



## **District Improvement Plan**

### **Reed City Area Public Schools**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## Description of the School System

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

Reed City Area Public Schools is made of three buildings: G.T. Norman Elementary School, Reed City Middle School, and Reed City High School.

G.T. Norman Elementary School:

This building houses approximately 709 students, in grades K-5, 40 highly qualified staff members, and 9 additional staff members, including para-professionals, secretaries, recess monitors, and administrators.

Student Demographics:

Enrollment: 709

Free and Reduced Lunch: 58%

Homeless Students: 12

Migrant Students: 0

English Language Learners: 0

Ethnic Groups: Caucasian 94%; African American <1%; Asian <1%; Native American <1%

Special Education: 10-15%

Gender: Males 54%; Females 46%

Staff:

Certified Staff members with Bachelor's Degree: 23

Certified Staff members with Master's Degree: 11

Certified Staff members with Ed Specialist Degree: 1

Reed City Middle School:

This building houses grades 6-8, with approximately 370 students, 18 certified staff members, and 5 additional staff members, including 2 para-professionals, 2 secretaries, 1 counselor, and 1 administrator.

Student Demographics:

Enrollment: 370

Free and Reduced Lunch: 56%

Homeless: 20

Migrant Students: 0

English Language Learners: 0

Ethnic Groups: Caucasian 99%; African American, Asian, Native American <1%

Special Education: 16%

Gender: 55% Male and 44% Female

Staff:

Certified Staff members with a Bachelors: 10

Certified Staff members with a Masters: 6

Certified Staff members with an Ed Specialist: 2

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### Reed City High School:

RCCHS houses approximately 500 students in grades 9-12. There are 21 certified staff members and 6.5 other staff members, including 2 para-professionals, 2.5 secretaries, 1 counselor, and 2 administrators.

### Student Demographics:

Free and Reduced Lunch: 63.5%

Homeless: 11

Migrant Students: 0

English Language Learners: 0

Ethnic Groups: Caucasian 91%; African American .6%; Asian 8%; Hispanic 1.7%; Native American .43%

Special Education: 16.63%

Gender: Males 51.3% and Females 48.7%

### Staff:

Certified Staff members with Bachelors: 11

Certified Staff members with Masters: 10

Certified Staff members with Ed Specialist: 0

### Community Background:

Our district brings in students from four counties: Lake, Mecosta, Newaygo, and Osceola. The communities of Reed City, Paris, Hersey, Chase, and Ashton make up our rural school district. The biggest employers in our area are General Mills-Yoplait, Spectrum Health-Reed City Campus, Reed City Public Schools, and a few small factories such as Tubelite and Reed City Tool and Die. There are several small, independent businesses. Several large businesses have left the region in the past five-six years, causing unemployment to have a significant increase for a small community. This unemployment and loss of community jobs has impacted the school system through a decline in enrollment. The school district has also seen an increase in homeless numbers, families qualifying for free-reduced lunch, and students, classified as At-Risk. The district has responded by implementing a free breakfast program for all students K-8 each day, and a free summer lunch program for any child through the age of 18. In spite of the economic challenges, Reed City remains a close knit community.



## **System's Purpose**

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

### School District Purpose:

The district mission and vision statement will be evaluated and updated, with our new District Improvement Team during the 2014-2015 school year. Although this was a topic for the DIT this year, a decision for the update was not completed. The last team meeting took place on May 11, 2015, with review of other vision/mission statements and a collection of ideas for the new statements. Correspondence has been taking place through email amongst the team, and this will be the first item on the agenda for the 2015-16 school year.

### Mission:

The mission of Reed City Area Public Schools is to provide high-quality educational opportunities that encourage all to reach their highest potential and nurture talents in an environment that connects students, school and community.

### Vision:

Reed City Public Schools believes in preparing students for their tomorrow. We strive to maintain a safe and orderly environment in which we offer educational experiences that meet the wide variety of interests and needs created by individual differences and abilities among students.

### Beliefs:

- The faculty and administration believe that all students can learn and achieve personal success.
- We believe all students have unique skills and talents that need to be identified and nurtured.
- We believe students need sufficient time and appropriate support to learn.
- We believe the task for our schools is to create a learning environment that provides conditions for success.
- We believe in the importance of self-esteem for a student's success, as a learner and as a citizen.
- We believe that high standards of curriculum will prepare each child to meet the mental and physical challenges of the future.
- We believe all students will receive frequent, positive feedback on their behavioral and academic efforts.
- We have a commitment to prepare students for the responsibilities of life.
- We believe students can learn to function within an ever-changing global society.

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

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

Notable Achievements and Areas of Improvement:

G.T. Norman Elementary:

- Excellence in Education Award in 2011
- Community Family Nights-each month, different core curriculum areas, free dinner for all, activities for all ages of children, 300+ in attendance each month
- Parent Workshops and active PTO
- Fit Kids program-sponsored through Spectrum Health

Middle School:

- Implementation of an Academic Success Program for At-Risk students
- Active Student Council Program-services students and community members
- Math Counts Club
- 8th Grade Band-Scored 1's at District Festival

High School:

- Several Academic All-State Teams
- Band Program-Straight 1's at District Festivals
- Successful Athletic Programs-state qualifiers
- Quiz Bowl Team-state qualifiers
- Equestrian Team-2nd at State competition

District Areas of Improvement: Based on 2015 School Process Rubrics/Ed Yes Reports

1. Curriculum: 2.0
2. Instruction: 2.0
3. Instructional Leadership: 2.33
4. Shared Leadership: 2.0
5. Operational and Resource Management: 2.0
6. Personnel Qualification: 3.0
7. Professional Learning: 2.0
8. Parent-Family Involvement: 2.0
9. Community Involvement: 1.0
10. Data Management: 2.0
11. Information Management: 2.0

## **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:

Reed City Area Public Schools continues to be proud of our staff and students, as they work to better themselves and our schools. Our new curriculum and assessment development will help our staff in the classroom teach the most updated and approved state standards. We also have formed new school and district improvement teams to lead the way on overall improvement for our school district.

G.T. Norman:

-Family Nights and Parent Workshops-free activities to help families and students in academic and social endeavors; free daycare and meals; Free Flu Shot Clinics for staff, students, all community members-Sponsored by Reed City Spectrum Health

Reed City Middle School:

-Collaboration and Team Building: staff book studies and PLC's, Winter Olympics for students, Christmas Project by Student Council-families are adopted for meals and presents with students shopping, wrapping, and delivering gifts

Reed City High School:

-New Academic Centers-ACT preparation for all students, action plans for student improvement on state developed assessments

# **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.**

Currently, the District Improvement Team is made up of building administrators, the curriculum/assessment/Title I director, the superintendent, a Board of Education member, 2 teachers from each building, 2 parent representatives from each building, 2 high school students, and a support staff member. We also have a Superintendent's Advisory Team, made up of teachers and support staff from all three buildings. The three buildings have a SIT (members from these teams represent the building on the DIT) and the data and resources collected make up the data included the DIP. All members of the DIT are notified by email of upcoming meetings, which took place four times during the 2014-15 school year. Minutes from each meeting were emailed to the members, along with the agenda for the next meeting. The team is being surveyed for adjustments to the meeting times/dates for the 2015-16 school year, but the initial data shows the meeting times will stay the same.

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

There is representation from the following groups at the various meetings:

- Superintendent (facilitator of the Superintendent's Advisory Team)
- Board Of Education member
- Building Administrator-all three buildings
- Curriculum/Assessment/Federal Program Director (facilitator of the DIT)
- Teachers from all Three buildings and all grade levels
- Support Staff from all three buildings
- 2 Parents from all three buildings
- 2 Students from the High School

**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 District Improvement Plan was available to all staff and community members through our district website. It will also be provided, by hard copy, to the building administrators to use at their beginning staff meetings. It will be used during all District Improvement Meetings, in conjunction with the three building school improvement plans. The district meetings will take place quarterly to allow stakeholders to review the progress of the plan throughout the school year. Agendas for the meetings, along with minutes from the meetings will be posted online, through our new District/Building Improvement link.

