EBLI 4 staff/ 3 day training: Dave Zielinski, Jestin VanScoyoc, Paula Justin, ELA to be hired.</p> <p>EBLI staff training @ RCHS.</p>