# **District Additional Requirements Diagnostic**

## **Introduction**

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



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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes	The district Special Services director completes the CIMS data report each year.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	The report is provided to Central Office for use in the final stages of the district improvement plan.	

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Our district technology director uses local filters and our ISD servers and filters to protect our students and staff. Our district technology plans meets all requirements to filter and block inappropriate materials.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	All three buildings, and the district office, have internet agreements that must be signed at the beginning of the school year. These agreements are held in the building or district office for the entire year and must be re-signed each year. There are procedures in place, and approved by our local Board of Education, for any disciplinary actions that may need to take place. These are in place for adults and students.	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	See attachment on previous question	

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	Our student and staff internet policies are approved by our local board of education and meet NEOLA guidelines. They are also included in our State approved technology plans.	

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Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	Reed City Public Schools is in-line with all the requirements set forth by TRIG. Our Mi-Trax reports show where our needs are located in each building.	

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	<p>LOOMING PROBLEM: We have over 200 lab computers that run Windows XP as their operating system. Support for XP is ending by Microsoft in April 2014. The computers will still work, but future software updates will not be available. Future online testing may not be compatible with these 200 old computers.</p> <p>The 50 NEW computers we are getting this year with Technology Readiness Grant funding represent only 25% of our existing need to upgrade. These additional computers help, but they do not replace our old lab computers.</p>	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	Technology additions have been added to all three school building improvement plans.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	We are currently working to incorporate the technology components to encourage technology literacy, as it relates to the ELA common core. We are also hoping to make better use of the assistive technology educator offered to use through the local ISD. This will help technology literacy integration to our students with special needs. We have over 100 I-pads in the district for use in the classroom for workshops, research, and intervention use.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	The district is re-working our curriculum K-12 to make sure we are teaching all of the Common Core, including the technology components. We offer computer literacy class to all 5th grade students, and the middle school has computer class for all students in grades 6-8. The high school has two I-pad carts, with 30 I-pads on each cart, for classroom use.	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Mr. Tim Webster, Superintendent 225 West Church Street Reed City MI 49677 231-832-2201	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The District has additional information necessary to support your improvement plan.	Yes		

## **Goals/Plans 2015-16-Updates**

## Overview

### Plan Name

Goals/Plans 2015-16-Updates

### Plan Description

Goals and Plans with only 15-16 learning in it

## 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 Area Public Schools will be proficient in Mathematics.	Objectives: 2 Strategies: 5 Activities: 8	Academic	\$414252
2	All students at Reed City Area Public Schools will be proficient in Reading.	Objectives: 2 Strategies: 5 Activities: 8	Academic	\$301519
3	All students at Reed City Area Public Schools will be proficient in Social Studies.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$35000
4	All students at Reed City Area Public Schools will be proficient in writing.	Objectives: 2 Strategies: 3 Activities: 8	Academic	\$53948
5	All students at Reed City Area Public Schools will be proficient in Science.	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$37364

# Goal 1: All students at Reed City Area Public Schools will be proficient in Mathematics.

## Measurable Objective 1:

A 18% increase of All Students will demonstrate a proficiency on State Standards in Mathematics by 06/05/2015 as measured by the State Assessment..

## 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 lessons and immediate feedback to math teachers on a monthly basis. Math teachers will need time to collaborate on instruction based on coaching feedback during early release time.

Research Cited: 1. National Council of Teachers of Mathematics, beginning research on mathematics coaches has indicated positive improving in instructional practices. 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 That Works. ASCD. Alexandria, VA. P. 43, 54,55, 59, 60

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

Tier: Tier 1

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in teh 2015-16 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=\$8990 Substitutes for 7days X 5 staff= \$2888  Schools: Reed City High School	Teacher Collaborati on	Tier 1	Implement	08/31/2015	06/03/2016	\$11878	Title II Part A	Principal, Math Staff

## Strategy 2:

Hatties Top Ten Influens: Teachers at G.T. Norman will implement 3 of John Hatties top 10 strategies for raising student achievement in math. - 1. Self Reporting: students will predict how they will perform on math tasks.

2. Classroom Discussions: Teachers will introduce concepts and allow student discussion to help teach each other. The teacher can informally assess student learning.

3. Formative Assessing: Teachers are developing common formative assessments, per grade level, to be used to drive instruction, as matched to student needs. Formative assessing will occur three times a year for benchmark assessing with all students.

Research Cited: Hattie, John. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement. New York, New York. Routledge.

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Tier: Tier 1

Activity - FAME Coaching and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will meet monthly to collaborate about best practices and implementation of formative assessment. There are two current teams at G.T. Norman, with plans to train another coach and add team members. This amount will cover the substitute costs for 3 teams of 7 members to meet 8 times during the school year. A building administrator will also be trained during this time period.  Schools: G.T. Norman Elementary School	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/03/2016	\$9500	Title II Part A	FAME team members and Building Administrators.

Activity - MAS/FPS Fall Directors Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 building administrator from the elementary and 1 Federal Programs/Curriculum director will attend the conference. These sessions will assist participants in gaining a clear understanding of roles, rules, and regulations and provide an opportunity to work together to create the most effective program for students. Registration, mileage, lodging, and meals will be covered.  Schools: G.T. Norman Elementary School	Professional Learning	Tier 1	Getting Ready	10/01/2015	10/07/2015	\$1950	Title II Part A	Building Administrator and Federal Programs/Curriculum Director

**Measurable Objective 2:**

20% of Economically Disadvantaged students will demonstrate a proficiency on State Standards in Mathematics by 06/03/2016 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 extend 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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Classroom teachers, along with the building administrator and counseling department, will identify eligible at-risk students for math assistance and re-teaching. The At-Risk Instructor will provide re-teaching of math strategies by engaging the student through different forms of instruction to increase math skills and support regular classroom content and meet grade level expectations. The salary information for this activity includes the Reading Goal also.  Schools: Reed City High School	Academic Support Program	Tier 2	Getting Ready	09/08/2014	06/03/2015	\$104492	Section 31a	At-Risk instructor, Math classroom teachers, and Building Administrator
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**Strategy 2:**

Academic Success-Math - Students will be identified by the district universal screener that will be taken quarterly. Based on this data and review of students by the teachers, counseling department, and administrator, students who fall below the expected levels of accomplishment and are at risk for academic failure, but do not qualify for Tier 3, will be enrolled in the Tier 2 academic support program. The needs of these students are identified through the assessment process and the instructional programs will be delivered and focused on those specific needs.

Research Cited: Shapiro, Edward S.; Center for Promoting Researched Practice. Lehigh University, Bethlehem, PA.

Tier: Tier 2

Activity - Academic Success Math Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the Universal Screener, at risk students will be identified and will receive Tier 2 assistance daily for 27 minutes. A highly qualified math teacher will provide the pre-teaching and re-teaching of math skills to improve student learning and to bring the student to grade level expectations. The salary for the Academic Success Math and Reading Teachers are included in this activity amount.  Schools: Reed City Middle School	Academic Support Program	Tier 2	Getting Ready	09/03/2014	06/03/2015	\$207932	Section 31a	At-Risk Teacher, Math class teachers, and Building Administrator

**Strategy 3:**

Mult-tiered System of Support - With Rtl, schools identify students at-risk of failing the state's content standards, monitor student progress, provide evidence-based (NCRTI, 2010)

Daily interventions are offered from Title I Interventionists 4 days a week for 30 minutes to identify students in grades 1-2.

Research Cited: NCRTI, 2010. <http://rti4success.org>; Center for Response to Intervention at American Institutes for Research; Washington D. C.

Tier: Tier 2

Activity - Response to Intervention Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title I identified students in grades 1-2 will receive 4 day a week of math tutorials. Students will receive one to one assistance, small group instruction, additional pre-teaching and re-teaching of math strategies, using manipulatives and technology to increase math skills and bring the students to grade level expectations.  Schools: G.T. Norman Elementary School	Academic Support Program	Tier 2	Implement	09/08/2014	06/03/2015	\$78000	Title I Part A	Classroom teachers-identifying students, Interventionists provide the supplemental services; Building Administrators, District Title I Director
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be invited to participate in their child's learning and education. Parents will be encouraged to complete home math kits which will contain math activities and games, and strategies to encourage math fact fluency. Parents will be encouraged to attend Parent Workshops. Parent math training will be offered once in the fall and once in the spring. \$500 will be allocated to host the parent math events and will be used to purchase snacks, make-it-take-it materials, and day care.  Schools: G.T. Norman Elementary School	Parent Involvement	Tier 1	Implement	08/31/2015	06/03/2016	\$500	Title I Part A	G. T. Norman Staff and Administrators

Activity - Math Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All three buildings improvement teams and the District Improvement team will use the MDE program evaluation tool to determine if the subgroup gaps are closing in the math content.  Schools: All Schools	Policy and Process	Tier 2	Evaluate	08/31/2015	06/03/2016	\$0	No Funding Required	Building school improvement teams, District improvement team, interventionists/at-risk teachers, all building administrators

**Goal 2: All students at Reed City Area Public Schools will be proficient in Reading.**

**Measurable Objective 1:**

A 8% increase of All Students will demonstrate a proficiency on state standards in Reading by 06/03/2015 as measured by state assessments.

**Strategy 1:**

Ebli Reading - 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 will be in July/August 2014. EBLI will be utilized across 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., Inverenizzi, 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 reasearch listed above can be found at the following website: [www.ebli.com](http://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 will take place for all English teachers, Special Education teachers, the At-Risk teachers, and one representative from the other 3 content areas. The training will take place for the Middle School and High School teams. The staff will be trained and return to the district to implement the strategies. There will be two follow up visits from the EBLI trainers throughout the school year. The future goal will be to have all teachers in both buildings trained. The costs will cover registration (\$1500 per person for 3 days of training), follow up visits, mileage, lodging (training is in Flushing and Cheboygan), and food. An additional refresher will be provided, for the ongoing and sustainable initiative, throughout the 2015-16 school year, and this will be covered by general funds.  Schools: Reed City High School, Reed City Middle School	Professional Learning	Tier 1	Getting Ready	08/01/2015	09/01/2016	\$14019	General Fund, Title II Part A	Teachers attending training and Building Administrators

**Strategy 2:**

Formative Assessment - Teachers will use formative assessment to drive instruction, as matched to the students needs. Teachers will use questioning strategies, learning targets, and various types of direct and indirect assessments. Teachers will collect evidence to have a constant stream of information tied to indicators of progress for students, as they work to meet grade level standards.

Research Cited: 1. McTighe, J. and Wiggins, G. Essential Questions: Opening the Doors to Student Understanding, ASCD, 2013. 2. William, D. Embedded Formative Assessment, Bloomington, IN, 2011. 3. MDE. The Formative Assessment Process in Michigan: A Guide for Classroom and Student Success, 2010 4. Hattie, John. Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement. New York, New York. Routledge. 2009

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Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dylan Williams: Embedded Formative Assessment; The book was read during the 2014-15 school year, but ongoing work will take place in each building for sustainability and formative assessment in the classrooms. Walk-Throughs will continue to take place in each building for evaluation and connection to the FAME teams at the elementary school.  Schools: All Schools	Professional Learning, Walkthrough, Direct Instruction	Tier 1	Implement	08/31/2015	06/03/2016	\$0	No Funding Required	Classroom teachers, Building Administrators, Superintendent, Curriculum Director

**Strategy 3:**

Gradual Release of Responsibility - Gradual Release of Responsibility Model: Teachers will model daily lessons in the following procedure according to Gradual Release of Responsibility Model: 1. Focus Lesson 2. Guided Instruction 3. Collaboration 4. Independent

Research Cited: Fisher, Douglas (2008). Gradual Release of Responsibility Model. San Diego State University: Professor of Language and Literacy Education.

Tier: Tier 1

Activity - Poverty Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff from the Middle School, will continue to use Ruby Payne's A Framework for Understanding Poverty. The strategies in the book will be discussed and reviewed at monthly staff meetings and on early release dates. The techniques will be used in the classroom to help meet the needs of all students, particularly the economically disadvantaged students, we are trying to reduce the achievement gap for.  Schools: Reed City Middle School	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/03/2015	\$0	No Funding Required	Teachers in the Middle School and the Building Administrator

**Measurable Objective 2:**

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency on state standards in Reading by 06/03/2015 as measured by the state assessments..

**Strategy 1:**

EBLI Interventions - EBLI Interventions: Students, who have been identified as at-risk, 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,

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S., Inverenizzi, 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 reasearch listed above can be found at the following website: [www.ebli.com](http://www.ebli.com).

Tier: Tier 2

Activity - EBLI Inteventions	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. The costs associated with this activity have been documented in the Math goal for the high school.  Schools: Reed City High School	Academic Support Program	Tier 2	Getting Ready	08/31/2015	06/03/2016	\$0	No Funding Required	Interventionist teacher and Building Administrators

### Strategy 2:

Multi-Tiered Support - With Rtl, schools identify students at risk of failing the state's content standards, monitor student progress, provide evidence based interventions, and adjust the intensity of those interventions depending on a student's responsiveness. Daily interventions are offered from Title I Interventionists 4 days a week for 30 minutes to indentified students.

Research Cited: NCRTI, 2010; <http://www.rti4success.org>; Center on Response to Intervention at American Institutes for Research, Washington D.C.

Tier: Tier 2

Activity - Rtl Intervention Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I identified students in grades K-5 will receive 4 days a week of literacy tutorials. Students will receive one on one assistance, small group instruction, additional pre/re-teaching of literacy strategies using technology, fiction, and non-fiction texts to increase literacy skills for all content areas.  Schools: G.T. Norman Elementary School	Academic Support Program	Tier 2	Implement	09/02/2014	06/03/2015	\$287000	Title I Part A	Classroom teachers, Interventionists, Building Administrators

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All parents will be invited to participate in their child's learning. They will be encouraged to attend literacy workshops, where they will create activities and learn about supporting literacy skills at home. A workshop will be held once in fall and once in the spring. The costs attached will cover materials, refreshments, and daycare.  Schools: G.T. Norman Elementary School	Parent Involvement	Tier 1	Implement	08/24/2015	06/03/2016	\$500	Title I Part A	G.T. Norman staff and Building Administrators
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Activity - Annual Title I Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The G.T. Norman Staff will host an Annual Parent Title I meeting to share information with parents about Title I services and how it may impact their students. Parents will be able to ask questions about Title I. This will occur one evening after school in the first month of school. Costs associated with evening will be for materials and refreshments for the parents.  Schools: G.T. Norman Elementary School	Parent Involvement	Tier 1	Implement	09/02/2014	09/30/2014	\$0	No Funding Required	G.T. Norman Teaching Staff and Building Administrators

Activity - Reading Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All building and district improvement team will use the MDE Program Evaluation Tool to determine if the subgroup gaps are closing in reading.  Schools: All Schools	Policy and Process	Tier 2	Evaluate	08/31/2015	06/03/2016	\$0	No Funding Required	Building/District Improvement teams, Interventionist teachers, Building Administrators

## Goal 3: All students at Reed City Area Public Schools 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 06/03/2015 as measured by state assessments.

### Strategy 1:

Gradual Release of Responsibility - See strategy write up in the Reading, Math, and Science Goals.

Research Cited: See Research in the Reading, Math, and Science Goals

Tier: Tier 1

## District Improvement Plan

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Activity - Social Studies Goal Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and District Improvement Teams will evaluate using the MDE Program Evaluation Tool to determine if the scores have increased for the Social Studies content area.  Schools: All Schools	Policy and Process	Tier 1	Evaluate	09/02/2014	06/03/2015	\$0	No Funding Required	Building Administrators, Superintendent, Curriculum Director

### Measurable Objective 2:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency on state standards in Social Studies by 06/03/2015 as measured by state assessments.

### Strategy 1:

Rtl Interventions - See Strategy for Reading/Math/Writing/Science Goals

Research Cited: See Research for Reading Goal

Tier: Tier 2

Activity - Rtl Model for Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I identified students in grades K-5 will receive once a week Social Studies tutorials. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of social studies strategies using technology and non-fiction literature to increase social studies skills.  Schools: G.T. Norman Elementary School	Academic Support Program	Tier 2	Implement	08/31/2015	06/03/2016	\$35000	Title I Part A	Intervention Staff and Building Administrators

Activity - Social Studies Goal Evaluation-ED Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and District Improvement Teams will use the MDE Program Evaluation Tool to determine if the gap for the subgroup has reduced.  Schools: All Schools	Policy and Process	Tier 2	Evaluate	09/02/2014	06/03/2015	\$0	No Funding Required	Building Administrators, Superintendent, Curriculum Director

## Goal 4: All students at Reed City Area Public Schools will be proficient in writing.

## District Improvement Plan

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### Measurable Objective 1:

A 18% increase of All Students will demonstrate a proficiency on state standards in Writing by 06/03/2015 as measured by state assessments.

### Strategy 1:

My-Access Writing - English department teachers will implement weekly My-Access writings. This is to provide students, with bi-monthly conferencing, a best practice of instant feedback and support for improvement of their writing skills. This process allows teachers to generate data by implementing pre/post grade level writing tests to generate student data to drive instruction.

Research Cited: 1. Online Writing Program Walks the Walk: MyAccess Boosts Scores Across All Categories; District Administration: August 1, 2004; Professional Media Group LLC: Volume 40. 2. Marzano, Robert. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Alexandria VA; ASCD; 2001.

Tier: Tier 1

Activity - MyAccess Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will implement the MyAccess writing program and have bi-monthly writing conferences with their students. The costs are for the licenses and covered by the district general fund. This activity supports the professional learning within this goal.  Schools: Reed City High School	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/03/2015	\$5292	General Fund	ELA teachers and Building Administrators

### Strategy 2:

Writing Workshop - Teachers will implement at least 3 of John Hattie's top 10 strategies to raise student achievement in Writing. They will also implement the writer's workshop classroom for the stages of writing and evaluating student writing. Conferencing, writer's journals, and formative assessment will be visible in the classroom.

Research Cited: 1. Hattie, John (2012). Visible Learning for Teachers: Maximizing Impact on Learning. New York, New York. Routledge. 2. Allington, R. and Cunningham, P. (2007). Schools that Work: Where All Children Read and Write. Boston MA. Pearson.

Tier: Tier 1

Activity - MAISA Writing Units Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement the MAISA concepts and activities into their writing instruction to facilitate classroom discussion on writing concepts. The focus will be on the conceptual understanding of writing and its integration in the classroom. Training/Revaluation will take place throughout the school year. The costs will cover the substitute teachers. Training is provided through our local ISD.	Professional Learning	Tier 1	Getting Ready	08/31/2015	06/03/2016	\$6270	Title II Part A	All classroom teachers and Building Administrators
Schools: G.T. Norman Elementary School								

Activity - MAISA Summer Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in the Summer Institute for MAISA in June 2016. This will supplement the training during the school year and allow the staff attending to return and "teach" the rest of the staff on any updates and strategies. The costs will cover registration, mileage, meals, and lodging.	Professional Learning	Tier 1	Getting Ready	06/01/2016	06/30/2016	\$3786	Title II Part A	Teachers and Building Administrators
Schools: G.T. Norman Elementary School								

Activity - School Improvement Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and Building Improvement teams will bring in a facilitator to work with them throughout the school year to help evaluate and guide our school/district improvement process.	Professional Learning	Tier 1	Getting Ready	08/31/2015	06/03/2016	\$3000	General Fund	Building Administrators, Superintendent, Curriculum Director
Schools: All Schools								

Activity - Writing Goal Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the writing objective was met to increase student achievement.	Policy and Process	Tier 1	Evaluate	08/31/2015	06/03/2016	\$0	No Funding Required	Building Administrators, Superintendent, Curriculum Director
Schools: All Schools								

### Measurable Objective 2:

A 20% increase of Economically Disadvantaged students will demonstrate a proficiency on state standards in Writing by 06/03/2015 as measured by state assessments..

### Strategy 1:

Academic Success/Rtl Intervention Methods - Academic Success/Rtl Model: Students will be identified for being at-risk of not meeting the state content standards.

## District Improvement Plan

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Data collected by general education teachers, with collaboration by the counseling department, administrators, and Intervention teachers, will determine which students will receive additional Tier 2 supplemental services. The interventions will be determined by student responsiveness.

Research Cited: 1. Hughes, Charles and Dexter, Douglas. Research Support for RtI; Penn State University. 2. NCRTI (2010); <http://www.rti4success.org>

Tier: Tier 2

Activity - Phonics First Syllabication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will teach students how to use syllabication techniques and apply them to writing. Costs will include registration for training provided at MOISD.  Schools: G.T. Norman Elementary School, Reed City Middle School	Academic Support Program	Tier 2	Implement	08/31/2015	08/31/2016	\$2600	Title II Part A	Intervention Teachers and Building Administrators
Activity - Writing Goal Evaluation for E.D. Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the subgroup gaps are closing in the writing content area.  Schools: All Schools	Policy and Process	Tier 2	Evaluate	09/02/2014	06/03/2015	\$0	No Funding Required	Building Administrators, Superintendent, Curriculum Director
Activity - RtI Intervention Model-Elementary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I identified students, grades 1-5, will receive four days a week sessions, using the MAISA units strategies. Students will receive one on one, small group, and pre-re teaching of writing strategies using technology to increase writing skills.  Schools: G.T. Norman Elementary School	Academic Support Program	Tier 2	Implement	08/31/2015	06/03/2016	\$33000	Title I Part A	G.T. Teachers and Building Administrators

## Goal 5: All students at Reed City Area Public Schools will be proficient in Science.

### Measurable Objective 1:

A 22% increase of All Students will demonstrate a proficiency on state standards in Science by 06/03/2015 as measured by state assessments..

**District Improvement Plan**

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**Strategy 1:**

Progress Monitoring Science Achievement - Teachers will utilize science data as an indicator that will continually be used to revise the science curriculum with the best practices to meet the needs of all learners. STEM strategies and systematic, explicit, and inquiry based instruction will be used in all science classes.

Research Cited: 1. Hattie, John (2012). Visible Learning for Teachers: Maximizing Impact on Learning. Boston MA. Routledge. 2. Quinn, H., Schweingruber, H., Keller, T. (2012). A Framework for K-12 Science Education: Practices, Cross Cutting Concepts, and Core Ideas. The National Academy Press:

[http://www.nap.edu/openbook.php?record\\_id13165](http://www.nap.edu/openbook.php?record_id13165).

Tier: Tier 1

Activity - Michigan Science Teacher Association Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from the High School will attend the MSTC in March 2016. Teachers will bring back strategies on how to integrate and teach the State mandated standards with current educational techniques and technology. Information obtained will be utilized to review and revise current curriculum documents to best serve the needs of our students.  Schools: G.T. Norman Elementary School, Reed City High School	Professional Learning	Tier 1	Getting Ready	03/01/2016	06/03/2016	\$1864	Title II Part A	Teachers attending from the High School and Building Administrator
Activity - AIMS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIMS program will continue to be used and evaluated for implementation and instructional purposes, as an ongoing initiative. The program will continue to encourage Math and Science best practices. The building administrators will evaluate implementation through walk throughs. Costs were covered in the 2013-2014 and 2014-15 grants.  Schools: G.T. Norman Elementary School, Reed City Middle School	Direct Instruction	Tier 1	Implement	08/31/2015	06/03/2016	\$0	No Funding Required	K-8 Math and Science Teachers and Building Administrators
Activity - Science Goal Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the students have met the proficiency goals.  Schools: All Schools	Policy and Process	Tier 1	Evaluate	09/02/2014	06/03/2015	\$0	No Funding Required	Building Administrators, Superintendent, Curriculum Director

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**Measurable Objective 2:**

A 24% increase of Economically Disadvantaged students will demonstrate a proficiency on state standards in Science by 06/03/2015 as measured by state assessments.

**Strategy 1:**

Mult-Tiered Instruction and Interventions - Students will be identified for supplemental services, based on science data, and collaboration by teachers, counselors, administrators, and intervention teachers. Students will be provided pre//re-teaching instruction for science, inquiry, technology, reading for content, and manipulatives based activities. Teachers will use Hattie's effective strategies in the classroom for this strategy.

Research Cited: See Research under Math/Reading/Writing Strategies for Interventions

Tier: Tier 2

Activity - EBLI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teacher will use EBLI training for reading in the content area of science to supplement the needs of the students, who have been identified for services. Costs for training have been covered in Reading and Math Goal.	Academic Support Program	Tier 2	Getting Ready	08/01/2015	09/30/2016	\$0	No Funding Required	Intervention Teachers and Building Administrators
Schools: Reed City High School, Reed City Middle School								

Activity - Rtl at Norman	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I identified students in grades K-5 will receive supplemental services once a week for science tutorials. Students will receive a variety of instructional best practices, along with technology to meet the needs of the students.	Academic Support Program	Tier 2	Implement	08/31/2015	06/03/2016	\$35000	Title I Part A	Interventionists and Building Administrators
Schools: G.T. Norman Elementary School								

Activity - Parent Involvement-Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to Parent Workshops, geared to Science instruction. Parents will learn how to support their students through science activities and make-it-take-it activities. A workshop will be held in the fall and again in the spring. Costs will cover materials, refreshments, and day care.	Parent Involvement	Tier 1	Implement	08/31/2015	06/03/2016	\$500	Title I Part A	G.T. Principal; Title Teachers; Title I Director
Schools: G.T. Norman Elementary School								

Activity - Science Goal Evaluation-ED Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the gaps for the subgroup are closing in the science content area.  Schools: All Schools	Policy and Process	Tier 2	Evaluate	08/31/2015	06/03/2016	\$0	No Funding Required	Building Administrator, Superintendent, Curriculum Director
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Improvement Learning Opportunities	District and Building Improvement teams will bring in a facilitator to work with them throughout the school year to help evaluate and guide our school/district improvement process.	Professional Learning	Tier 1	Getting Ready	08/31/2015	06/03/2016	\$3000	Building Administrators, Superintendent, Curriculum Director
MyAccess Writing	ELA teachers will implement the MyAccess writing program and have bi-monthly writing conferences with their students. The costs are for the licenses and covered by the district general fund. This activity supports the professional learning within this goal.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/03/2015	\$5292	ELA teachers and Building Administrators
EBLI	EBLI Training will take place for all English teachers, Special Education teachers, the At-Risk teachers, and one representative from the other 3 content areas. The training will take place for the Middle School and High School teams. The staff will be trained and return to the district to implement the strategies. There will be two follow up visits from the EBLI trainers throughout the school year. The future goal will be to have all teachers in both buildings trained. The costs will cover registration (\$1500 per person for 3 days of training), follow up visits, mileage, lodging (training is in Flushing and Cheboygan), and food. An additional refresher will be provided, for the ongoing and sustainable initiative, throughout the 2015-16 school year, and this will be covered by general funds.	Professional Learning	Tier 1	Getting Ready	08/01/2015	09/01/2016	\$4000	Teachers attending training and Building Administrators

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Academic Success Math Class	Based on the Universal Screener, at risk students will be identified and will receive Tier 2 assistance daily for 27 minutes. A highly qualified math teacher will provide the pre-teaching and re-teaching of math skills to improve student learning and to bring the student to grade level expectations. The salary for the Academic Success Math and Reading Teachers are included in this activity amount.	Academic Support Program	Tier 2	Getting Ready	09/03/2014	06/03/2015	\$207932	At-Risk Teacher, Math class teachers, and Building Administrator
At-Risk Additional Instruction	Classroom teachers, along with the building administrator and counseling department, will identify eligible at-risk students for math assistance and re-teaching. The At-Risk Instructor will provide re-teaching of math strategies by engaging the student through different forms of instruction to increase math skills and support regular classroom content and meet grade level expectations. The salary information for this activity includes the Reading Goal also.	Academic Support Program	Tier 2	Getting Ready	09/08/2014	06/03/2015	\$104492	At-Risk instructor, Math classroom teachers, and Building Administrator

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Rtl Intervention Model	Title I identified students in grades K-5 will receive 4 days a week of literacy tutorials. Students will receive one on one assistance, small group instruction, additional pre/re-teaching of literacy strategies using technology, fiction, and non-fiction texts to increase literacy skills for all content areas.	Academic Support Program	Tier 2	Implement	09/02/2014	06/03/2015	\$287000	Classroom teachers, Interventionists, Building Administrators
Rtl Intervention Model-Elementary	Title I identified students, grades 1-5, will receive four days a week sessions, using the MAISA units strategies. Students will receive one on one, small group, and pre-re teaching of writing strategies using technology to increase writing skills.	Academic Support Program	Tier 2	Implement	08/31/2015	06/03/2016	\$33000	G.T. Teachers and Building Administrators
Rtl at Norman	Title I identified students in grades K-5 will receive supplemental services once a week for science tutorials. Students will receive a variety of instructional best practices, along with technology to meet the needs of the students.	Academic Support Program	Tier 2	Implement	08/31/2015	06/03/2016	\$35000	Interventionists and Building Administrators

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Parent Involvement-Science	Parents will be invited to Parent Workshops, geared to Science instruction. Parents will learn how to support their students through science activities and make-it-take-it activities. A workshop will be held in the fall and again in the spring. Costs will cover materials, refreshments, and day care.	Parent Involvement	Tier 1	Implement	08/31/2015	06/03/2016	\$500	G.T. Principal; Title Teachers; Title I Director
Response to Intervention Model	Title I identified students in grades 1-2 will receive 4 day a week of math tutorials. Students will receive one to one assistance, small group instruction, additional pre-teaching and re-teaching of math strategies, using manipulatives and technology to increase math skills and bring the students to grade level expectations.	Academic Support Program	Tier 2	Implement	09/08/2014	06/03/2015	\$78000	Classroom teachers-identifying students, Interventionists provide the supplemental services; Building Administrators, District Title I Director
Parent Involvement	All parents will be invited to participate in their child's learning. They will be encouraged to attend literacy workshops, where they will create activities and learn about supporting literacy skills at home. A workshop will be held once in fall and once in the spring. The costs attached will cover materials, refreshments, and daycare.	Parent Involvement	Tier 1	Implement	08/24/2015	06/03/2016	\$500	G.T. Norman staff and Building Administrators
RtI Model for Social Studies	Title I identified students in grades K-5 will receive once a week Social Studies tutorials. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of social studies strategies using technology and non-fiction literature to increase social studies skills.	Academic Support Program	Tier 2	Implement	08/31/2015	06/03/2016	\$35000	Intervention Staff and Building Administrators
Parent Involvement	All parents will be invited to participate in their child's learning and education. Parents will be encouraged to complete home math kits which will contain math activities and games, and strategies to encourage math fact fluency. Parents will be encouraged to attend Parent Workshops. Parent math training will be offered once in the fall and once in the spring. \$500 will be allocated to host the parent math events and will be used to purchase snacks, make-it-take-it materials, and day care.	Parent Involvement	Tier 1	Implement	08/31/2015	06/03/2016	\$500	G. T. Norman Staff and Administrators

### Title II Part A



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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Michigan Science Teacher Association Conference	Teachers from the High School will attend the MSTC in March 2016. Teachers will bring back strategies on how to integrate and teach the State mandated standards with current educational techniques and technology. Information obtained will be utilized to review and revise current curriculum documents to best serve the needs of our students.	Professional Learning	Tier 1	Getting Ready	03/01/2016	06/03/2016	\$1864	Teachers attending from the High School and Building Administrator
FAME Coaching and Training	Teams will meet monthly to collaborate about best practices and implementation of formative assessment. There are two current teams at G.T. Norman, with plans to train another coach and add team members. This amount will cover the substitute costs for 3 teams of 7 members to meet 8 times during the school year. A building administrator will also be trained during this time period.	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/03/2016	\$9500	FAME team members and Building Administrators.
EBLI	EBLI Training will take place for all English teachers, Special Education teachers, the At-Risk teachers, and one representative from the other 3 content areas. The training will take place for the Middle School and High School teams. The staff will be trained and return to the district to implement the strategies. There will be two follow up visits from the EBLI trainers throughout the school year. The future goal will be to have all teachers in both buildings trained. The costs will cover registration (\$1500 per person for 3 days of training), follow up visits, mileage, lodging (training is in Flushing and Cheboygan), and food. An additional refresher will be provided, for the ongoing and sustainable initiative, throughout the 2015-16 school year, and this will be covered by general funds.	Professional Learning	Tier 1	Getting Ready	08/01/2015	09/01/2016	\$10019	Teachers attending training and Building Administrators
MAISA Writing Units Staff Training	Teachers will implement the MAISA concepts and activities into their writing instruction to facilitate classroom discussion on writing concepts. The focus will be on the conceptual understanding of writing and its integration in the classroom. Training/Reevaluation will take place throughout the school year. The costs will cover the substitute teachers. Training is provided through our local ISD.	Professional Learning	Tier 1	Getting Ready	08/31/2015	06/03/2016	\$6270	All classroom teachers and Building Administrators

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MAS/FPS Fall Directors Institute	1 building administrator from the elementary and 1 Federal Programs/Curriculum director will attend the conference. These sessions will assist participants in gaining a clear understanding of roles, rules, and regulations and provide an opportunity to work together to create the most effective program for students. Registration, mileage, lodging, and meals will be covered.	Professional Learning	Tier 1	Getting Ready	10/01/2015	10/07/2015	\$1950	Building Administrator and Federal Programs/Curriculum Director
Phonics First Syllabication	Interventionists will teach students how to use syllabication techniques and apply them to writing. Costs will include registration for training provided at MOISD.	Academic Support Program	Tier 2	Implement	08/31/2015	08/31/2016	\$2600	Intervention Teachers and Building Administrators
MAISA Summer Institute	Staff will participate in the Summer Institute for MAISA in June 2016. This will supplement the training during the school year and allow the staff attending to return and "teach" the rest of the staff on any updates and strategies. The costs will cover registration, mileage, meals, and lodging.	Professional Learning	Tier 1	Getting Ready	06/01/2016	06/30/2016	\$3786	Teachers and Building Administrators
Math Coach	Beginning in the 2015-16 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=\$8990 Substitutes for 7days X 5 staff= \$2888	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/03/2016	\$11878	Principal, Math Staff

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AIMS Training	AIMS program will continue to be used and evaluated for implementation and instructional purposes, as an ongoing initiative. The program will continue to encourage Math and Science best practices. The building administrators will evaluate implementation through walk throughs. Costs were covered in the 2013-2014 and 2014-15 grants.	Direct Instruction	Tier 1	Implement	08/31/2015	06/03/2016	\$0	K-8 Math and Science Teachers and Building Administrators
Social Studies Goal Evaluation	Building and District Improvement Teams will evaluate using the MDE Program Evaluation Tool to determine if the scores have increased for the Social Studies content area.	Policy and Process	Tier 1	Evaluate	09/02/2014	06/03/2015	\$0	Building Administrator, Superintendent, Curriculum Director

## District Improvement Plan

Reed City Area Public Schools

Writing Goal Evaluation for E.D. Students	Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the subgroup gaps are closing in the writing content area.	Policy and Process	Tier 2	Evaluate	09/02/2014	06/03/2015	\$0	Building Administrators, Superintendent, Curriculum Director
Poverty Book Study	The staff from the Middle School, will continue to use Ruby Payne's A Framework for Understanding Poverty. The strategies in the book will be discussed and reviewed at monthly staff meetings and on early release dates. The techniques will be used in the classroom to help meet the needs of all students, particularly the economically disadvantaged students, we are trying to reduce the achievement gap for.	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/03/2015	\$0	Teachers in the Middle School and the Building Administrator
Book Study	Dylan Williams: Embedded Formative Assessment; The book was read during the 2014-15 school year, but ongoing work will take place in each building for sustainability and formative assessment in the classrooms. Walk-Throughs will continue to take place in each building for evaluation and connection to the FAME teams at the elementary school.	Professional Learning, Walkthrough, Direct Instruction	Tier 1	Implement	08/31/2015	06/03/2016	\$0	Classroom teachers, Building Administrators, Superintendent, Curriculum Director
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. The costs associated with this activity have been documented in the Math goal for the high school.	Academic Support Program	Tier 2	Getting Ready	08/31/2015	06/03/2016	\$0	Interventionist teacher and Building Administrators
EBLI	Intervention teacher will use EBLI training for reading in the content area of science to supplement the needs of the students, who have been identified for services. Costs for training have been covered in Reading and Math Goal.	Academic Support Program	Tier 2	Getting Ready	08/01/2015	09/30/2016	\$0	Intervention Teachers and Building Administrators
Reading Intervention Evaluation	All building and district improvement team will use the MDE Program Evaluation Tool to determine if the subgroup gaps are closing in reading.	Policy and Process	Tier 2	Evaluate	08/31/2015	06/03/2016	\$0	Building/District Improvement teams, Interventionist teachers, Building Administrators

## District Improvement Plan

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Writing Goal Evaluation	Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the writing objective was met to increase student achievement.	Policy and Process	Tier 1	Evaluate	08/31/2015	06/03/2016	\$0	Building Administrators, Superintendent, Curriculum Director
Science Goal Evaluation	Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the students have met the proficiency goals.	Policy and Process	Tier 1	Evaluate	09/02/2014	06/03/2015	\$0	Building Administrators, Superintendent, Curriculum Director
Annual Title I Parent Meeting	The G.T. Norman Staff will host an Annual Parent Title I meeting to share information with parents about Title I services and how it may impact their students. Parents will be able to ask questions about Title I. This will occur one evening after school in the first month of school. Costs associated with evening will be for materials and refreshments for the parents.	Parent Involvement	Tier 1	Implement	09/02/2014	09/30/2014	\$0	G.T. Norman Teaching Staff and Building Administrators
Social Studies Goal Evaluation-ED Students	Building and District Improvement Teams will use the MDE Program Evaluation Tool to determine if the gap for the subgroup has reduced.	Policy and Process	Tier 2	Evaluate	09/02/2014	06/03/2015	\$0	Building Administrator, Superintendent, Curriculum Director
Science Goal Evaluation-ED Students	Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the gaps for the subgroup are closing in the science content area.	Policy and Process	Tier 2	Evaluate	08/31/2015	06/03/2016	\$0	Building Administrator, Superintendent, Curriculum Director
Math Intervention Evaluation	All three buildings improvement teams and the District Improvement team will use the MDE program evaluation tool to determine if the subgroup gaps are closing in the math content.	Policy and Process	Tier 2	Evaluate	08/31/2015	06/03/2016	\$0	Building school improvement teams, District improvement team, interventionists/at-risk teachers, all building administrators

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Evaluation	All three buildings improvement teams and the District Improvement team will use the MDE program evaluation tool to determine if the subgroup gaps are closing in the math content.	Policy and Process	Tier 2	Evaluate	08/31/2015	06/03/2016	\$0	Building school improvement teams, District improvement team, interventionists/at-risk teachers, all building administrators
Book Study	Dylan Williams: Embedded Formative Assessment; The book was read during the 2014-15 school year, but ongoing work will take place in each building for sustainability and formative assessment in the classrooms. Walk-Throughs will continue to take place in each building for evaluation and connection to the FAME teams at the elementary school.	Professional Learning, Walkthrough, Direct Instruction	Tier 1	Implement	08/31/2015	06/03/2016	\$0	Classroom teachers, Building Administrators, Superintendent, Curriculum Director
Reading Intervention Evaluation	All building and district improvement team will use the MDE Program Evaluation Tool to determine if the subgroup gaps are closing in reading.	Policy and Process	Tier 2	Evaluate	08/31/2015	06/03/2016	\$0	Building/District Improvement teams, Interventionist teachers, Building Administrators

## District Improvement Plan

Reed City Area Public Schools

School Improvement Learning Opportunities	District and Building Improvement teams will bring in a facilitator to work with them throughout the school year to help evaluate and guide our school/district improvement process.	Professional Learning	Tier 1	Getting Ready	08/31/2015	06/03/2016	\$3000	Building Administrators, Superintendent, Curriculum Director
Writing Goal Evaluation	Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the writing objective was met to increase student achievement.	Policy and Process	Tier 1	Evaluate	08/31/2015	06/03/2016	\$0	Building Administrators, Superintendent, Curriculum Director
Writing Goal Evaluation for E.D. Students	Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the subgroup gaps are closing in the writing content area.	Policy and Process	Tier 2	Evaluate	09/02/2014	06/03/2015	\$0	Building Administrators, Superintendent, Curriculum Director
Science Goal Evaluation	Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the students have met the proficiency goals.	Policy and Process	Tier 1	Evaluate	09/02/2014	06/03/2015	\$0	Building Administrators, Superintendent, Curriculum Director
Science Goal Evaluation-ED Students	Building and District Improvement teams will use the MDE Program Evaluation Tool to determine if the gaps for the subgroup are closing in the science content area.	Policy and Process	Tier 2	Evaluate	08/31/2015	06/03/2016	\$0	Building Administrator, Superintendent, Curriculum Director
Social Studies Goal Evaluation-ED Students	Building and District Improvement Teams will use the MDE Program Evaluation Tool to determine if the gap for the subgroup has reduced.	Policy and Process	Tier 2	Evaluate	09/02/2014	06/03/2015	\$0	Building Administrators, Superintendent, Curriculum Director
Social Studies Goal Evaluation	Building and District Improvement Teams will evaluate using the MDE Program Evaluation Tool to determine if the scores have increased for the Social Studies content area.	Policy and Process	Tier 1	Evaluate	09/02/2014	06/03/2015	\$0	Building Administrators, Superintendent, Curriculum Director

**District Improvement Plan**

Reed City Area Public Schools

**Reed City Middle School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Success Math Class	Based on the Universal Screener, at risk students will be identified and will receive Tier 2 assistance daily for 27 minutes. A highly qualified math teacher will provide the pre-teaching and re-teaching of math skills to improve student learning and to bring the student to grade level expectations. The salary for the Academic Success Math and Reading Teachers are included in this activity amount.	Academic Support Program	Tier 2	Getting Ready	09/03/2014	06/03/2015	\$207932	At-Risk Teacher, Math class teachers, and Building Administrator
EBLI	EBLI Training will take place for all English teachers, Special Education teachers, the At-Risk teachers, and one representative from the other 3 content areas. The training will take place for the Middle School and High School teams. The staff will be trained and return to the district to implement the strategies. There will be two follow up visits from the EBLI trainers throughout the school year. The future goal will be to have all teachers in both buildings trained. The costs will cover registration (\$1500 per person for 3 days of training), follow up visits, mileage, lodging (training is in Flushing and Cheboygan), and food. An additional refresher will be provided, for the ongoing and sustainable initiative, throughout the 2015-16 school year, and this will be covered by general funds.	Professional Learning	Tier 1	Getting Ready	08/01/2015	09/01/2016	\$14019	Teachers attending training and Building Administrators
Poverty Book Study	The staff from the Middle School, will continue to use Ruby Payne's A Framework for Understanding Poverty. The strategies in the book will be discussed and reviewed at monthly staff meetings and on early release dates. The techniques will be used in the classroom to help meet the needs of all students, particularly the economically disadvantaged students, we are trying to reduce the achievement gap for.	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/03/2015	\$0	Teachers in the Middle School and the Building Administrator
Phonics First Syllabication	Interventionists will teach students how to use syllabication techniques and apply them to writing. Costs will include registration for training provided at MOISD.	Academic Support Program	Tier 2	Implement	08/31/2015	08/31/2016	\$2600	Intervention Teachers and Building Administrator

## District Improvement Plan

Reed City Area Public Schools

AIMS Training	AIMS program will continue to be used and evaluated for implementation and instructional purposes, as an ongoing initiative. The program will continue to encourage Math and Science best practices. The building administrators will evaluate implementation through walk throughs. Costs were covered in the 2013-2014 and 2014-15 grants.	Direct Instruction	Tier 1	Implement	08/31/2015	06/03/2016	\$0	K-8 Math and Science Teachers and Building Administrators
EBLI	Intervention teacher will use EBLI training for reading in the content area of science to supplement the needs of the students, who have been identified for services. Costs for training have been covered in Reading and Math Goal.	Academic Support Program	Tier 2	Getting Ready	08/01/2015	09/30/2016	\$0	Intervention Teachers and Building Administrators

### Reed City High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Coach	Beginning in the 2015-16 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=\$8990 Substitutes for 7days X 5 staff= \$2888	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/03/2016	\$11878	Principal, Math Staff
At-Risk Additional Instruction	Classroom teachers, along with the building administrator and counseling department, will identify eligible at-risk students for math assistance and re-teaching. The At-Risk Instructor will provide re-teaching of math strategies by engaging the student through different forms of instruction to increase math skills and support regular classroom content and meet grade level expectations. The salary information for this activity includes the Reading Goal also.	Academic Support Program	Tier 2	Getting Ready	09/08/2014	06/03/2015	\$104492	At-Risk instructor, Math classroom teachers, and Building Administrator



## District Improvement Plan

Reed City Area Public Schools

EBLI	EBLI Training will take place for all English teachers, Special Education teachers, the At-Risk teachers, and one representative from the other 3 content areas. The training will take place for the Middle School and High School teams. The staff will be trained and return to the district to implement the strategies. There will be two follow up visits from the EBLI trainers throughout the school year. The future goal will be to have all teachers in both buildings trained. The costs will cover registration (\$1500 per person for 3 days of training), follow up visits, mileage, lodging (training is in Flushing and Cheboygan), and food. An additional refresher will be provided, for the ongoing and sustainable initiative, throughout the 2015-16 school year, and this will be covered by general funds.	Professional Learning	Tier 1	Getting Ready	08/01/2015	09/01/2016	\$14019	Teachers attending training and Building Administrators
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. The costs associated with this activity have been documented in the Math goal for the high school.	Academic Support Program	Tier 2	Getting Ready	08/31/2015	06/03/2016	\$0	Interventionist teacher and Building Administrators
MyAccess Writing	ELA teachers will implement the MyAccess writing program and have bi-monthly writing conferences with their students. The costs are for the licenses and covered by the district general fund. This activity supports the professional learning within this goal.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/03/2015	\$5292	ELA teachers and Building Administrators
Michigan Science Teacher Association Conference	Teachers from the High School will attend the MSTC in March 2016. Teachers will bring back strategies on how to integrate and teach the State mandated standards with current educational techniques and technology. Information obtained will be utilized to review and revise current curriculum documents to best serve the needs of our students.	Professional Learning	Tier 1	Getting Ready	03/01/2016	06/03/2016	\$1864	Teachers attending from the High School and Building Administrator
EBLI	Intervention teacher will use EBLI training for reading in the content area of science to supplement the needs of the students, who have been identified for services. Costs for training have been covered in Reading and Math Goal.	Academic Support Program	Tier 2	Getting Ready	08/01/2015	09/30/2016	\$0	Intervention Teachers and Building Administrators

### G.T. Norman Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## District Improvement Plan

Reed City Area Public Schools

FAME Coaching and Training	Teams will meet monthly to collaborate about best practices and implementation of formative assessment. There are two current teams at G.T. Norman, with plans to train another coach and add team members. This amount will cover the substitute costs for 3 teams of 7 members to meet 8 times during the school year. A building administrator will also be trained during this time period.	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/03/2016	\$9500	FAME team members and Building Administrators.
MAS/FPS Fall Directors Institute	1 building administrator from the elementary and 1 Federal Programs/Curriculum director will attend the conference. These sessions will assist participants in gaining a clear understanding of roles, rules, and regulations and provide an opportunity to work together to create the most effective program for students. Registration, mileage, lodging, and meals will be covered.	Professional Learning	Tier 1	Getting Ready	10/01/2015	10/07/2015	\$1950	Building Administrator and Federal Programs/Curriculum Director
Response to Intervention Model	Title I identified students in grades 1-2 will receive 4 days a week of math tutorials. Students will receive one to one assistance, small group instruction, additional pre-teaching and re-teaching of math strategies, using manipulatives and technology to increase math skills and bring the students to grade level expectations.	Academic Support Program	Tier 2	Implement	09/08/2014	06/03/2015	\$78000	Classroom teachers-identifying students, Interventionists provide the supplemental services; Building Administrators, District Title I Director
Parent Involvement	All parents will be invited to participate in their child's learning and education. Parents will be encouraged to complete home math kits which will contain math activities and games, and strategies to encourage math fact fluency. Parents will be encouraged to attend Parent Workshops. Parent math training will be offered once in the fall and once in the spring. \$500 will be allocated to host the parent math events and will be used to purchase snacks, make-it-take-it materials, and day care.	Parent Involvement	Tier 1	Implement	08/31/2015	06/03/2016	\$500	G. T. Norman Staff and Administrators
RtI Intervention Model	Title I identified students in grades K-5 will receive 4 days a week of literacy tutorials. Students will receive one on one assistance, small group instruction, additional pre/re-teaching of literacy strategies using technology, fiction, and non-fiction texts to increase literacy skills for all content areas.	Academic Support Program	Tier 2	Implement	09/02/2014	06/03/2015	\$287000	Classroom teachers, Interventionists, Building Administrators

## District Improvement Plan

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Parent Involvement	All parents will be invited to participate in their child's learning. They will be encouraged to attend literacy workshops, where they will create activities and learn about supporting literacy skills at home. A workshop will be held once in fall and once in the spring. The costs attached will cover materials, refreshments, and daycare.	Parent Involvement	Tier 1	Implement	08/24/2015	06/03/2016	\$500	G.T. Norman staff and Building Administrators
Annual Title I Parent Meeting	The G.T. Norman Staff will host an Annual Parent Title I meeting to share information with parents about Title I services and how it may impact their students. Parents will be able to ask questions about Title I. This will occur one evening after school in the first month of school. Costs associated with evening will be for materials and refreshments for the parents.	Parent Involvement	Tier 1	Implement	09/02/2014	09/30/2014	\$0	G.T. Norman Teaching Staff and Building Administrators
MAISA Writing Units Staff Training	Teachers will implement the MAISA concepts and activities into their writing instruction to facilitate classroom discussion on writing concepts. The focus will be on the conceptual understanding of writing and its integration in the classroom. Training/Reevaluation will take place throughout the school year. The costs will cover the substitute teachers. Training is provided through our local ISD.	Professional Learning	Tier 1	Getting Ready	08/31/2015	06/03/2016	\$6270	All classroom teachers and Building Administrators
MAISA Summer Institute	Staff will participate in the Summer Institute for MAISA in June 2016. This will supplement the training during the school year and allow the staff attending to return and "teach" the rest of the staff on any updates and strategies. The costs will cover registration, mileage, meals, and lodging.	Professional Learning	Tier 1	Getting Ready	06/01/2016	06/30/2016	\$3786	Teachers and Building Administrators
Phonics First Syllabication	Interventionists will teach students how to use syllabication techniques and apply them to writing. Costs will include registration for training provided at MOISD.	Academic Support Program	Tier 2	Implement	08/31/2015	08/31/2016	\$2600	Intervention Teachers and Building Administrators
Rtl Intervention Model-Elementary	Title I identified students, grades 1-5, will receive four days a week sessions, using the MAISA units strategies. Students will receive one on one, small group, and pre-re teaching of writing strategies using technology to increase writing skills.	Academic Support Program	Tier 2	Implement	08/31/2015	06/03/2016	\$33000	G.T. Teachers and Building Administrators
Michigan Science Teacher Association Conference	Teachers from the High School will attend the MSTC in March 2016. Teachers will bring back strategies on how to integrate and teach the State mandated standards with current educational techniques and technology. Information obtained will be utilized to review and revise current curriculum documents to best serve the needs of our students.	Professional Learning	Tier 1	Getting Ready	03/01/2016	06/03/2016	\$1864	Teachers attending from the High School and Building Administrator

## District Improvement Plan

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AIMS Training	AIMS program will continue to be used and evaluated for implementation and instructional purposes, as an ongoing initiative. The program will continue to encourage Math and Science best practices. The building administrators will evaluate implementation through walk throughs. Costs were covered in the 2013-2014 and 2014-15 grants.	Direct Instruction	Tier 1	Implement	08/31/2015	06/03/2016	\$0	K-8 Math and Science Teachers and Building Administrators
Rtl at Norman	Title I identified students in grades K-5 will receive supplemental services once a week for science tutorials. Students will receive a variety of instructional best practices, along with technology to meet the needs of the students.	Academic Support Program	Tier 2	Implement	08/31/2015	06/03/2016	\$35000	Interventionists and Building Administrators
Parent Involvement-Science	Parents will be invited to Parent Workshops, geared to Science instruction. Parents will learn how to support their students through science activities and make-it-take-it activities. A work shop will be held in the fall and again in the spring. Costs will cover materials, refreshments, and day care.	Parent Involvement	Tier 1	Implement	08/31/2015	06/03/2016	\$500	G.T. Principal; Title Teachers; Title I Director
Rtl Model for Social Studies	Title I identified students in grades K-5 will receive once a week Social Studies tutorials. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of social studies strategies using technology and non-fiction literature to increase social studies skills.	Academic Support Program	Tier 2	Implement	08/31/2015	06/03/2016	\$35000	Intervention Staff and Building Administrators